

**UDC 37**

**IRSTI 16.21.63**

**<https://doi.org/10.48371/PHILS.2025.3.78.037>**

**CHALLENGES AND READINESS IN IMPLEMENTING THE  
ENGLISH MEDIUM INSTRUCTION AT THE  
REGIONAL UNIVERSITY**

Nugmanova V.S.<sup>1</sup>, \*Kuzembayeva G.A.<sup>2</sup>,

Maigeldiyeva Zh.M.<sup>3</sup>, Yerekhanova F.T.<sup>4</sup>

<sup>1, \*2</sup> K. Zhubanov Aktobe Regional University, Aktobe, Kazakhstan

<sup>3</sup> Korkyt Ata Kyzylorda University, Kyzylorda, Kazakhstan

<sup>4</sup> Central Asian Innovation University, Shymkent, Kazakhstan

**Abstract.** In the current global realia of internationalization of education and globalization processes, the English as a medium of instruction (EMI) has become popular at all levels of education worldwide and in the Republic of Kazakhstan as well. The study is aimed at exploring the challenges faced by the teachers and students in the EMI context and shedding light on the regional universities' readiness to implement and switch to the EMI. A descriptive research design is used in the study employing a quantitative survey among bachelor and master degree students and teaching staff of the K. Zhubanov Aktobe Regional University. The study participants comprised 51 students and 15 academic staff representing the faculties of pedagogy, philology, natural sciences and exact sciences. The study results revealed that the regional university students in the EMI setting are mostly challenged by the lack of motivation to study, a large number of specialized vocabularies, and the insufficient level of English. Teachers' main difficulties in the EMI context include the low level of students' English language proficiency and the need to adjust educational materials, teachers' insufficient level of English, the small number of hours allocated for English at the university limiting students' ability to master their language skills, and the low interest of teachers in the organization of the educational process in the EMI setting using various handouts, video and audio materials during their lessons. Teachers' and students' opinions on the university readiness for the EMI differed. The theoretical significance of the study's results is concerned with providing in-depth knowledge about the application of EMI in a regional context and providing a new perspective to strengthen the theoretical framework in this subject. The practical significance is demonstrated by the fact that the findings will help to create successful educational policies for promoting EMI at regional HEIs.

**Keywords:** English as a medium of instruction, EMI, Kazakhstan, higher education, teachers, students, challenges, readiness

## **Introduction**

English as a medium of instruction (EMI) in Kazakhstan is a recent phenomenon that emerged as part of the country's efforts to internationalize its education system and integrate into the global economy. Macaro [1] defines EMI as "the use of the English language to teach academic subjects (other than English itself) in countries or jurisdictions in which the majority of the population's first language is not English."

Kazakhstan adopted the EMI in schools and universities in the early 2000s, as part of its educational reforms and internationalization efforts. Some of the factors that influenced this decision were (1) joining the Bologna Process, which aimed to harmonize the European higher education system and promote academic mobility; (2) cooperating with foreign and international universities such as Nazarbayev University, established in 2010 as a flagship project of EMI and trilingual education in Kazakhstan; and (3) adopting a trilingual education policy, which envisioned that by 2020 all graduates of secondary and higher education would be proficient in Kazakh, Russian, and English [2].

Due to the transformation of the educational space, English is a compulsory subject at all levels of education and is studied from grade 3 of primary school since 2022. English language teaching continues in middle, high schools and higher education institutions. Math, physics, and chemistry in schools such as Bilim-Innovation lyceums (former Kazakh-Turkish lyceum), Nazarbayev Intellectual Schools (NIS), and some gymnasiums are taught in English. International higher education institutions such as SDU, KIMEP, KBTU successfully implemented EMI [3].

However, the implementation of EMI has faced many challenges and controversies. The difficulties faced in the field of education include the low English proficiency of teachers and students [4], inadequate language and academic support from the institutional management, lack of clear and coherent policies and guidelines, resistance from stakeholders, and others.

In this respect, the aim of the study is to explore the challenges faced by the teachers and students in the EMI context and shed light on the regional universities' readiness to implement and switch to the EMI. The theoretical significance of the research findings is concerned with giving in-depth knowledge on the implementation of EMI in a regional context as well as providing a new perspective to improve the theoretical framework in the field. The practical significance of the research is seen in the fact that the study results will contribute to effective educational policies for fostering EMI at regional HEIs.

## **Methods and materials**

The study employed a descriptive research design. A survey was conducted among bachelor and master degree students and teaching staff of the K. Zhubanov

Aktobe Regional University to obtain quantitative data for exploring teachers' and students challenges in the EMI setting and the university's readiness for implementing it.

51 students and 15 faculty members took part in the study. The participants represent the faculties of pedagogy, philology, natural sciences and exact sciences.

The questionnaire consisting of 23 items in Google forms was provided to study participants via WhatsApp.

In line with the research ethics all the respondents were informed about the objectives of the research and gave their written consent to participate in the study.

### Results and discussion

The study resulted in various difficulties faced by the students and teaching staff of the regional university. Students' challenges in the EMI context are presented in Table 1.

Table1. Students' Challenges in the EMI Context

Items	N	%
Lack of motivation among students	18	35.3
A large number of specialized vocabularies	14	27.5
Insufficient level of English in students	10	19.6
Lack of teaching materials	9	17.6
A small number of hours allocated to English	8	15.7
Insufficient level of English in teachers	7	13.7
Low interest of teachers in the organization of the educational process in the EMI setting	5	9.8
Total	51	100

According to our findings, the main obstacle faced by the students in the EMI setting is related to personal motives (35.3%) such as lack of motivation to learn English. It is followed by another difficulty, related to the fact that studying in English requires mastering a large number of specialized vocabularies (27.5%). Moreover, students are challenged by the insufficient level of English (19.6%), although 40% of them report that know English at B2 (upper-intermediate) level.

We assume that the insufficient level of English among students is related to the whole education system in Kazakhstan. Students do not pass the English language proficiency test when entering the university undergraduate programs. For instance, the placement test (a complex test that shows a real picture of grammar knowledge in accordance with international standards) is passed only for applying to the English programs at the bachelor level.

Lack of teaching materials (17.6%) is also one of the difficulties for students in the EMI context. This is quite reasonable as neither at bachelor's nor master's levels students are provided with EMI books or workbooks. Even glossaries are not provided for such specialties as biology and chemistry. All information is available on and taken from the internet.

Small number of hours allocated for English language is another challenge for students (15.7%). Basically, undergraduate students from the faculties of exact sciences and natural sciences think that studying English only in the subject "English language" for a year is not sufficient.

The last and the most insignificant reason is the low interest of teachers in the organization of the educational process in the EMI setting, which makes 9.8%.

Teachers' challenges in the EMI context are presented in Table 2.

Table2. Teachers' Challenges in the EMI Context

Items	N	%
Insufficient level of English in students	12	80
Insufficient level of English in teachers	7	47
A small number of hours allocated to English	5	33
Low interest of teachers in the organization of the educational process in the EMI setting	4	27
Lack of motivation among students	3	20
A large number of specialized vocabularies	3	20
Lack of teaching materials	3	20
Total	15	100

Teachers' main difficulties in the EMI context is the low level of students' English language proficiency (80%), due to which teachers need to adjust the study material for students with the lowest English level.

Another difficulty is the teachers' insufficient level of English (47%). Teachers consider they do not have enough English proficiency to teach subjects in English. Probably, the problem is a large number of terms or lack of educators capable to teach these subjects in the EMI setting. Moreover, teachers, just like students, are challenged by the small number of hours allocated for English at the university (33%), which limits students' ability to master their English skills.

The low interest of teachers in the organization of the educational process in the EMI setting (27%) can lead to students' low inspiration to study the English-medium courses. Besides, teachers do not make use of various handouts, video and audio materials during their lessons.

Teachers' challenges such as the lack of motivation among students, a large number of specialized vocabularies, and the lack of teaching materials (20%) are among the least significant challenges in the EMI setting.

The ratio of teachers' and students' challenges in implementing the EMI in the university is presented in Figure 1.

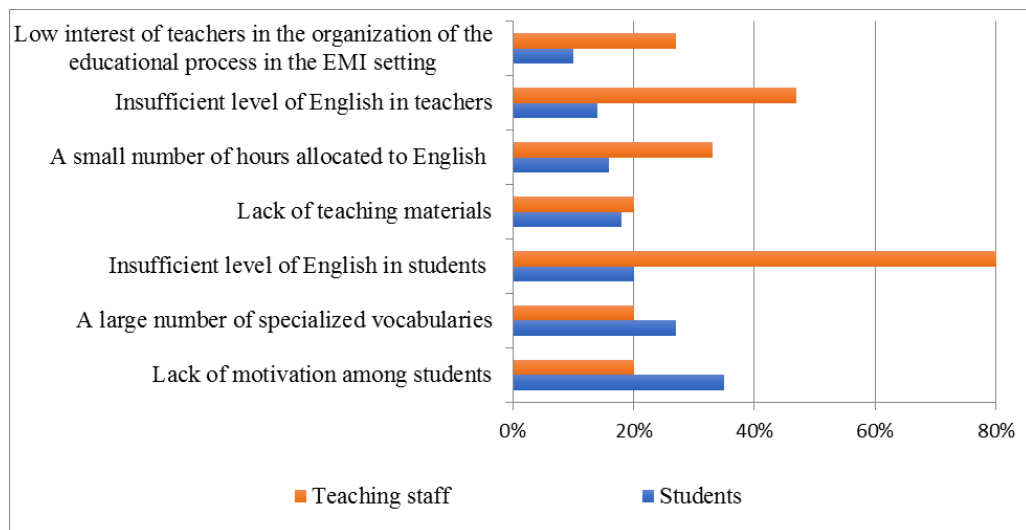


Figure 1 - Teachers' and Students' Challenges in the EMI Context

The Figure 1 illustrates that students' difficulties are mainly connects with a lack of motivation to study subjects in English and a large amount of vocabulary material. Compared to students, teachers face challenges with a low level of English among students and teachers, few hours allocated to learning English in addition, teachers have low interest in organizing the educational process in English language.

The results on regional university undergraduate (bachelor's degree) and graduate (master's degree) students' readiness for studying in the EMI context is presented in Table 3.

Table 3. Readiness of University Students for EMI (Mean)

Items	Undergraduate (bachelor) students	Graduate (master) students
Sufficiency of students' level of English to study and understand classes in English	4	4.1
Language level of the EMI teachers	4.5	4.2
Teachers' readiness for teaching in the EMI setting	4.2	3.6
University's readiness to switch to EMI	3.8	3.5

Readiness of undergraduate students for EMI classes at the regional university is expressed by such criteria as the sufficient English language level of the EMI teachers, teachers' readiness for teaching in the EMI setting and the sufficiency of students' level of English to study and understand classes in English, in which the highest mean responses are observed.

Readiness of graduate students for studying in the EMI context at the regional university is expressed by the sufficient language level of English of the EMI teachers and the sufficiency of students' English language skills to study and understand classes in English.

The readiness of teaching staff for EMI at the regional university is presented in Figure 2.

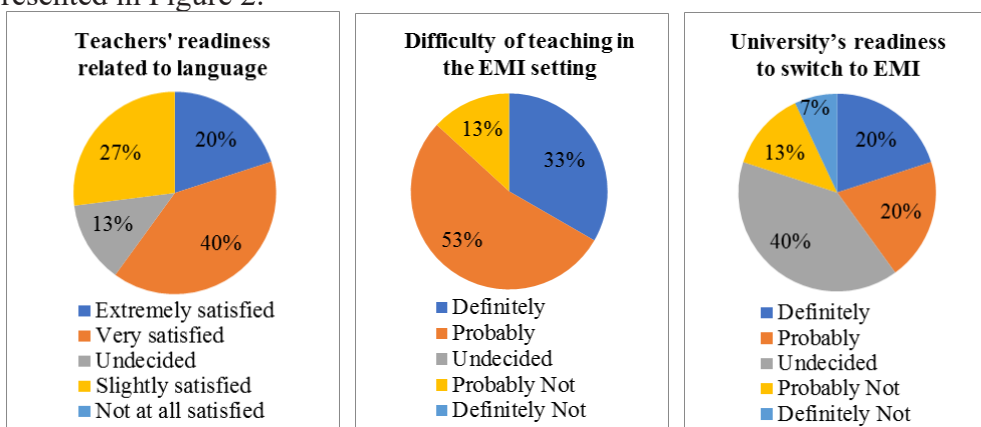


Figure 2 – Readiness for EMI related to the English language level of teachers, difficulty of teaching in the EMI context and the University's readiness for EMI as perceived by teachers

The analysis of teachers' readiness for EMI related to language shows that 60% of teachers are satisfied with their level of English to conduct classes in English on Pedagogy, Chemistry, and Biology. The questionnaire revealed that slightly less than a half of teachers (40%) believe that they have a good command of English at the level of upper intermediate (B2), and 33% have an advanced level (C1) of English.

The analysis of teachers' difficulties of teaching in the EMI setting shows that more than half of teachers (53%) consider teaching in English difficult and 46% of them are not challenged by the EMI implemented at the university.

Regarding the university's readiness to switch to EMI as perceived by teachers, when answering the questions on the readiness of the university to switch to EMI, teachers expressed different views. 40% of respondents were not sure about the readiness of the university for the EMI education. The same number of respondents believe that the university is definitely ready (20%) and probably ready (20%) for implementing the EMI education.

The study results go in line with the previous research of Kuzembayeva et al. (2022), stating the difficulties in the EMI context such as insufficient level of English among students [4]. The research findings also show a lack of teaching materials for training as in work of Birdsell (2020) [5].

Our findings contradict to the study of Kirkpatrick (2011), who states that “although the students speak excellent English, they struggle when it comes to analyzing and synthesizing literature and writing an academic paper in a coherent and succinct manner” [6]. Our results demonstrate that students are precisely challenged by speaking English and mastering the course’s terminology.

Thus, our findings support those of Pitirimova and Bogdanova (2023), stating that despite its potential benefits, the EMI model faces challenges such as low English proficiency, student frustration, increased preparation demands, and a shift in focus from subject content to language [7]. In this context, in Kazakhstani higher education practice, code-switching, though often viewed as undesirable in formal settings, emerges as a practical classroom strategy to facilitate communication, support comprehension, and ease social interaction [8].

## Conclusion

Aiming at exploring the challenges faced by the teachers and students in the EMI context and shedding light on the regional universities’ readiness to implement and switch to the EMI, the study revealed that students and teachers continue to face difficulties in teaching and learning in the EMI context.

Regional university students in the EMI setting are mostly challenged by the lack of motivation to study (35.3%), a large number of specialized vocabularies (27.5%), and the insufficient level of English (19.6%).

Teachers’ main difficulties in the EMI context include the low level of students’ English language proficiency and the need to adjust educational materials (80%), teachers’ insufficient level of English (47%), the small number of hours allocated for English at the university limiting students’ ability to master their language skills (33%), and the low interest of teachers in the organization of the educational process in the EMI setting using various handouts, video and audio materials during their lessons (27%).

As perceived by bachelor student, university’s readiness for EMI is explained by the sufficient English language level of the EMI teachers ( $m=4.5$ ), teachers’ readiness for teaching in the EMI setting ( $m=4.2$ ), and the sufficiency of students’ level of English to study and understand classes in English ( $m=4$ ). Master students consider the regional university ready for the EMI context due to the EMI teachers’ sufficient English language level ( $m=4.2$ ) and the sufficiency of students’ English language skills to study and understand classes in English ( $m=4.1$ ). 60% of teachers are satisfied with their level of English to conduct classes in English on Pedagogy, Chemistry, and Biology. 40% of teachers have



the upper intermediate (B2) level of English and 33% of teachers report on having the advanced level (C1) of English.

Different views on the university's readiness to switch to EMI were expressed. 40% of teachers were not sure about the issue, whereas the same number of respondents believed that the university is definitely ready (20%) and probably ready (20%) for implementing the EMI education.

## REFERENCES

- [1] Macaro E. Exploring the role of language in English medium instruction // *International Journal of Bilingual Education and Bilingualism*. - 2020. - №23. - P. 266-276. <https://doi.org/10.1080/13670050.2019.1620678>
- [2] Tussupbekova M.Z., Idrissova M.A., Smagulova B.G., Nurmanova Z.H.K. & Kulanova K.K. Trilingual education development in universities of Kazakhstan // *Journal of Advanced Research in Sciences and Humanities Social*. - 2018. - №3(1). - P. 37-45.
- [3] Zenkova T., & Khamitova G. English medium-instruction as a way to internationalization of higher education in Kazakhstan: An opinion survey in the innovative university of Eurasia». *e-TEALS*. - 2018. - №8(1). - P. 126–158.
- [4] Kuzembayeva G.A., Umarova A., Maydangalieva Zh., Gorbatenko O., Kalashnilova E., Kalmazova N., Chigisheva O. Content and Language Integrated Learning Practices in Kazakhstan Secondary Schools During COVID-19 Pandemic. *Contemporary Educational Technology*. - 2022. - №14(2). - P. 362. <https://doi.org/10.30935/cedtech/11733>
- [5] Birdsell B.J. A review of the critical literature on CLIL and steps to move Japan CLIL forward // *The Journal of the Japan CLIL Pedagogy Association*. - 2020. - №2. - P. 110-126.
- [6] Kirkpatrick A. Internationalization or Englishization: Medium of instruction in today's universities // *The Asian Journal of Applied Linguistics*. - 2011. - 1(1). - P. 4-15. <http://caes.hku.hk/ajal>
- [7] Pitirimova T.V. & Bogdanova A.A. English Medium Instruction in Higher Education Institutions: Principles, Criteria and Challenges // *Bulletin of Ablai Khan KazUIRandWL. Series "Philological Sciences"*. - 2023. - №3 (70). - P. 395-410. <https://doi.org/10.48371/PHILS.2023.70.3.026>
- [8] Seidin A., Mambetalina D.A., Bahytzhanova G.B. & Mussagali G. Student Attitude Towards Code-Switching and Factors that Influence Code-Switching in a Kazakhstani EMI University // *Bulletin of Ablai Khan KazUIRandWL. Series "Philological Sciences"*. - 2022. - № 2(65). - P. 263-273. <https://doi.org/10.48371/PHILS.2022.65.2.020>



## ӨНІРЛІК УНИВЕРСИТЕТТЕ АҒЫЛШЫН ТІЛІН ОҚЫТУ ҚҰРАЛЫ РЕТІНДЕ (ЕМІ) ЕНГІЗУ МӘСЕЛЕЛЕРІ МЕН ДАЙЫНДЫҒЫ

Нугманова В.С.<sup>1</sup>, \* Кузембаева Г.А.<sup>2</sup>, Майгельдиева Ж.М.<sup>3</sup>, Ереханова Ф.Т.<sup>4</sup>

<sup>1, \*2</sup> Қ. Жұбанов атындағы Ақтөбе өңірлік университеті, Ақтөбе, Қазақстан

<sup>3</sup> Қорқыт Ата атындағы Қызылорда университеті, Қызылорда, Қазақстан

<sup>4</sup> Орталық Азия Инновациялық университеті, Шымкент, Қазақстан

**Аңдатпа.** Қазіргі таңдағы білім беру процесін интернационалдан-дырудың және жаһанданудың контекстінде ағылшын тілі оқыту құралы (ЕМІ) ретінде бүкіл әлемде ғана емес, Қазақстан Республикасында да білім берудің барлық деңгейлерінде қолданыла бастады. Біздің зерттеуіміздің мақсаты ЕМІ контекстінде оқытушылар мен студенттердің алдында тұрған қиындықтарды анықтау және өңірлік университеттердің осы тәсілді енгізуге және оған көшуге дайындығын анықтау болып табылады. Жұмысымызда зерттеудің сипаттамалық дизайны пайдаланылып, Қ. Жұбанов атындағы Ақтөбе өңірлік университетінің бакалавриат және магистратура студенттері мен профессор-оқытушылар құрамы арасында сандық нәтижелерге қол жеткізуге мүмкіндік беретін сауалнама жүргізілді. Зерттеуге педагогика, филология, жаратылыстану және нақты ғылымдар салаларынан 51 студент пен 15 оқытушы қатысты. Зерттеу нәтижелері көрсеткендей, ЕМІ жағдайында өңірлік университет студенттері негізінен оқуға деген ынтаның жоқтығынан, ағылшын тіліндегі мамандандырылған терминологияның көптігінен және ағылшын тілін жетік білмегендіктен қиындықтарға тап болады. ЕМІ контекстіндегі профессорлық-оқытушылық құрамның негізгі қиындықтары қатарында студенттердің ағылшын тілін меңгеруінің төмен деңгейі және оқу материалдарын білім алушылардың тіл деңгейіне сәйкес түзету қажеттілігі, оқытушылардың ағылшын тілін меңгеру деңгейінің жеткіліксіздігі, студенттердің тілдік дағдыларын меңгеру қабілетін шектейтін ағылшын тілін үйренуге университетте бөлінген сағаттардың аздығы, оқытушылардың оқу процесін ұйымдастыруға қызығушылығының төмендігі және оның салдарынан ЕМІ жағдайында әр түрлі үлестірмелі материалдарды және сабақтар кезінде аудио материалдар мен бейнелерді аз пайдалануы айқындалды. Өңірлік университеттің ЕМІ контекстіне дайындығы туралы университет оқытушылары мен студенттерінің пікірлері екіге бөлінді. Зерттеу нәтижелерінің теориялық маңыздылығы ЕМІ-ді аймақтық контексте қолдану туралы терең білім берумен және тақырып бойынша теориялық негізді нығайтудың жаңа перспективасымен байланысты. Алынған нәтижелердің тәжірибелік маңыздылығы өңірлік жоғары оқу орындарында ЕМІ ілгерілету үшін оңтайлы білім беру саясатын әзірлеу кезінде пайдалануда көрінеді.

**Тірек сөздер:** ағылшын тілі оқыту құралы ретінде, ЕМІ, Қазақстан, жоғары білім, оқытушылар, студенттер, қиындықтар, дайындық

## **ПРОБЛЕМЫ И ГОТОВНОСТЬ К ВНЕДРЕНИЮ АНГЛИЙСКОГО ЯЗЫКА КАК СРЕДСТВА ОБУЧЕНИЯ (ЕМІ) В РЕГИОНАЛЬНОМ УНИВЕРСИТЕТЕ**

Нугманова В.С.<sup>1</sup>, \*Кузембаева Г.А.<sup>2</sup>, Майгельдиева Ж.М.<sup>3</sup>, Ереханова Ф.Т.<sup>4</sup>

<sup>1</sup>, \*<sup>2</sup> Актюбинский региональный университет имени К. Жубанова

Актобе, Казахстан,

<sup>3</sup> Кызылординский университет имени Коркыт Ата, Кызылорда, Казахстан

<sup>4</sup> Центрально-Азиатский инновационный университет,

Шымкент, Казахстан

**Аннотация.** В нынешних реалиях интернационализации образовательного процесса глобализации английский язык как средство обучения (ЕМІ) становится популярным на всех уровнях образования не только во всем мире, но и в Республике Казахстан. Целью нашего исследования является выявление трудностей, с которыми сталкиваются преподаватели и студенты в контексте ЕМІ, и определение готовности региональных университетов к внедрению данного подхода и переходу к нему. В исследовании используется описательный дизайн исследования с использованием количественного опроса среди студентов бакалавриата и магистратуры и профессорско-преподавательского состава Актюбинского регионального университета имени К. Жубанова. Участниками исследования были 51 студент и 15 преподавателей, представляющих факультеты педагогики, филологии, естественных и точных наук. Результаты исследования показали, что студенты регионального университета в условиях ЕМІ в основном сталкиваются с трудностями из-за отсутствия мотивации к учебе, большого количества специализированной терминологии на английском языке и недостаточного уровня владения английским языком. Основные трудности профессорско-преподавательского состава в контексте ЕМІ включают низкий уровень владения английским языком студентами и необходимость корректировки учебных материалов под уровень языка обучающихся, недостаточный уровень владения английским языком преподавателями, небольшое количество часов, отведенное на изучение английского языка в университете, ограничивающее способность студентов овладевать своими языковыми навыками, и низкую заинтересованность преподавателей при организации учебного процесса в условиях ЕМІ использовать различные раздаточные материалы, видео- и аудиоматериалы во время своих уроков. Мнения преподавателей и студентов о готовности регионального университета к ЕМІ разделились. Теоретическая значимость результатов исследования связана с предоставлением глубоких знаний о применении ЕМІ в региональном контексте и новой перспективы для укрепления теоретической базы по теме. Практическая значимость

полученных результатов видится в использовании при разработке успешной образовательной политики для продвижения ЕМІ в региональных вузах.

**Ключевые слова:** английский язык как средство обучения, ЕМІ, Казахстан, высшее образование, преподаватели, студенты, сложности, готовность

*Мақала түсті / Статья поступила / Received: 20.02.2024.*

*Жариялауға қабылданды / Принята к публикации / Accepted: 25.09.2025.*

### ***Information about the authors:***

Nugmanova Venera Serikovna – Master of Pedagogical Sciences, Lecturer, K. Zhubanov Aktobe Regional University, Aktobe, Kazakhstan, e-mail: vnugmanova@zhubanov.edu.kz, <https://orcid.org/0009-0009-0740-639X>

Kuzembayeva Gulzhana Aitzhanovna – Doctor of Philosophy (PhD), Associate Professor, K. Zhubanov Aktobe Regional University, Aktobe, Kazakhstan, e-mail: gulzhana.kuzembayeva@gmail.com, <https://orcid.org/0000-0001-8964-3683>

Maigeldiyeva Zhannat Musabekovna – Candidate of Philological Sciences, Associate Professor, Korkyt Ata Kyzylorda University, Kyzylorda, Kazakhstan, e-mail: jmussabek@mail.ru, <https://orcid.org/0000-0003-1297-274X>

Yerekhanova Fatima Turekhanovna, Candidate of Philological Sciences, Associate Professor, Central Asian Innovation University, Shymkent, Kazakhstan, e-mail: siliconoasis702@gmail.com, <https://orcid.org/0000-0003-3344-3839>

### ***Авторлар туралы ақпарат:***

Нугманова Венера Сериковна – педагогика ғылымдарының магистрі, оқытушы, Қ. Жұбанов атындағы Ақтөбе өңірлік университеті, Ақтөбе, Қазақстан, e-mail: vnugmanova@zhubanov.edu.kz, <https://orcid.org/0009-0009-0740-639X>

Кузембаева Гульжана Айтжановна – философия докторы (PhD), қауымдастырылған профессор, Қ. Жұбанов атындағы Ақтөбе өңірлік университеті, Ақтөбе, Қазақстан Республикасы, e-mail: gulzhana.kuzembayeva@gmail.com, <https://orcid.org/0000-0001-8964-3683>

Майгельдиева Жаннат Мусабековна – филология ғылымдарының кандидаты, доцент, Қорқыт Ата атындағы Қызылорда университеті, Қызылорда, Қазақстан, e-mail: jmussabek@mail.ru, <https://orcid.org/0000-0003-1297-274X>

Ереханова Фатима Турехановна – филология ғылымдарының кандидаты, қауымдастырылған профессор, Орталық Азия Инновациялық университеті, Шымкент, Қазақстан, e-mail: siliconoasis702@gmail.com, <https://orcid.org/0000-0003-3344-3839>

***Информация об авторах:***

Нугманова Венера Сериковна – магистр педагогических наук, преподаватель, Актюбинский региональный университет имени К.Жубанова, Актобе, Казахстан, e-mail: vnugmanova@zhubanov.edu.kz, : <https://orcid.org/0009-0009-0740-639X>

Кузембаева Гульжана Айтжановна – доктор философии (PhD), ассоциированный профессор, Актюбинский региональный университет имени К. Жубанова , Актобе, Казахстан, e-mail: gulzhana.kuzembayeva@gmail.com, <https://orcid.org/0000-0001-8964-3683>

Майгельдиева Жаннат Мусабековна – кандидат филологических наук, доцент, Кызылординский университет имени Коркыт Ата, Кызылорда, Казахстан, e-mail: jmussabek@mail.ru, <https://orcid.org/0000-0003-1297-274X>

Ереханова Фатима Турехановна, кандидат филологических наук, ассоциированный профессор, Центрально-Азиатский Инновационный университет, Шымкент, Казахстан, e-mail: siliconoasis702@gmail.com, <https://orcid.org/0000-0003-3344-3839>