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USING A BILINGUAL APPROACH TO DEVELOP READING SKILLS IN A FOREIGN LANGUAGE AMONG PRIMARY SCHOOL LEARNERS

The article is devoted to the study of the effectiveness of the bilingual approach in the development of reading skills in English among younger schoolchildren. The aim of the study was to determine the role of the native language (L1) as a means of semantic and cognitive support when working with a foreign language text. 36 primary school students aged 9-10 years with an English language level A2 participated in the pedagogical experiment. All participants were divided into control and experimental groups of 18 people each.

The educational material was an adapted story, equipped with a system of tasks before, during and after reading. The main difference between the groups was the format of the text presentation: the experimental group worked with an electronic version containing three types of hyperlinks in their native language - translation, visualization, and contextual explanations; the control group worked with identical text, but without any support.

The experiment consisted of three stages: a pre-test, work with bilingual support, and a post-test. Quantitative analysis, pedagogical observation, and student questionnaires were used to evaluate the results. The results showed a significant advantage for the experimental group, whose average score increase was 2.6 versus 1.1 in the control group. In addition, there was an increase in confidence, motivation, and engagement among students who worked with bilingual support. Contextual explanations have been recognized as the most effective type of hyperlinks.

The data obtained confirm the practical importance of using the native language in teaching reading in elementary school. The developed model can be successfully implemented in both traditional and digital learning, especially in a multilingual educational environment. The methodology corresponds to modern approaches in the field of TELL and translanguaging education.

Keywords: bilingualism, foreign language education, elementary school, digital technologies, bilingual approach.

MAIN PROVISIONS

Modern research in the field of foreign language teaching methods confirms the effectiveness of the bilingual approach in the development of foreign language receptive competence, in particular reading skills, in younger schoolchildren. In the context of the multilingual educational space typical for Kazakhstan, the integration of the native language (L1) as a support for teaching a foreign language (L2) makes it easier to perceive, understand and comprehend a foreign language text.

One of the theoretical foundations of this study is J. Cummins' updated model of bilingualism, which emphasizes the importance of language interaction through the practice of translanguaging. According to the researcher, cognitive support from L1 contributes to the more successful formation of semantic reading skills and the expansion of vocabulary in L2, especially among younger schoolchildren with an as yet unformed metalanguage competence. [1, p. 7-36.].

A number of modern empirical studies confirm the close relationship between the level of native literacy and the success of reading in a foreign language. Arthur [2], in a study conducted with elementary

school students, demonstrated that strong L1 literacy is positively associated with the ability to extract information from English texts and facilitates a more accurate interpretation of their content. Similar results were obtained in the work of Grover [3] where bilingual students who had previously read the adapted version of the text in their native language showed higher results according to the criteria of text analysis and establishment of causal relationships in the L2 text.

Cognitive and linguistic support through L1 also increases motivation and reduces language anxiety, which is especially important for younger students. According to a systematic review by Oshchepkova et al. [4], bilingual students demonstrate more developed phonological awareness and metalanguage comprehension of the text, which positively affects the quality of reading.

The integration of information and communication technologies, in particular hyperlinks with explanations of difficult words in L1, visual support and multimodal tasks, and further demonstrated considerable effectiveness in bilingual learning. Peguero study [5] emphasized that the combination of TELL (Technology-Enhanced Language Learning) and a bilingual approach leads to steady progress in reading activity and a more meaningful assimilation of vocabulary and text structure on L2.

Domestic scientific approaches further reinforce the necessity of considering the native language in the teaching process. So, in the works of F. Orazbayeva [6], it is emphasized that language and thinking are in a dialectical relationship, and the use of the native language in teaching the second language contributes to the awareness of linguistic units and the formation of semantic connections. In turn, Zh. Aimauytov [7] emphasized the importance of psychological and pedagogical adaptation of teaching methods to the age and mental characteristics of students, especially in the process of text perception and the development of skills of its analysis.

Thus, the analysis of modern scientific sources makes it possible to substantiate the use of the bilingual approach as an effective means of developing reading skills in a foreign language among younger schoolchildren. This approach provides both cognitive support and a positive attitude of students towards learning, contributing to a deeper interpretation of the text and the sustainable development of foreign language reading competence.

INTRODUCTION

Modern trends in the field of education emphasize the need to develop the communicative competence of younger schoolchildren in the multilingual environment typical of Kazakhstan. The issue of effective formation of reading skills in a foreign language (English) as one of the basic receptive types of speech activity becomes especially relevant. Primary school age is the most sensitive period for language acquisition, including in a bilingual context, where the mother tongue (Kazakh or Russian) can become an effective support tool for learning a foreign language.

The choice of the research topic is determined by the need to find didactically sound and cognitively sound approaches to teaching reading in English, adapted to the age and language characteristics of younger schoolchildren. At the same time, special attention is paid to the bilingual approach as a strategy that uses students' native language (L1) as a support for learning foreign language material (L2).

The relevance of the study is determined by a number of factors. First, Kazakhstan implements a policy of trilingual education, in which English plays a key role, starting from elementary school. Secondly, practice shows that younger schoolchildren often have difficulty working with a foreign language text without proper linguistic and semantic support. Thirdly, the results of modern research in the field of bilingual and translingual learning [1; 4] indicate that the use of L1 contributes to a better understanding of the text, the development of comprehension strategies and the formation of sustainable reader motivation.

The object of the research is the process of developing reading skills in a foreign language among younger schoolchildren.

The subject of the study is the influence of the bilingual approach (using L1) on the development of reading competence in English.

The purpose of the study is to theoretically substantiate and experimentally test the effectiveness of the bilingual approach as a means of developing reading skills in English among younger schoolchildren.

Research objectives:

1. To conduct a comparative analysis of the results of the experimental and control groups;
2. To substantiate the effectiveness of using L1 in the process of learning to read in English.

The hypothesis of the study is that the use of a bilingual approach (including the native language as a semantic support) promotes more successful formation of reading skills and meaningful understanding of text in a foreign language compared to monolingual education.

The scientific novelty of the study lies in the fact that for the first time in a Kazakh primary school, a bilingual model of teaching reading in English using hyperlinks and explanations in L1 as a means of developing interpretative reading competence has been experimentally tested.

The theoretical significance lies in clarifying the role of L1 in the development of foreign language receptive skills in younger schoolchildren and complementing scientific ideas about bilingual education in primary schools.

The practical significance is determined by the possibility of introducing the proposed model into the practice of teaching English in primary schools, as well as the development of specific didactic materials with bilingual support for the development of reading skills.

The degree of study of the problem in Russian science is reflected in the works of F. Orazbayeva, Zh. Aimaulytov, M. Jumabayev, while international approaches are presented in the studies of J. Cummins, E. Oshchepkova, V. Grover and others. Despite the availability of theoretical works, there is a lack of experimental research in the Kazakh context focused on elementary school and reading as a key component of communicative competence. The present study aims to fill this gap.

MATERIALS AND METHODS

The present study aims to identify the effectiveness of the bilingual approach in teaching English to younger schoolchildren, in particular, to determine the role of the native language as a means of semantic and cognitive support when working with a foreign language text. The relevance of the chosen methodology is due to the increasing attention to issues of translanguaging interaction in a multilingual educational environment, which is confirmed by the work of both domestic [6; 7] and foreign researchers [1; 3; 4].

The study was based on a pedagogical experiment involving two classes of elementary school students, a total of 36 people divided into experimental and control groups of 18 students each. All participants had an English language proficiency level of A2 on the CEFR scale and studied in Russian. The children were 9-10 years old. The groups were comparable in linguistic and cognitive parameters, which ensured the validity of the comparative analysis.

The adapted short story “Hidden Treasure in the Rocky Mountains”, developed on the basis of the British Council resource, was used as educational material. The text was divided into two logically completed parts and was accompanied by a system of tasks before, during and after reading. The work with the text was carried out during two consecutive sessions. The tasks included exercises to activate vocabulary, determine the truth of statements, choose the correct answer, work with omissions, and questions on the interpretation of content. Firstly, the translation hyperlinks were aimed at removing lexical difficulties: when selecting keywords, students could instantly refer to their equivalents in their native language, which reduced cognitive load and accelerated the comprehension process. Secondly, the visual hyperlinks were images illustrating individual lexical units or plot elements of the text. Visualization allowed students to rely on visual images and form stable associative connections. Thirdly, contextual explanations were embedded directly into the structure of the text and contained brief comments on L1 explaining the meaning of individual sentences or culturally specific elements. These explanations helped to avoid fragmentary understanding and contributed to a holistic perception of the content. Thus, the proposed model of bilingual support combined translation, visualization and contextual explanations, which made it possible to provide multi-channel perception of information and improve the efficiency of working with a foreign language (Diagram 1).

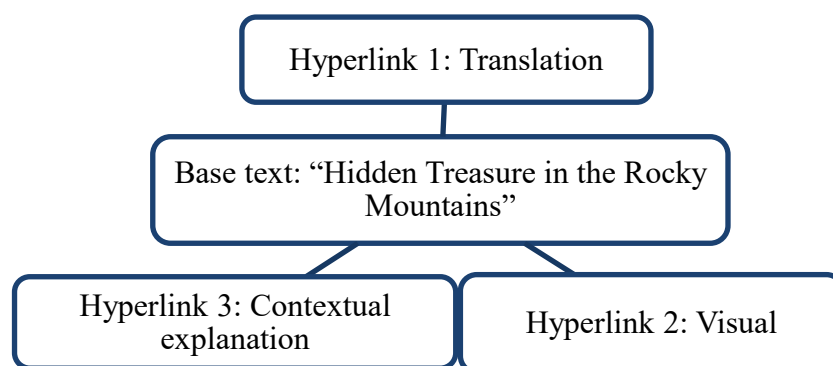


Diagram 1. – Structure of bilingual text support

The primary element that distinguished the work setup in the two groups was the availability of bilingual assistance in the experimental group (EG). The digital version of the material provided to this group featured three varieties of interactive links: 1) translation (offering equivalents of significant terms in the participants' first language), 2) visual (illustrated with images conveying the meaning of vocabulary), and 3) contextual and explanatory (including comments in the first language that were seamlessly integrated into the text's structure). This format of organizing educational resources granted students prompt access to pertinent information without interrupting the main text. The control group (CG) utilized the same text and tasks, but lacked any linguistic or visual aid.

The experiment was organized into three sequential phases. The first phase (pre-testing) involved assessing the initial reading skill levels of all participants. This evaluation was done through specifically tailored tasks meant to gauge three aspects: overall comprehension of the text (global understanding), the precision in identifying critical details (specific information), and the capability to interpret and logically justify responses (conclusions). The second phase (formative) included active engagement with the adapted text and tasks that followed bilingual teaching methods. In the final phase (post-testing), another round of assessments was conducted using a method similar to the pre-test, which allowed for an objective measurement of the changes in reading proficiency levels and revealed differences between groups.

The study's methodological approach involved a pedagogical experiment, a quantitative analysis technique for empirical data, and a method for monitoring task performance. A ten-point grading scale was used to assess the outcomes, organized as follows: 4 points for general text comprehension, 3 points for accurately identifying details, and 3 points for interpretation and justification. This evaluation format enabled a thorough analysis of different levels of reading skills.

The results from the comparative analysis demonstrated a notable positive change in the EG. Participants in this group experienced an average score increase of 2.6 points compared to their pre-test scores, whereas the KG only saw an increase of 1.1 points. A follow-up survey of participants affirmed the effectiveness of the method applied: most EG students reported a substantial enhancement in their reading and understanding of foreign language texts, attributed to the translation and visual links. Furthermore, it was the contextual and explanatory components that were deemed the most effective, as they aided not only in achieving a superficial understanding but also in forming lasting semantic relationships and deepening the comprehension of the material.

As a result, the study's hypothesis has been validated through evidence: employing a bilingual method alongside digital assistance in the native language helps enhance the learning and advancement of English reading skills in younger students. The innovative aspect of current research is the experimentation with a model that incorporates interactive multifunctional hyperlinks within the format of an educational text, which offers new opportunities for its use in the context of Technology-Enhanced Language Learning (TELL) strategies and the growth of translingual educational practices in elementary schools.

RESULTS

The results obtained from current research strongly validate the initial hypothesis, showing that a bilingual teaching method, supported by digital tools, has a significant beneficial impact on improving English reading comprehension skills in younger students.

The main distinguishing factor was the use of interactive multimodal hyperlinks included in the teaching materials for the experimental participants. These hyperlinks provided three unique types of support in their native language: translational, visual, contextual-explanatory.

The chosen scaffolded design enabled learners in the experimental group to independently tackle comprehension challenges without losing focus on the main text. It made reading a smoother and less disjointed experience, allowing mental resources to be dedicated to deeper understanding instead of just decoding the words. Conversely, the control group worked with the same text and assignments but lacked any language or visual supports, relying only on their prior knowledge and context clues.

The quantitative data from the comparative study highlight the effectiveness of the intervention. The experimental group achieved an average score increase of 2.6 points from pre-test to post-test, which is significantly higher than the control group's average increase of 1.1 points. This notable difference in performance growth suggests that the bilingual support system not only helped but played a crucial role in speeding up the learning of reading skills (Table 1).

In addition to the numerical outcomes, the success of the intervention is linked to its varied support framework. While translational links helped with vocabulary learning, and visual links aided in

understanding concepts, the contextual explanations were particularly critical. They allowed students to exceed basic understanding, promoting the ability to create consistent mental images of the text, draw conclusions, and develop enduring meanings. The greatest effect of the bilingual approach lies in its ability to boost higher-level thinking during second-language reading.

Table 1 - Comparison of pre- and post-test results

	Group	Pre-test	Post-test	Growth
1	Control group	5.2	6.3	1.1
2	Experimental group	5.1	7.7	2.6

Study indicates a more pronounced dynamic in the acquisition of reading competence when using bilingual elements. In addition to quantitative data, qualitative observations of students' behavior while working with text showed an increase in confidence, activity, and engagement among the participants in the experimental group.

Thus, the goals and objectives of the study have been achieved: the bilingual approach has proven its effectiveness as a methodological tool that promotes the development of reading skills in a foreign language. The practical significance of the results obtained lies in the fact that the proposed model can be adapted and implemented in the practice of teaching English in primary schools, including in a multilingual educational environment. The introduction of hyperlinks with L1 support can be implemented in both face-to-face and distance learning.

Summarizing the results, it can be concluded that contextual explanations proved to be the optimal element of bilingual support within the framework of the studied material, as they contributed to a deeper understanding without distraction from the main text.

DISCUSSION

The findings of this research highlight the significance of a bilingual method as an effective approach to enhance reading abilities in a foreign language for younger students. The collected data align with several international and local studies that point out the role of the mother tongue as a valuable tool for cognitive and linguistic assistance in learning a foreign language.

In the studies conducted by J. Cummins [1], it is demonstrated that utilizing the first language aids in developing awareness of language and speeds up the growth of academic reading skills. Likewise, the investigation by E. Oshchepkova et al. [4] indicates that bilingual children, who receive aid in their native language, achieve better results in tasks that require understanding the meaning of texts compared to their counterparts learning in a strictly monolingual setting. Our research showed a similar pattern: students who had hyperlink assistance in their mother tongue exhibited greater confidence and awareness when engaging with foreign language texts, employed strategies to infer meaning, and took initiative in task completion.

Special focus should be given to the effectiveness of contextual explanations as a type of bilingual support. Their benefit lies in not distracting the student from the reading activity and do not necessitate switching to an outside information source, which aids in maintaining reading flow and focus. This aligns with Grover's conclusions [3], which point out that bilingual explanations integrated into the learning space act as a "cognitive bridge," enabling understanding of meaning without losing context.

In addition, prompt a reevaluation of translation's role in teaching younger learners. Even though the direct communicative approach has long dominated and typically excludes the use of the native language from education, the presented data indicate that a careful and systematic incorporation of elements from the mother tongue not only supports the acquisition of a second language but also helps create a more solid understanding of meanings. This idea is further supported by the research of F. Orazbayeva [6], who highlights the importance of cultural and national support in fostering intercultural communication.

Further proof of the necessity of relying on the native language can be found in the work of Friesen et al. [8], who observe that bilingual learners utilize a broader array of reading strategies than their monolingual counterparts. D.Giguere and E.Hoff [9], reach similar conclusions by stressing that having vocabulary in the mother tongue in early childhood significantly influences successful reading development in a second language. These findings strengthen the validity of our results and reaffirm that the use of the first language should be viewed as a resource rather than a hindrance in building cognitive connections.

It is essential to recognize that utilizing hyperlinks along with both visual and textual support not only enhanced academic achievements but also boosted student motivation [10]. The learners in the experimental

group displayed high engagement levels, a favorable attitude towards reading, and a strong eagerness to finish tasks. This supports the argument concerning the significance of multimodality in the education of young students, which is explored further in TELL (Technology-Enhanced Language Learning) research [11].

However, several limitations need to be considered. Some students tended to depend too much on their first language, which could impede the development of their reading skills in English over time. This concern is also highlighted in the studies conducted by Friesen et al. [8], which stress the importance of maintaining a balance between using the first language and the second language. Therefore, future studies should focus on discovering the best balance between support in the native language and autonomous learning of foreign texts [12].

Consequently, the analysis of the findings reveals not only adherence to the assigned tasks but also the justification for implementing a bilingual strategy as a contemporary teaching method, especially in diverse linguistic school settings [13]. Additionally, the observed outcomes allow for predictions that, with the active integration of digital technologies in education, the opportunities for bilingual support will increase, ranging from hyperlinks and visual aids to advanced intelligent systems based on artificial intelligence that can tailor assistance for individual students.

CONCLUSION

The current research focuses on assessing the effectiveness of a bilingual method for enhancing English reading abilities among younger schoolchildren by incorporating hyperlinks into the educational text, which help in their first language. A pedagogical experiment served as the primary methodological framework, which involved working with both control and experimental groups, conducting quantitative analyses of results from both preliminary and final assessments, and utilizing observational and questionnaire techniques.

The teaching strategy applied in the experimental group featured three forms of linguistic support offered through interactive hyperlinks: translation (which gives equivalent keywords in the native language), visual (images that clarify the meanings of vocabulary items), and contextual explanatory (clarifications of challenging aspects of the text in the native language, embedded directly within the text). This holistic strategy aimed to alleviate cognitive burden and address the language barrier without sacrificing the essential meaning of text interpretation.

The findings reveal that students who used bilingual support showed considerably improved comprehension rates of the reading material compared to those in the control group. Specifically, the average improvement in outcomes for the experimental group was nearly double that of their counterparts who were not provided with assistance in their native language. Beyond the quantitative metrics, qualitative data gathered from observations and questionnaires indicated that participants in the experimental group experienced enhanced engagement, increased self-confidence, and a greater interest in the reading activity.

These findings substantiate the proposed hypothesis regarding the beneficial role of the native language as a source of semantic and cognitive support in developing foreign language reading skills. The results align with contemporary concepts emphasizing the significance of acknowledging students' linguistic backgrounds and employing translation strategies in foreign language instruction.

Consequently, scholarly perspectives on bilingual education have been enriched with concrete evidence demonstrating the efficacy of integrating the mother tongue into the early stages of foreign language education through the use of contemporary digital tools. The study's results pave the way for further investigation into the potential of hyperlink technology and other interactive components in crafting adaptive educational resources that cater to the distinct needs of students across various learning stages. The practical implications of this research include the creation of a methodological framework that can be implemented within modern teaching paradigms, such as technologically enhanced language learning (TELL) and translational pedagogy.

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Бастауыш сынып оқушыларының шет тілінде оқу дағдыларын дамыту үшін екі тілді тәсілді қолдану

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Мақала бастауыш сынып оқушыларының ағылшын тілінде оқу дағдыларын дамытудағы екі тілді тәсілдің тиімділігін зерттеуге арналған. Зерттеудің мақсаты шет тіліндегі мәтінмен жұмыс жасау кезінде ана тілінің (L1) семантикалық және танымдық қолдау құралы ретіндегі рөлін анықтау болды. Педагогикалық экспериментке 9-10 жас аралығындағы ағылшын тілі а2 деңгейіндегі 36 бастауыш сынып оқушылары қатысты. Барлық қатысушылар әрқайсысы 18 адамнан тұратын бақылау және эксперименттік топтарға бөлінді.

Оқу материалы оқуға дейін, оқу кезінде және одан кейінгі тапсырмалар жүйесімен жабдықталған бейімделген әңгіме болды. Топтар арасындағы басты айырмашылық мәтінді ұсыну форматы болды: эксперименттік топ ана тіліндегі гиперсілтемелердің үш түрін — аударма, визуализация және контекстік түсініктемелерді қамтитын электрондық нұсқамен жұмыс істеді; бақылау тобы бірдей мәтінмен жұмыс істеді, бірақ ешқандай қолдаусыз.

Эксперимент үш кезеңнен тұрды: алдын-ала тестілеу, екі тілді қолдаумен жұмыс және тесттен кейінгі. Нәтижелерді бағалау үшін сандық талдау, педагогикалық бақылау, студенттердің сауалнамалары қолданылды. Нәтижелер эксперименттік топ үшін айтарлықтай артықшылықты

көрсетті, оның орташа баллы бақылау тобындағы 1,1-ге қарсы 2,6-ға өсті. Сонымен қатар, екі тілді қолдаумен жұмыс істейтін студенттер арасында сенімділік, ынталандыру және белсенділік артты. Контекстік түсініктемелер гиперсілтемелердің ең тиімді түрі ретінде танылды.

Алынған мәліметтер бастауыш мектепте оқуды оқытуда ана тілін қолданудың практикалық маңыздылығын растайды. Әзірленген модель дәстүрлі және цифрлық оқытуда, әсіресе көптілді білім беру ортасында сәтті жүзеге асырылуы мүмкін.

Түйінді сөздер: екі тілділік, шет тілін оқыту, бастауыш мектеп, цифрлық технологиялар, екі тілді тәсіл.

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Использование двуязычного подхода для развития навыков чтения на иностранном языке у учащихся начальной школы

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Статья посвящена изучению эффективности билингвального подхода в развитии навыков чтения на английском языке у младших школьников. Цель исследования – определить роль родного языка (L1) как средства семантической и когнитивной поддержки при работе с иноязычным текстом. В педагогическом эксперименте приняли участие 36 учащихся начальной школы в возрасте 9-10 лет с уровнем владения английским языком А2. Все участники были разделены на контрольную и экспериментальную группы по 18 человек в каждой.

Учебный материал представлял собой адаптированный рассказ, снабженный системой заданий до, во время и после прочтения. Основным различием между группами был формат представления текста: экспериментальная группа работала с электронной версией, содержащей три типа гиперссылок на их родном языке - перевод, визуализацию и контекстные пояснения; контрольная группа работала с идентичным текстом, но без какой-либо поддержки.

Эксперимент состоял из трех этапов: предварительного тестирования, работы с двуязычной поддержкой и последующего тестирования. Для оценки результатов использовались количественный анализ, педагогическое наблюдение и анкетирование учащихся. Результаты показали значительное преимущество экспериментальной группы, средний балл которой увеличился на 2,6 балла против 1,1 балла в контрольной группе. Кроме того, у студентов, работавших с двуязычной поддержкой, повысились уверенность, мотивация и вовлеченность. Контекстуальные пояснения были признаны наиболее эффективным типом гиперссылок.

Полученные данные подтверждают практическую значимость использования родного языка при обучении чтению в начальной школе. Разработанная модель может быть успешно реализована как в традиционном, так и в цифровом обучении, особенно в многоязычной образовательной среде.

Ключевые слова: билингвизм, иноязычное образование, начальная школа, цифровые технологии, билингвальный подход.

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СТУДЕНТТЕРДІҢ ШЫҒАРМАШЫЛЫҚ ҚАБІЛЕТТЕРІН ЖЕТІЛДІРУДЕГІ МЮЗИКЛДІҢ РӨЛІ

Қазіргі білім беру кеңістігінде студенттердің шығармашылық қабілеттерін дамытуға көп көңіл бөлінуде. Шығармашылық өз мүмкіндіктерін көрсете алуда ғана емес, сонымен бірге адамның жеке тұлғалық қалыптасуында, өзгермелі жағдайларға бейімделуінде және өмірдің түрлі салаларында жетістікке жетуінде маңызды рөл атқарады. Осындай тұрғыдан алғанда, мюзикл өнер түрі ретінде студенттердің шығармашылық әлеуетін анықтау мен дамытудың тиімді құралы десек, артық айтқандық емес.

Бұл еңбектің мақсаты - студенттердің шығармашылық қабілеттерін дамыту процесінде мюзиклдің рөлін талдап, анықтау, психологиялық және педагогикалық аспектілеріне ой жүгірту әрі оның студенттердің жеке тұлға ретінде әрі кәсіби қалыптасуындағы әсерін бағалау.

Мюзиклдің пайда болу көздеріне, қазіргі кездегі мюзиклдердің өзекті тұстарына, оқыту ерекшеліктеріне, сондай-ақ эстрадалық вокал сабақтарында игерілуі қажет техникалық талаптарға ерекше назар аударылады. Мюзикл жанрын зерделеу барысында орындаудың үш негізгі техникасы қарастырылады - белтинг (belting), сөйлеу позициясында ән айту (speech level singing) және леджит (legit).

Зерттеудің өзектілігіне, объектісіне, мақсатына сәйкес мынадай міндеттер қойылды: мюзикл жанрының қалыптасу және даму тарихын зерделеу; эстрадалық вокал сыныбында вокалдық дайындықтың ерекшелігін анықтау; қолда бар педагогикалық әдебиетке сүйене отырып, балтинг, сөйлеу позициясында ән айту, леджит ұғымдарына талдау жүргізу.

Зерттеу нәтижелері мюзиклді білім беру тәжірибесіне біріктіру студенттердің оқу және қабілеттерін дамыту әдістеріне маңызды қосымша болуы мүмкін екенін айғақтайды. Бұл мюзиклдің шығармашылық қабілеттерін, коммуникативті дағдыларын тәрбиелеу мен өзіне деген сенімділікті дамытуға оң ықпалын тигізеді.

Тірек сөздер: мюзикл, шығармашылық қабілеттер, вокалды педагогика, студенттер, өзін-өзі дамыту, оқыту, музыкалық орындау, қорытынды кезең.

КІРІСПЕ

XX ғасырдың соңы мюзикл жанрының XX ғасырдың екінші жартысындағы АҚШ пен Батыста қайта дамуына тән қайталану процестері арқылы оның Қазақстанға таралуымен, сонымен бірге бойына ерекше ұлттық белгілерді ендірумен сипатталады. Қазақстанның XXI ғасырдың басындағы сахналық өнерін сипаттайтын тенденциялар арасында мюзиклдің қарқынды дамуын синтетикалық музыкалық-театралдық жанр түрінде атап өтуге болады.

Өз алдына жеке-дара дербес театр бағыты ретінде мюзикл XIX ғасырдың соңында АҚШ-та пайда болды. Бұл жанрдағы алғашқы тәжірибелер ән, биді, диалогты және өзге де сахна өнерінің элементтерін бойына жинақтаған комикстік қойылымдар еді.

Көптеген театр сыншылары әлемдегі тұңғыш мюзикл деп, «The Black Crook» (1866)