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MODERATION AS AN INNOVATIVE TECHNOLOGY OF THE PROFESSIONALLY-ORIENTED COMPETENCE IN BIOLOGICAL EDUCATION

Annotation. The analysis of the current situation in the modern education system allows us to conclude that the main goal of creating an effective education includes a number of tasks such as the upbringing of a multicultural, competitive, competent person. Thus, the relevance of the chosen topic is due to the need to improve traditional methods to innovative ones in order to meet the needs of world communities. The article discusses the importance of innovative technologies in biology lessons. Special attention is paid to the essence and historical development of the basis of modern Moderation technology. Features of application, a wide range of possibilities of technology in the formation of professionally-oriented competence are revealed. The results of experimental training obtained by the ranking method on the use of Moderation technology are presented.

Keywords: innovative technologies; Moderation; professionally-oriented competence; ranking method; quantitative and qualitative assessment; biology.

Introduction

During a short historical period of independence, the Republic of Kazakhstan has become one of developed countries with a market economy. Integrating into the world community, the country has achieved significant results, in the context of which not only an economic role is increasing, but also the importance of the educational system. If a traditional goal of education is determined by a set of knowledge, skills and abilities that students have to learn, then today it has become clear that this method is not enough. At present, a society that is constantly progressing demands specialists who are able to mobilize and implement their knowledge, with a high responsibility, and certainly a prerequisite for modernity is a foreign language proficiency. The foreign language combined with a professionally-oriented competence presupposes enormous success in creating a new pedagogical mentality filled with different content, methods, actions as well. Since biology is a multifaceted scientific field that requires a special approach to its knowledge, a student, as a researcher, have to determine a fundamental subject basis and be willing to professional communication as argumentation, analysis, synthesis of scientific and biological material; which reveals vast demand for careful methods selection in the foreign language teaching to biology students [1]. The most relevant is using innovative technology as Moderation [2]. It is important to declare a personally-oriented education as well as to build it correctly, focusing on the inner student world, create engagement, raise motivation and increase accountability for results. Although there are a large number of innovative technologies in the education system Moderation



in teaching biology in a foreign language context is a new communication technology between educators and students, which allows them to achieve high-quality results of pedagogical activities. The essence and content, including a wide range of features and experimental learning outcomes of using Moderation will be examined in this article.

As literature analysis shows, in fact, Moderation activities are not entirely new. The expression “Moderation” or more commonly in English "facilitation" has a different origin and meaning. In his writings, he associated "moderation" *with measurement, being moderate, tempering* thereby defining it as one of the important methods of fixing by submitting partial information, as it is relevant in our days [3].

As Koraleva suggests that the term "moderation" in the translation of "restraint, smoothing" was borrowed from the Latin language and became widespread in English and at the end of the XVI century was used in German speech in the sense of "conducting a discussion"[4]. Also Koraleva claims that German prisoners used primary moderation techniques in the 1940s during the war: they made notes on cut-out cards from cardboard to work out issues in the discussion. In modern education, this technique is known as the "Card survey".

Due to the political events that took place foundations of modern fashion were developed in the mid-1960s. It caused by social waves that protested and rejected the established rules of government, demanding the right to participate in decisions concerning the laws of the people. Despite many studies were conducted to solve this problem, it did not bring practical benefits until a so-called form of unification was created, in which both managers and those affected by their decisions took part. Such a combination included working together on new creative ideas.

After a long period of creative development, Moderation has become a set of technologies for planning and group interaction and discussion with an understanding of social and psychological processes. Moderation has become a tool to help the group create their own understanding of the problem. In general, the Moderation process itself is presented as art: it requires participation, self-control and intuition, which is the main modern education requirement.

Also according to some data, as an educational technology Moderation was first developed in 60-70 years of the last century in Germany and described in the works of foreign scientists and practitioners as E. Schnelle, J. Petersen, H. Ritscher, U. Greber, J. Maybaum, W. Werzeln, B. Priebe, W.-D. Zimmermann, M. Hartmann, M. Rieger, M. Luoma, U. Kliebisch, Peter A. Schmitz, K. Köhl, M. Neuland, which laid in the foundation of goals, content and methods of moderation the pedagogical, psychological and sociological aspects.

There is evidence [4-5] that the first seminars and trainings using moderation were already held in 1973 and were widely distributed in different countries, thus demonstrating the possibility of application and success in different cultures. Since 1992, a team of trainers, moderators, consultants, economists, and teachers has worked to develop the method.

It should be noted Moderation is considered as a method in foreign publications, whereas in domestic and Russian-language literature, it is presented as a technology of teaching.

Russian-language sources are limited to the works of A.V. Petrov, I. Lazarenko, S.A.Zhezlova, O.V. Barkanova, G. Tkachenko, and Z.V. Lukashenja, and the history of the term is well described in the work of R. A. Koralev.

In domestic literature, the term "moderation" is a new trend and idea in modern education. Moderation is considered both an important tool for active learning and a technology for critical assessment of students. Of the domestic authors, moderation was not described by many authors, but it is darker in the works of U.K. Raiymbekov, L.A. Isembayev, B.A. Urmashiev, F.B.Boribekov, N.Zh.Zhanatbekov.



In the modern sense, moderation is understood as a technique for organizing interactive communication, thanks to which both individual and group work becomes more focused and structured.

According to the Moderation matters notes that within the framework of new ideas and approaches in education, which put an activity of students at the forefront, involving them in the educational process, Moderation has a wide range of opportunities to teach students step by step [6-7]:

- activity planning. By visualizing the goals of a class or event students are increasingly planning their own activities;
- effective communication. Students learn to express their opinions, listen, analyze the opinions of others, and accept different opinions and concepts;
- deepening of subject knowledge. Students work deeper on various questions, sets of facts, or exercises, and communicate their work results not only verbally, but also through visualization;
- creative thinking. Students are asked to approach problems creatively, develop creative ideas, present the results of their work in an interactive mode, visualizing them, but not depriving the speech of information.

As Garaj asserts, Moderation is an effective technology that can significantly improve the effectiveness and quality of the educational process. After successful testing not only in the educational environment, but also in the economy, Moderation technology helps to improve the quality and effectiveness of the educational process [8].

Lukashenja claims that Moderation is not associated with step-by-step training and the formation of individual competencies. The effectiveness of using Moderation in the professionally-oriented competence formation lies in the fact that the technology allows students to develop their research, communication, teamwork skills and activation of analytical activities [9].

Modern Moderation technology includes various active methods and techniques. This article discusses techniques such as Question skills, Morphological box, Mind-mapping, Smart mobility, Delphi, and WorldCafe.

- Question skills technique includes exercises that form the skills of functionally adequate speech response: getting information, demonstrating your opinion.

- Mind-mapping method includes exercises on a logical and semantic interpretation of information (encourages the search and use of additional information).

-WorldCafe the ideal method involves an exercise in organizing an exchange of students views on issues that are important to the organization or community.

- Flexibility of thinking includes an exercise in analytical-semantic and evaluative-critical processing of information.

- The method of Morphological box includes an exercise to develop the skills of searching, accumulating and synthesizing information on a given microtext.

In that way, the literature analysis shows that all the above-mentioned application of Moderation technology in the educational process helps to remove barriers to communication, creates conditions for the development of creative thinking and making non-standard decisions, forms and develops skills of joint action that is an ideal condition for the professionally-oriented competence formation.

Based on these techniques Moderation a set of exercises (a training manual) was developed, consisting of 3 units, in each of which 25 tasks were presented.

Research methods

Experimental training was conducted at the biology department of Abai Kazakh National University. 10 3rd-year students of the specialty "5B011300-Biology", group 1.1 took part in the experimental training. A questionnaire method was used to check the effectiveness of Moderation technology.



A questionnaire is a type of survey in which the same goals are set and achieved based on the analysis of respondents' written responses. This is a widely used method of empirical research, which is often used in teaching activities [10]. As a method of pedagogical research, the questionnaire makes it possible to establish personal views, opinions and attitudes of students. Thus, the results obtained will contribute to improving the objectivity of information about pedagogical facts, phenomena, processes, their typicality, in this case, the effectiveness of the technology used. Also, features of this method can be called its anonymity, since the respondent's identity is not recorded, only their answers are recorded, which increases the chances of obtaining more truthful data.

The main content of the questionnaire method is a set of questions. The content and type of questions are determined primarily by the research goals. Since this study is aimed at identifying the effectiveness of Moderation, the main criterion was the quantitative and qualitative assessment of student involvement in the learning process. The total number of questions was 10.

Closed questions and ranking questions were used for quantitative assessment.

Closed questions had answer options Yes/No/ and their percentage was calculated for them. The advantage of closed questions is simplicity, certainty of their processing, as already mentioned, the ability to get quantitative estimates. In order to avoid getting an unexpected response, which will make it easier to complete the questionnaire and provide a higher completion rate, closed questions were filled with ranking questions.

The implementation of ranking questions is the process of organizing objects that are performed by the Expert (students). Based on knowledge and experience, the expert arranges objects in order of preference, based on one or more selected comparison indicators.

This form of questions is designed to identify the individual opinion of each student as to the effectiveness, strengths and weaknesses of Moderation technology and students. In ranking questions, the student becomes an Expert (E) who ranks Factors (F). The study examines the results of 10 experts and 4 factors. Students were asked to choose from a list in order of preference and the data was filled in a table. Each expert arranges factors in descending order of importance, assigning them the numbers 1, 2, ..., n.

Open-ended questions were used to determine the qualitative assessment. To a question with open possibilities for an answer, the student was free to answer in their own words; no answer options were imposed on them. Such questions have the advantage of detecting unexpected twists in students' responses.

In addition, they help to avoid distortion of information, which often occurs due to the presence of ambiguity or bias in the response options selected in advance by the researcher. However, a question with open possibilities for an answer has its drawbacks. The fact is that it makes it very difficult to compare responses between each other, since each student can proceed from their own unique, different "coordinate system". Furthermore, such questions may lead to empty answers not to the point.

Research results and discussion

To check the effectiveness of the Moderation technology, 3 types of survey questions were used: closed, ranking, and open questions.

As described in the literature review, the level of effectiveness of technology for the formation of professionally-oriented competence is determined that the used techniques, methods, and forms of organizing cognitive activity are aimed at developing research skills, communication abilities, teamwork skills and activating analytical activities of students, increasing motivation. The types of questions were aimed at defining these characteristics.



Quantitative assessment results. Closed questions were aimed at evaluating students' learning process, involvement, understanding and achieving the goals of each lessons, level of motivation, and determining quantitative indicators.

Thus, to the question "Was the material of texts and exercises sufficiently informative?" 70 % of students answered "Yes", 30% of students answered "No". To the question "Have all the goals you set been achieved during the learning process?" 80% of students answered "Yes", 20% - "No". To the question "Was your motivation increased during the learning process?" student's answers were "Yes" 100 %. It becomes obvious that the students have worked out the goals and objectives, the content of the educational process, a high level of involvement and motivation.

The ranking questions were aimed at identifying the individual opinion of each student by choosing a preference. Using statistical calculation methods, the total result of ranking questions was calculated by percentage ratio.

For ranking question (RQ) №1, the expert suggested that difficulties at the beginning of experimental learning should be sorted in order from easy to difficult. The results of ranking questions №1 are shown in Table and Figure.

Table - Responses of ranking question №1

What difficulties did you encounter when studying the discipline at the beginning of experimental training? Mark in order from easy to difficult											
№	Factors' name	E ₁	E ₂	E ₃	E ₄	E ₅	E ₆	E ₇	E ₈	E ₉	E ₁₀
1	Knowledge of biological terminology	1	2	1	3	3	2	1	2	1	1
2	Knowledge of vocabulary units and grammatical rules	2	1	3	1	1	3	4	3	3	2
3	Understanding and analyzing the text	3	3	2	2	2	1	1	2	4	3
4	Express and defend your point of view, give arguments	4	4	4	4	4	4	3	4	2	4

Analysis of the above table 1 shows that 50 % of students noted difficulties with knowledge of biological terminology, 30% reported knowledge of vocabulary units and grammar rules, 20% - understanding and analysis of the text. The most complete was difficulties associated with expressing and defending a point of view, making arguments as experts rated it the most difficult factor.

As the figure 1 demonstrates, for ranking question №2, the experts were asked to arrange the features of the educational process in order from very important to less important. Thus, 40% of experts noted the most important feature of the educational process is the active participation of the entire team in achieving the goal, 30% the activation of creative potential, 20% - stimulation of professional thinking, 10 % - a creation of psychologically comfortable conditions for students. The obtained data indicate that students actively took part in the educational process during which they were able to organize their efforts and feel the advantages of this technology independently, thereby giving an external assessment of the educational process by quantitative measurement of students stimulated to an active learning process. Selecting the name of an important features serves for further improvement.

For ranking question №3, the students were asked to arrange tasks from easy to difficult. Thus, 30% of students noted that they easily managed tasks like Biological terms, 20% - Question skills, Morphological box, 30% - Mind-mapping, Smart mobility, 20% - business games: Delphi,

WorldCafe. It should be noted that if at the beginning students marked the spoken language with a difficult task, then after practice, the effectiveness of the technology increased by 20%. Based on the initial responses of experts, such changes show an effective result of the educational process.

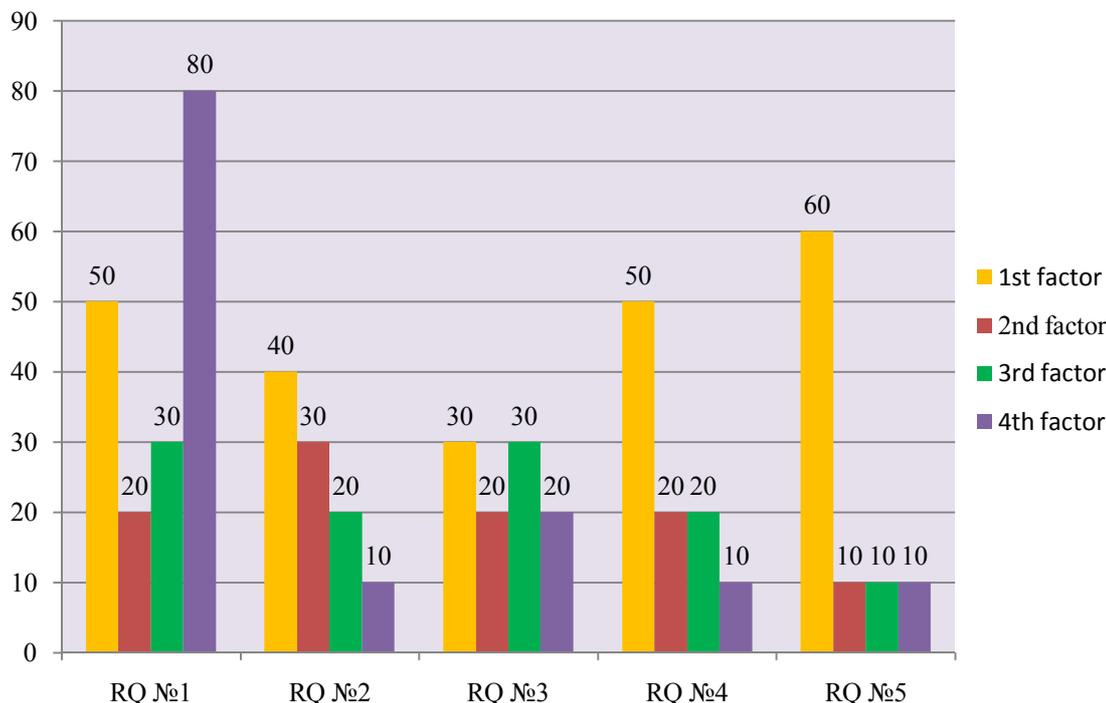


Figure – Ranking questions' answers from 1-5 (in percentage)

For ranking question №4, the experts were asked to arrange fascinating and interesting tasks from the most liked and the least liked. Thus, 50% of students indicated business games: Delphi, WorldCafe, 20% - noted Question skills, Morphological box, 20% - Mind-mapping, Smart mobility, 10% - Biological terms. This choice of students indicates that experts are strongly interested in learning the skills to create meaningful, correct and expressive coherent speech. Tasks for analysis, reasoning, technique knowledge of asking questions, and the development of professional thinking are not excluded.

According to the ranking question №5, the experts were asked to organize the skills that they were able to improve during the educational process. Thus, 60 % of students indicated mastering certain knowledge and skills that ensure successful communication depending on the situation, 10% - the assimilation of vocabulary units and grammatical rules, lexical units, 10% - independent search and understanding of information, 10% - the development and use of biological terms. This choice of students indicates that, using this technology, students were able to develop and improve their knowledge of creating meaningful, correct and expressive coherent speech.

It should be noted that ranking on the one hand is easily applied on the other hand helps to accurately determine the order of positive and negative moments in the organization of the educational process. In addition, the results obtained allow us to identify and make the necessary decisions in time to improve educational activities.

However, such close-ended and ranking questions do not take into account information about how the issue was raised and did not stimulate the development of the dialogue. Since all the



answers corresponded to proposed support, the results may be distorted by the researcher's opinion, so closed questions were supplemented with open questions.

Qualitative assessment results. To open-ended question № 1 "Do you think that the educational process was effective for you to learn both English and biology?" students gave a positive response, while emphasizing that this is a very time-consuming work; it was necessary to repeat the material. It was noted that at first, it was difficult for students because the goal was to learn both language and biological terms and communication on professional topics. The students replied that thanks to the positive atmosphere and role-playing games, it was very interesting and exciting to learn the language.

To open-ended question № 2 "What difficulties did you encounter during the learning process?" they noted that in the initial stage the most difficult moments of the educational process the lack of vocabulary, understanding speech and accent each other, not recognizing words, not knowing the rules of etiquette, adequate speech, and subsidiary phrases.

The analysis of open questions sometimes made it difficult to compare answers to each other, since each student can proceed from their own uniqueness. Most of the responses were brief. Nevertheless, a thorough analysis helped to obtain a necessary data for a qualitative measurement of the technology effectiveness.

Conclusion

In the course of this research literature, including scientific articles revealing the essence, purpose, features was studied as well as necessity to use Moderation technology in the formation of professionally-oriented competence when mastering a foreign language by biology students are determined.

In addition, experimental training was conducted to identify the effectiveness of Moderation. Impact verification qualitative and quantitative assessment results was used by the questionnaire method.

The obtained qualitative and quantitative data from the questionnaire showed the use of Moderation technology was effective, since students noted their involvement in the educational process, interest, understanding of the educational material, increasing the level of motivation, activation of cognitive activity, communication skills, teamwork skills and activation of analytical activities.

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МОДЕРАЦИЯ БИОЛОГИЯЛЫҚ БІЛІМ БЕРУДЕ КӘСІБИ БАҒЫТТАЛҒАН ҚҰЗЫРЕТТІЛІКТІ ҚАЛЫПТАСТЫРУДЫҢ ИННОВАЦИЯЛЫҚ ТЕХНОЛОГИЯСЫ РЕТІНДЕ

Аңдатпа. Қазіргі таңдағы заманауи білім беру жүйесінде орын алған жағдайлар сапалы білім беру қалыптастырудың түпкі мақсаты полимәдениетті, бәсекеге қабілетті, құзыретті тұлға тәрбиелеуді қамтитын міндеттер қатарынан құралатындығы жайлы тұжырымдама жасауға мүмкіндік беріп отыр. Осылайша, таңдалынған зерттеу жұмысының өзектілігі әлемдік бірлестіктер деңгейіне сай болу мақсатында қолданыстағы дәстүрлі әдістерді инновациялық технологияларға дейін жетілдіру қажеттілігімен анықталады. Мақалада биология сабақтарындағы инновациялық технологиялардың маңызыдылығы қарастыралыған. Заманауи Модерация технологиясы негізінің тарихи дамуы мен мәніне ерекше көңіл аударылған. Технологияның қолдану ерекшелігі мен кәсіби бағытталған құзыреттіліктерді қалыптастырудағы мүмкіншіліктерінің кең спектрі анықталған. Модерация технологиясын қолдануы бойынша саралау әдісі арқылы жүргізілген тәжірибелік оқытудың нәтижелері ұсынылған.

Кілттік сөздер: инновациялық технологиялар; модерация; кәсіби-бағытталған құзыреттілік; саралау әдісі; сандық және сапалық бағалау; биология.

Ахметова А.Б., Кенже А.Б., Жусупбеков А.А., Аблайханова Н.Т.

МОДЕРАЦИЯ КАК ИННОВАЦИОННАЯ ТЕХНОЛОГИЯ ФОРМИРОВАНИЯ ПРОФЕССИОНАЛЬНО-ОРИЕНТИРОВАННОЙ КОМПЕТЕНТНОСТИ В БИОЛОГИЧЕСКОМ ОБРАЗОВАНИИ

Аннотация. Анализ сложившейся ситуации в современной системе образования позволяет сделать вывод о том, что основная цель создания эффективного образования включает в себя ряд таких задач, как воспитание поликультурной, конкурентоспособной, компетентной личности. Таким образом, актуальность выбранной темы обусловлена необходимостью совершенствования традиционных методов до инновационных с целью удовлетворения потребностей мировых сообществ. В статье рассматривается значение инновационных технологий на уроках биологии. Особое внимание уделено сущности и историческому развитию основ современной технологии Модерации. Выявлены особенности применения, широкий спектр возможностей технологии в формировании профессионально-ориентированной компетентности. Представлены результаты экспериментального обучения, полученные с помощью метода ранжирования по использованию технологии Модерации.

Ключевые слова: инновационные технологии; модерация; профессионально-ориентированная компетентность; метод ранжирования; количественная и качественная оценка; биология.



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THE ROLE OF NEUROLINGUISTIC MARKERS IN THE FOREIGN LANGUAGE CLASSROOM

Annotation. This article is aimed at studying neurolinguistic markers in the speech of English teachers in Kostanay secondary schools. The article presents the results of a survey conducted among thirty school teachers. The results obtained allowed us to identify the most frequently encountered neurolinguistic predicates and on this basis to create a classification of teaching instructions that can be used by English teachers in the classroom. The composed instructions will allow to influence different channels of perception and will be clear for each student. The knowledge of how to use neurolinguistic predicates allows teachers to create clear instruction. As a result, the educational process will be more productive and accessible for each student.

Keywords: Education; methodology; neurolinguistic approach; neurolinguistic predicates; representational systems; teaching instructions; foreign language acquisition.

Introduction

Kazakhstani system of education urges schools to the continuous modernization. The reasons for such modernization are closely related to changes that are taking place around the world. This new system of education is one step towards the creation of an effective educational model which purpose is to increase highschool graduates' functional literacy. Here, the individualization of the educational process becomes the priority [1].

Despite all the changes, there is one fact that remains unchanged: each student is individual. Howard Gartner, an American psychologist who is well-known for his theory of multiple intelligences, claimed that different students perceive information differently [2, p. 391]. Therefore a teacher should strive to help each student find his or her own way to acquire knowledge [3]. Now a question arises on how to organize the educational process so that it meets the students' individual needs. It is not difficult to find a solution when a student-teacher ratio is one on one. But what should a teacher do when he or she works with a bigger and diverse group of students? The neurolinguistics will help teachers tackle this problem. Neurolinguistic approach suggests a set of certain techniques that can be applied to teaching communication [4, p. 86]. In the framework of the neurolinguistic approach, it is assumed that each person has his own preferred channel for perceiving and storing information, his own "representation system"[5, p. 12]. Pisarenko V.I., a Russian educator, claims that a person receives the main flow of information through the leading channel of perception. It is assumed that people who are characterized by a predominant appeal to a particular channel can be combined into groups. A person whose visual channel of perception predominates is called a visual, audial- an auditory, sensitive - a kinesthetic [6].

In view of Belyanin V. P, Professor of M.V.Lomonosov Moscow State University, one of the main methods to identify the leading channel of perception is to analyze the vocabulary [7]. According to Arka I. W, the words that define the belonging of information expressed by a person to a specific sensory representational system are called speech predicates [8].