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SELECTION OF COMICS FOR EDUCATIONAL PROCESS

Shakeyev Sanat Toktarbekovich

Master of Pedagogical Sciences,

English teacher at Archimedes School, Almaty,

sannatosan@gmail.com

Abstract: Comics are to be selected according to particular criteria before being adapted to an educational material. Those criteria are to prevent students from going astray and poisoning their psychics.

Key words: vulgar, graphic, verbal, value, comics, respect, literacy

Comics are the one of the popular willingly read sources by a significant part of teenagers in the modern society. Staying reluctant to such a popular material is turning back to a guiding book which needs slight correction to educational purposes. Prior to adaptation for teaching process comics should be selected according specific criteria which are suitable for learners' intellectual and ethical development.

Why should we use them – just because they are effective at transmitting the target language and culture? It is possible that the introduction of comics might act as a part of a pedagogy that is less traditional, “formalised, monolingual and monocultural” (The New London Group, 1996, p.9) as in the past. Jacqui Clydesdale (p. 10) believes the use of comics in education has an unexpectedly long history. Since the early 1940s, many educators in the USA have conducted studies into the use of comic books in education and have provided data regarding their usefulness in this respect. (Retalis, 2008). To make criteria for choosing comics, they have to answer these questions:

- (1) Is it suitable for intended readers?
- (2) Is strong language used in?
- (3) Is the dignity of humanity respected?
- (4) Is the story gone on and extended naturally?
- (5) Is readers' mind stimulated by using vulgar expression?

- (6) Is evil and injustice praised by the story?
- (7) Is war or violence glorified in the story?
- (8) Are weak and disabled people treated discriminatory?
- (9) Is academic truth or historical facts distorted or ignored?

Comics can be used effectively in English teaching provided that they are selected in correspondence with developed criteria;

For a foreign language teacher, the following functions inform the choice to use visuals in reading:

- Representation: Visuals repeat the text's content or substantially overlap with the text.
- Organization: Visuals enhance the text's coherence.
- Interpretation: Visuals provide the reader with more concrete information.
- Transformation: Visuals target critical information in the text and recode it in a more memorable form.
- Decoration: Visuals are used for their aesthetic properties or to spark readers' interest in the text. (Liu, 2004, p. 226). They are used according to ways of working with comics texts (which describe linguistic and socio-cultural features, suitable for exercising and making conversation). 'Comics are much more than just text + visuals – they employ a combination of the two for a total effect that gives the reader a linguistic and cultural integration unparalleled in 'straight text.' (p. 2). A bridge to another world: using comics in the second language classroom (Jacqui Clydesdale, University of Calgary). 'A classroom activity mentioned by Attwood (1998, p. 73) which can be used to encourage conversation is to arrange the children in pairs and have each of them practice how to start a conversation with a stranger, this would occur after prior teaching about conversation starters. You could also use this method to teach students how to maintain a conversation with a friend. Prior teaching would involve children identifying and remembering information about the other person and also listing relevant questions. Children could also be involved in learning conversational scripts to deal with difficult situations such as how to deal with being teased, how to ask for help or how to deal with losing a game. An example of the need for this is demonstrated by the following comments given by a student when playing a game with his friends. On this occasion the child needed to be given a script for how to win a game.'

The use of comics for educational purposes, especially in printed form, began in the USA in the middle of the 20th century and this practice expanded into a worldwide trend over subsequent years (Symeon, 2008). Dialogues or any words used in comics make the meaning of the whole text more effective with pictures approaching them visually too. Pictures and writings can get more use than either can separately. 'McCloud (1993) stated that a comic which is composed of 'pictorial and other images' is a fundamentally visual medium. The visual aspect of comics constitutes its primary advantage over other literary forms' (Brocka, 1979). Since the early 1940s, many educators in the USA have conducted studies into the use of comic books in education and teachers still doubt in using comics as a part of educational methods. It is concerned with the very words "comics" or "comic" which make them think that they are not useful and not serious, though "game" doesn't sound "serious" either. However, games are used as a method of teaching for a long time and they are helpful in making reluctant and struggling students get involved in the process of education. But the history of comics has some facts that may lead us to thinking of comics differently. In a book titled *Seduction of the Innocent*, however, Wertham (1954) argued that comics were a harmful literacy tool. This book led to Senate hearings and a censorship code, with the consequence that pro-comic educators eventually ceased promoting the use of comics in education (Retalis, 2008). Indeed, there are different genres of comics which can be addressed to books, films, games etc in means of genres. In fact they have different genres and it is impossible to say that all of them can be used as an educational tool. In the 1970s, however, teachers began to dare to use comic books again. An important milestone was reached in 1992 when Art Spiegelman's comic book, *Maus*, won the Pulitzer Prize, proving that comics can be artistically mature and literate works (Retalis, 2008). In the last two decades, collaborative research projects have been conducted by educators from colleges and universities in different countries. Bitz (2004) began an arts-based literacy and learning initiative project in an elementary school in Queens, USA (Retalis, 2008).

Texts of comics can be used at process of English teaching considering following:

a) Comics as the authentic text is characterized by using modern spoken language in everyday life, illustrating the language in form which is suitable for its natural environment and social context;

b) Comics – are texts which consist of both graphic and verbal components that effect cognitive mechanisms to get the contained information.

Everyday life English differs from the formal English which is in textbooks. In comics English is expressed in live everyday form.

The following factors support the importance of using comics:

Firstly, comics are authentic material which is characterized by its naturalness of vocabulary and grammar structures, situational appropriateness of language usage and it is reflected features and traditions of structuring and functioning of everyday life conversational speech. Reading English original literature is not affordable for every student because of its difficulty, besides there is a rising interest among youth to anime and comics. Especially Marvel's stories in comics which are also shown on the screen are the most popular ones.

Secondly, comics are part of English culture, they contain rich cultural potential. Due to comics we can learn cultural values of the English nation which are also important in learning English.

Thirdly, comics are a different way of giving information which is capacious, vivid and has direct effect on feelings of the recipient.

The pragmatic aspect of speech is related to language and it is social. It takes into account the social context in which we communicate and the audience receives our messages. It includes many skills needed for a successful conversation, such as turn taking, waiting attention and concentration, body language and eye contact. It also includes learning the rules of social interaction and, after them, being willing to share solution of problems and negotiate. C.M.J.Y. Tesink (2009) explains, "Language understanding (verbal) communication encourages social pragmatic language skills as a listener is often required to develop a non-literal meaning speaker's message from context and its own knowledge of the world. "We use our verbal language to communicate with others, and Munro (2009, p. 9) explains that "the children use their spoken language to exchange ideas, negotiate, manage, interact (for example, to initiate, maintain and conclude a conversational exchanges for different purposes), to learn how to interact and communicate with others' feelings and intentions. "Children learn very early on that there is a need that language should be changed depending on the context in which it is used. If unhappy child with another man, he/she may choose to express it in several ways, using language that ranges from the familiar to the formal, depending with respect to another person, and the context in which exchange occurs. This shows that they have reached the point in their development when they learn and how certain behaviors are appropriate in certain contexts, as well as how to communicate what they know about others' situations (Munro, 2009, p 17). It is often taken for granted by many researchers, that the pragmatic aspect of oral language will evolve naturally as a result of our immersion in the social Community. Most children come to school with many of the skills and this is because of their experience in the use of language for communication. As Millwards (2005) explains, "when children speak at home, they do it to get things done, and they take responsibility for initiation of topics and to develop these in ways that interest them. They come to school, as experienced users the language used to talk and listen. "Children know that many of the rules and

organizational issues related to participate in the conversation. They know that in most cases it typically one person at a time, and it is said that their contribution will determine whether the exchange continues or is completed. They decided to stay on topic or try change it, and they choose the tone and prosody is required to demonstrate feelings and emotions associated with their contribution. As a result, the further development of oral language skills was seen as one incidental by-product of many classes (Kirkland & Patterson, 2005, p. 391). The focus of most of the classes is clearly on the development of children's literacy skills. However, if we, as teachers, can provide children with similar opportunities to use them in speech equally effective and targeted way which is provided at home, it will be further develop their oracy and literacy. As Millwards (2005) states, "we can help children to use language to express their interests and concerns and enable them to adopt a positive and constructive participation in presentation of the classroom experience. Munro (2009) focuses in how young children:

- manage and supervise their language,
- listen and talk "between the lines"
- adapt to the context and audience,
- use language for different purposes and functions.

When children are able to manage and direct their own language, they will be effectively demonstrate their ability to "initiate, maintain and terminate oral transactions, including interviews, in turn, and the proportion of interactions, stay on topic expand, develop, issue, and adjust what they say to fit the audience and context, taking into account the fact that the public is aware of this issue. Munro (2009, p. 71) When children are able to listen and speak between the lines, it appears through their ability to read a message, to find the expected value or result, the use of idioms and metaphors and extend a language exchange in abstract or creative way. Munro (2009, p. 76) When children are able to adapt to the conditions and the audience is demonstrated by their ability to judge how much information to give any given time, to judge what others can know at the time of the call, select the most appropriate word, sentence values, conventions, and intonation in accordance with the audience and usage context to aid in understanding the proposed value of the spoken language. Munro (2009, p. 71) states that Oral Language Learning is earned at the primary years when children's ability to use language for different purposes or functions demonstrated in their ability to identify their goals and oral communication aims to bring others to oral communication. Munro (2009, p. 73) explains that if as educators we can develop our own knowledge and understand skills that are imperative for effective communication, we can provide children with opportunities to participate in activities to enhance not only their language development, but also their self-worth. "Their vision of themselves

and their self-confidence is partially formed by the quality of their social interactions with others, including siblings and peers. Their social interaction under the influence their ability to use language to achieve various social goals. "(Munro 2009, p. 9) We can use this knowledge to recognize the children in our classrooms experiencing difficulties in this area and provide additional clarification, explanation and scaffolding to support their individual needs. Button and Millward, (2005) explain that as teachers they need to develop the talk with young children in a number of situations and through various forms. We also need to help them to speak thoughtfully, and we must help them attend the language they use. We must teach children to manipulate meanings of words, phrases and sentences and develop their skills understand non-literal forms of language, (Roth, Speece & Cooper, 2002) and it helps them to a better understanding and grasp of the language exchange, they are involved in. Pragmatic aspects of children's oral literacy skills can be developed through the opportunity to participate in activities that attend to various aspects of mentioned earlier (2009) by Munro. Here are some examples how Munro (2009) suggested activities:

- Children can participate in a role-playing game, where they take on certain roles and where you plan to talk with attention to body language and poetry.
- Students can listen to the story and offer different results if events have taken place in different contexts.
- Children can learn idioms, discuss what each one means, picture it and guess where it can be used.
- Students can listen to the conversation that goes on the topic and decide where it's going, and give their alternative variants and answers.

By providing activities such as these ones noted participation in the development of oral communication skills and literacy of children, in particular pragmatic language, we also further develop the skills of all the other areas of child's curriculum. According to Millward & Button (2005), written or printed text is a representation of the language we speak and there is a direct relationship between words that are spoken and heard, and the words that written and read. Therefore, developing strong oral language skills can only contribute to the development of stronger literacy skills. Literacy developed from the experience of people interacting through the spoken word. It is not possible to participate in the children's reading and writing which are not paid attention to while talking. (Button and Millward, 2005) mentioned previously significant language difficulties related to: pragmatics of language regardless of their different levels of intelligence. "Understanding the language is impaired due to the overly literal interpretation of the utterance, which causes problems in understanding the humor, irony, and metaphor, as well as making conclusions and understanding of indirect

requests (Happe, 1993; Ozonoff & Miller, 1996 cited in Tesink, 2009). As Atwood (2007, p. 208) explains children are able to formulate complex sentences in an impressive way, often showing extensive vocabulary. However, in contrast to the proof of knowledge of the language there are specific errors in the ability to have a natural conversation. These children may not follow the usual rules of conversation about how to start, maintain and end the call. When asked to describe a picture or tell a story of actions and be able to articulate what they have seen and the events that have taken place, however, the emotional aspects of such feelings and intentions will be presented often overlooked. Most children have a specific area of interest that they can talk about very confident and in impressive manner. They often able to discuss their particular interest in the use of complex sentences and impressive vocabulary. However, instead of part of the natural conversation that takes into account the interests of the audience, it is presented as a monologue or speech. Atwood (2007) explains that a child can rehearse this monologue, and repeat it over and over again, when the possibility is allowed. When presented a monologue will be often continue regardless of listener reaction, until it was completed. Atwood (2007) describes that as a party to such a conversation it appears that the child says, but not hear, nor know subtle non-verbal signals to regulate the flow of conversation. Children are often very knowledgeable about what they see things differently than people around them, and can be very self-consciousness of this fact. Therefore, the ability to speak about their special interest offers the opportunity to speak in a confident and relaxed manner, and they will do it with great enthusiasm. They know their subject very well and do not try to think about the task of answers about what they cannot feel. Inflexible nature of child only contributes you need to talk, to stay on his / her chosen subject, regardless of the the efforts of other people involved. The case when the subject was changed by another person, child often dramatically change back to his chosen subject without taking into account the current chapter or topic. Oral Language Learning: the primary years when not interested in the topic of conversation, the child cannot see the point when trying to support or participate in conversation. Atwood (2007, p. 208) explains that many people "believe that the conversation in the first place, the possibility of sharing information to identify or report and if there is no practical information to currency, why waste time talking? "In the following example, the discourse between himself and a young child demonstrates this beautifully. "I said that I was a child watching Essendon game. He did not ask any questions. When I asked him why, he told me that he did not ask questions because he already know about the game. "(Anonymous child, 2009, 14 September).

Obviously, this example that the child was not involved in any logic not knowing about something, if the answer was already known, so nothing was said and the conversation came to an abrupt end. Gutstein (2002, p. 165) explains that when children initiates communication with colleagues mainly a function of providing information, in contrast to the usual progress of children whose interactions are

associated with inviting others to play and searching for personal information. The acquisition of knowledge in the classroom requires a significant social and language skills. The difficulties experienced in these areas, children may hinder the understanding of academic concepts. (Atwood, 2007) Therefore, it is important that children with Asperger syndrome have clear instructions on how to use in speech to participate fully in the classroom. They need to be taught how to express ideas in an appropriate manner showing consideration for others. The members of the class and the context of the situation. They must also learn how to get the language, how to look not only verbal, but also non-verbal cues and seek clarification when there is a loss of understanding or sense. Most people get a further understanding when listening to another man looking at the expression on his face, and in particular their eyes. However, look for non-verbal cues such as this could be an area of large difficulty for any of them try to avoid eye contact.

As teachers, we must be aware of the difficulties that children have understanding of the pragmatics of language. We need to understand that some children do not learn by immersion and will need explicit instruction. We should not punish them when they behave inappropriately or wrong situation, but to use those moments as opportunities for learning, where we can explain what happened and how they have been misinterpreted. As mentioned earlier, all children will benefit from the possibility of using their oral language skills in authentic situations targeted. Children should be invited to take part in discussions, express their ideas and thoughts and use their oral language exchanges to enhance their learning experiences. We should be working towards the same goals, however, we must understand that opportunity to be part of the experience of oral language is not going to enhance their learning, if we cannot provide them with the prior explicit instructions on how exchanges are being built in the first place, and the steps necessary for successful participation. Children need to be taught how to use expressive and receptive language in order to participate effectively in the classroom exchanges They should be trained to use comments including, for example, "How do you I think they will go? "or" it happened to me, did it happen to you? "They also need to learn to wait, if someone says, not only to speak them, and that for a conversation to be successful you have to take turns. They need to learn to take the time to listen to what the other person said and try to create links from this, and then formulate a related comment as the conversation will be extended successfully.

Children have to understand that if they look at the speaker face and body, as they say, they can get clues about how the person that feels what is said. Nevertheless, it should be noted that these children should not be forced to look in the eyes, because, as mentioned previously, it can interfere with their ability to understand what is being said in them. Learn to look for non-verbal cues will help get more understanding and

comprehension. Children also need to be taught idioms and how they are used to make the connection between what happens with another point of reference. He should explain that the language cannot should always be interpreted literally. For example, "Get over it" or "We're all in the same boat" if a young child is of early intervention improves social skills in elementary school and continues until graduation achieving considerable success. (Atwood, T. 2007) Children are often involved in speech therapy outside school to help develop their skills and pragmatic school should be encouraged to establish links with their therapists as a means of improvement of the qualification. As teachers we need to make the most of examination of language experts in the field as they can provide great insight in the field of pragmatics developed in therapy sessions, and we can then transfer that skill for further development of context in the classroom.

Although the skills are developed by speech therapy sessions, they cannot be transferred to the school environment without monitor teaching in the context of school. A lot of speech therapy sessions will include children involved in the technique developed Carol Gray (1994) entitled "Conversation Comic Strip", which includes children view is created in the comic exchange using a stick figures and speech bubbles. Atwood (1998) explains that this method can be applied to a wide range of problems with speaking and social skills. Speech bubbles can be made in various ways for transmitting emotion and various colors can be utilized for operators in such replicas as red or blue to angry to sad. These bubbles can be done in different ways to represent different parts of the conversation, such as one man says or all talking at once, interrupting or listening to soft and loud speech or words. As children develop skills they will create a dictionary of symbols represent different elements of the conversation. They can be transferred to relevant aspects of the human voice tone or body language. Gray (1994, p. 8) explains that the Comic Strip Conversations begin with small talk, as the weather or a weekend, and from this point of progress talk about this situation. In all cases, children are encouraged to write, draw and talk. The student takes the initiative and the therapist directs the use of questions and statements such as "Where were you?" or "Draw people you were." Gray (1994, p. 9) indicates that the purpose of a parent or a professional is to achieve balance between the collection of understanding a student's perspective, sharing accurate social information. As a teacher, it would be for the benefit of learning participate in the "Comic Strip Conversations" and provide children opportunity to work through situations that affect their participation in school activity. It can also be seen as a useful strategy for other children in the class, like all children facing difficult social interactions at some point throughout their training. Another class of said Attwood (1998, p. 73), which can be used to encourage children to arrange a conversation in pairs, and each of them are practicing how to start a conversation with a stranger, it will be After a preliminary study of conversation starters. You can also use this method teach students how to hold a conversation with a friend. To training involves the identification of children and

remembering information about others, as well as listing the relevant issues. Children can also participate in the study of conversational scripts to deal with difficult situations, such as deal with teasing, how to ask for help or how to deal with losing a game. An example of the need for this evidence of the following comments to the student during the game with their friends. On this occasion, the child must provide a script on how to win the game. "Oh, you're hopeless at it. Yes I feel so good, I'm going to thrash you!" (Anonymous child, 2009, peers comm., September 14) This student was not aware of how to show his excitement at succeeded in gamble whilst showing respect for the other player. He had to be said that his comments were harmful and then given other statements use like: "Better luck next time." or "I have a really good game, but it can be your lucky transitioning. Atwood (1998, p. 87) lists the following strategies for children are useful for their pragmatic language skills:

- * Learn comments relevant discovery
- * Get help or clarification when confused,
- * Encourage safe to admit, "I do not know"
- * Teach signals about when to respond, interrupt or change the subject,
- * Model sympathetic comments
- * The use of speech, drama activities on the art of conversation.

Examples of the activities mentioned in this article are related to pragmatic development of oral communication skills and usually progresses children and children could clearly be used to benefit all children in the classroom. All examples can be administered independently of the level of skill and can help to the different needs of individual students in the classroom. For children there is a certain lack of these skills, but it can Also in the case of children in other major classes. There is a clear evidence that the development of these skills can only enhance student learning, particularly in their literacy. The development of these skills only contributes to a better understanding of spoken language and exchanges more social competence. As teachers, we need to educate ourselves in order to further develop our understanding of the language and the use of young children as it develops. As Language Munro (2009) states, and the ability to communicate effectively is a key Failure to fund students to study in the most general way. Better developed knowledge of the language and how it is used means greater to learn and to manage and direct its activities as a student.

Teachers have to assist students in making their own comics. Students enjoy working together, even small exercises because they can share ideas and support each other emotionally, that promotes creativity (Vass, 2007). Firstly, students who enjoy

working together find a place where they sit side-by-side making up sketches of characters, each drawing different possibilities (e.g. they could each draw itself or the character that they have drawn up or adaptation they want from their favorite comic book, a book or a novel.) They then choose one character of each and use these symbols to brainstorm possible scenarios that may be acted out by their characters. Furthermore, they are involved in a comic strip drawing exercise, which is performed by the following rules: "I draw a single panel and you either add to the panel or draw all or part of the next panel." Rules of the boundaries that keep students focused on the history of development (e.g. I have to do next and how I can connect it with what happened before?) rather than the quality of the drawing or writing. Students should be encouraged to ask each other for help in order to draw or write certain parts of their composition. Though I had success with this approach during my dissertation research, it is important to emphasize that this is one of the possibilities for closer co-writing comic books.

Then students may be let act out the best scenario among their made-up stories. I had such experience when together with my students we mixed different heroes and made up a new story and acted it out. There were such heroes like Superman, Joker, Spiderman, Hulk etc. It was kind of "Avengers" today. Students made their own script, then I made some corrections in their dialogues. It was made of 4 different stories and we combined them and agreed on the plot, but all the dialogues were made by the students themselves. That time we had no such access to the Internet that we do now, so students had to draw the pictures on their own. But today we have wide access to the Internet and we also have ready sites to make digital comics online and download them easily. So this kind of task can be given as homework. Such sites provide with ready heroes or you can upload your own pictures to be used in your story. Pictures to use you can snapshot from different movies or cartoons or just take pictures using camera. After students' presenting their stories you can use the best ones to be acted out in the classroom or make it as a topic of discussion.

In every class we have different level of students, so comics are for reluctant readers as a way of easy reading for good readers a way to create personally. There are also sites which provide teachers of English and literature especially with comics of classics as Shakespeare's, Charlotte Bronte's etc works in different level with tasks ready for teachers and empty balloons.

Three versions of the text, due to the vibrant and exciting but realistic works of art, ensures that all students can interact with the text.

Keeping in mind that the range of Classical Comics titles designed to overcome the reluctance to read, it is decided that limiting the number of pages in the 120-180 pages was important. Long enough to provide satisfactory reading, but not too long

that it discourages the reader. Thus, site creators' classic range must have to limit the name to a greater or lesser extent, depending on the length of the original novel.

They create a "Quick Text" version, which shows reduced and simplified version of the original text, as well as for Shakespeare titles.

Their range offers a unique opportunity for classroom teachers:

Inclusive Education. Their three versions of the text allows one class of mixed abilities to work with the same story. Reluctant readers can use the faster version of the text, while the more capable readers can use plain text or the original version of the text, giving you a class of students, regardless of ability to effectively read the 'same' page.

Interdisciplinary. Books can be used to cover the core and foundation subjects of the curriculum, including English language, English literature, history, art and drama as well as an inspiring individual creativity in children.

Reluctant Readers. Experts in this field, and the teachers the sites work with, believe that this environment promotes literacy in the most reluctant readers. Paper on the subject, courtesy of Mel Gibson and LTScotland give a complete picture: office work in the curriculum.

Teaching of Classics at the age of 10 years. In schools, the model book can be used at the age of 10, with the use of a fast version of the text for the classroom, and plain English plus text is the small group reading. Design of cartoons based on novels, then create a new story, or ends, especially successful with this age group.

Teacher resources. For each name in range, there are updates for a teaching resource, full of activity, which links to the text. Each 100 + page book includes a CD-ROM resource pack with pages in a format Adobe Acrobat, print and display on board, etc. coil packs to make the pages easy to photocopy.

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ҚОСЫМША ӨНДЕУ ҮШІН КОМИКСТЕРДІ ТАҢДАУ

Түйіндеме: Оқушылардың тәрбиелік мақсаты мен ұлттық құндылықтары ескеріле отырып, комикстер оқу материалына ыңғайланғанға дейін іріктеу талаптарына сай таңдалу керек. Талаптар балаларды теріс бағытта сілтейтін, санасын улайтын мазмұннан қорғау қажет.

Кілт сөздер: *дөрекі, графикалық, сөздік, құндылық, комикстер, құрмет, сауат*

ОТБОР КОМИКСОВ ДЛЯ ДОПОЛНИТЕЛЬНОЙ ОБРАБОТКИ

Аннотация: Прежде чем адаптировать комиксы в учебный материал их необходимо провести через цензуру согласно определенным критериям. Эти критерии должны предотвратить учеников от таких содержаний, которые могут направить их в неправильном направлении или негативно сказаться на их психике.

Ключевые слова: *графический, словесный, ценность, комиксы, уважение, грамотность*