РУХАНИ ЖАҢҒЫРУ

20 АСТАНА

ЕУРАЗИЯ ҰЛТТЫҚ УНИВЕРСИТЕТІ

Студенттер мен жас ғалымдардың
«ҒЫЛЫМ ЖӘНЕ БІЛІМ - 2018»
XIII Халықаралық ғылыми конференциясы

СБОРНИК МАТЕРИАЛОВ

XIII Международная научная конференция
студентов и молодых ученых
«НАУКА И ОБРАЗОВАНИЕ - 2018»

The XIII International Scientific Conference
for Students and Young Scientists
«SCIENCE AND EDUCATION - 2018»

12th April 2018, Astana

ҚАЗАҚСТАН РЕСПУБЛИКАСЫ БІЛІМ ЖӘНЕ ҒЫЛЫМ МИНИСТРЛІГІ
Л.Н. ГУМИЛЕВ АТЫНДАҒЫ ЕУРАЗИЯ ҰЛТТЫҚ УНИВЕРСИТЕТІ

Студенттер мен жас ғалымдардың
«Ғылым және білім - 2018»
атты XIII Халықаралық ғылыми конференциясының
БАЯНДАМАЛАР ЖИНАҒЫ

СБОРНИК МАТЕРИАЛОВ
XIII Международной научной конференции
студентов и молодых ученых
«Наука и образование - 2018»

PROCEEDINGS
of the XIII International Scientific Conference
for students and young scholars
«Science and education - 2018»

2018 жыл 12 сәуір

Астана

Жинаққа студенттердің, магистранттардың, докторанттардың және жас ғалымдардың жаратылыстану-техникалық және гуманитарлық ғылымдардың өзекті мәселелері бойынша баяндамалары енгізілген.

The proceedings are the papers of students, undergraduates, doctoral students and young researchers on topical issues of natural and technical sciences and humanities.

В сборник вошли доклады студентов, магистрантов, докторантов и молодых ученых по актуальным вопросам естественно-технических и гуманитарных наук.

of its mastering;

–   efficiency is possible to test simultaneously a great number of pupils, and checking the results is easier and faster, than it is in the traditional form of control;

–   differentiating ability in tests, self and peer assessment there are tasks of various levels;

–   individual approach in teaching, the individual check and self-examination of pupils' knowledge are possible;

–   comparability of test results for different groups of the pupils taught with different interactive programs, e-books, and with using various methods and organizational modes of e-learning.

–   We can conclude that different types of tests are very effective when we make use of them all together, namely, in collaboration.

References:
1.   Dietel R.J., Herman J.L., R.A. Knuth. What Does Research Say about Assessment NCREL, Oak Brook, 1991.
2.   Bloom, B. S., Madaus, G. F., & Hastings, J. T // Evaluation to improve learning. // New York. 2000.
3.   Guskey, T. R //Implementing mastery learning //(2nd ed.).// 1997.
4.   Guskey, T. R. //Making time to train your staff// The School Administrator// 1998, P.35–37.

DIVERSE WAYS OF CLIL USAGE AT SECONDARY SCHOOL

Toktarova Anel
toctarovaanel@mail.ru
4th year student in "Foreign Languages: Two Foreign Languages"
L.N.Gumilyov ENU, Astana, Kazakhstan
Scientific supervisor – D.K. Anasheva

In today's society the questions of modern man socialization in interethnic and intercultural space became a priority, whereas foreign language skills are regarded as one of the tools to expand professional knowledge and opportunity. Additionally, new educational technologies of teaching foreign languages appear. CLIL (Content and Language Integrated Learning) is considered to be one of such technologies and is seen as the most disputed methodologies of teaching, which considers learning language at immersed and miscellaneous level. The term was firstly introduced in 1994 by David Marsh and Anne Maljers as methodology of teaching non-language subjects by integrating foreign language. This approach includes diverse forms of foreign language usage as learning tool, and ensures efficient opportunity of language skills' empirical application to students. David Graddol in his work "English Next" suggests that CLIL is an approach to bilingual education in which both curriculum content and English are taught together. Therefore, such technology differs from simple English-medium education, where the learner is not necessarily expected to have the English proficiency required to cope with the subject before beginning study.

CLIL refers to situations where subjects, or parts of subjects, are taught through foreign language with dual-focused aims, namely the learning of content, and the simultaneous learning of a foreign language [1]. This description emphasizes some of the educational intention inherent to the CLIL paradigm. Nevertheless, there are a twin set of objectives, one of which is undoubtedly educational and the other is administrative. While the government demands to gain fluency in foreign languages and knowledge of foreign cultures, students' curriculum is too overfilled. CLIL provides an opportunity to get extra hours of foreign language classes and still be involved into learning sciences. Approach presented in 90's still remains one of the most beneficial tools to evolve knowledge of a subject and language empirically. In addition, it is hoped that CLIL's multi-

faceted methodology will motivate students through more diversified teaching techniques and task-based approach.

Nowadays, scientists elaborated a range of methodologies how to incorporate CLIL into English lesson. For instance, it is beneficial to take into consideration Coyle's 4Cs of CLIL for planning lessons (1999). He suggested four crucial aspects: content, communication, cognition, and culture; those points should be taken into account during CLIL activities. There are various ways of scrutinizing classification of tasks applied within CLIL. Gardner and Miller suggest pedagogical tasks, which closely linked to traditional modes of teaching. Alternatively, other classifications proposed by R.Ellis are Prabhu's cognitive classification, which is based on the type of cognitive ability, and Falodun's psycholinguistic classification, which is concerned with interactional categories (interactant relationship, interaction requirement, goal orientation, outcome opinions). N.S. Prabhu distinguishes information gap, reasoning-gap, and opinion-gap activities. All covered techniques can be adapted to the projects of global educational elaboration.

A multicultural approach is to become more and more common in the current world and to live within one country with speakers of other languages with a different cultural background will undoubtedly develop into bilingual or trilingual policy. R.Lyster supposed that through learning subject content in three languages students will get access to additional information, new perspectives, and will foster respect towards themselves and others. It is obvious that English is regarded as language of interethnic communication and the second official language in many countries. Consequently, it is employed in the CLIL method in order to increase students' cross-cultural cooperation and explication of worldwide situation. For instance, Jan Prucha in the monograph Intercultural communication discusses the matter of English in the Czech environment.

In the strategy of Kazakhstan – 2050 the trilingual policy emphasized equal acquisition of the third English language in the bilingual country. In the message of Kazakhstan Republic's President N.Nazarbayev to the citizens of country it was noted: "Kazakhstan should be perceived all over the world as a highly educated country, whose population uses three languages: Kazakh language - state language, Russian language as the language of interethnic communication and English language - the language of successful integration into the global economy"[2]. CLIL has become essential to Kazakhstan is that it might be the way of State Language Policy implementation. Realization of integrating CLIL into educational process of schools is an issue concerning many Kazakhstan scientists. For instance, L.T. Nurakayev and Z.K. Shegenova introduced "Methodological recommendations for teachers on the use of the subject-integrated learning method (CLIL)" (2013). In their work, they considered various ways of adapting the methodology to the educational system of Kazakhstan, and also developed the fundamental principles that should be followed while selecting assignments for students within the framework of this methodology. Tasks for students should depend on the level of their training, on the tasks of instruction, and on the preferences of students [3, p8-10]. Moreover, in the work "Language-Specific Integrated Learning of the History of Kazakhstan" by M.S. Akhmetova examples of activities that can be used in CLIL lessons are presented.

The achievements and discoveries established by our scientists in this field help us, as future teachers, actively apply it in practice. Eurasian National University cooperates with a number of schools in Astana, which are ready to evolve and introduce new technologies into the learning process. During professional and pedagogical practice, students are provided with all opportunities to organize a full-time lesson using CLIL. Thus, undergraduate students of the 4th course of Eurasian National University held a biology lesson by CLIL technology at school-gymnasium №3. Moreover, the university in every way promotes research and projects organized by students in order to learn new opportunities and acquire the skills of a modern person, keeping pace with the times.

Insertion of quest technology into CLIL became one of such projects. Knowledge quest is an intellectual game that teaches English literacy and grammatical concepts. Students undergo quests, battle with monsters, and search for a tool while learning and using essential English skills. Knowledge quest is originally appeared from Australia, where four key modules of language skills

the game focused on were distinguished:
1)   grammar;
2)   speaking;
3)   vocabulary;
4)   reading comprehension.

Each concept is then incorporated into a quest, which a player will have to complete in order to achieve any progress in the game. Knowledge quest is split up into two levels (for primary school children, for secondary school) in order to cover indispensable aspects of certain age peculiarities. Therefore, it is crucial to mention that motivating students and encouraging them to cognize school subjects seemed tedious for them are principal objectives of quest technology.

Knowledge quest both teaches and assesses as it is considered to be a mini-lesson. Tutorials succor students to improve academic knowledge and then estimate obtained materials by testing students. Eventually, quest-players receive a diagnostic report of their performance, presenting them where they achieved a success and which points should be revised.

Let us take into account one of those quests, which were elaborated in frameworks of thesis work. Actually, quest technology can cover any field of science, from rigorous sciences as algebra or physics to biology, history, or geography. We dwelled upon integrated lesson of biology and English for the 8th grade of secondary school. Primarily, the curriculum of the subjects were compared and then adapted to each other. There were several goals put forward, which we anticipated to observe at the end of the lesson:
1)   to persuade students to ponder over each stage and exercises in order to inculcate them thinking critically;
2)   to extend students' knowledge in both biology and English;
3)   to overcome the obstacles, which impede students to speak, i.e. to increase their speaking skills.

Principal objective of the lesson was introducing of the lexical material to enhance students' vocabulary and empirical presentation of biological theme, which was determined as "The human as a nature creation".

It was obvious that the lesson should have been started from distributing the roles between students. The class was subdivided into three small groups: doctors, patients, and volunteers, after that teacher as non-participant narrated pre-history of the quest. All participants had lost at the island, and their goal was to join and solve the puzzles by cooperating with each other. Before the lesson teacher divided class into two zones and doctors were isolated without any access to others.

Additionally, each patient obtained a card with a short description of his/her illness. The demonstration of their histrionic skill made quest attractive to students. Volunteers momentary were involved in the process and received a new goal to find out a certain illness in the book (was made by teacher previously) guided by symptoms of patients and remember the name of it. The process of searching and collating illnesses to their descriptions evolved students' critical thinking and logic skills.

The process of conveying illnesses' names to the doctors was the most fascinating as it required showing students creativeness. The task was to dictate the name without calling by using only colors and name on animals, to be more precise, the first latter of color or animal meant one letter in the name of illness. For instance, the illness "cold" was transmitted as Cat Orange Lion Dog. Such activity is beneficial for students to remain their knowledge received in primary school and to learn using it accurately.

When doctors eventually got all names of illnesses, they needed to listen carefully the monologue of professor (was recorded by teacher beforehand), who provided them with information how to treat those illnesses, however it was essential to hear only relevant facts. Subsequently, doctors had to find required materials, which were described by professor, in the basket filled up with various medicine and medical remedies. While doctors were deliberating this task they improved their listening skills and acquired a skill of emphasizing appropriate information from the context, whereas volunteers achieved it through performing another exercise.

The puzzle for volunteers consisted of two parts. The first one implied watching a video describing human body parts and then playing a game. Such activity was made by using computer, where teacher opened the site [5] with mentioned game and gave the task to put each part of the body to the right place. Volunteers needed to do this activity in order to know where they should put each medicine to treat patients, who were carrying out another exercise helping to rescue from the island. Patients had a grammar exercise, which was focused on English tenses. They had to fill up the gaps with auxiliary verbs and put it in appropriate form. At the end of the exercise there were some extra cards with 2 "have", 4 "does", 3 "did", 1 "do", and the hint was written at the desk (Present Perfect; Present Simple with he, she, it; Past Simple; Present Simple with I, we, you, they). In such a sequence numbers created a code, which patients had to keep in mind. Consequently, when they were treated by volunteers (they had to put relevant medicine to the definite part of body), teacher brought them a control panel, where code had to be entered. Finally, the music played and the picture of airplane appeared at the interactive desk, the quest was done.

Undoubtedly, such activity cannot take place at each lesson, but it is amazingly valuable as it involves a huge range of teaching devices and covers diverse techniques of introducing materials. Moreover, such approach makes CLIL explicit and accessible for teachers and depicts how two absolutely unrelated subjects can be integrated into one of full value.

The use of Content and Language Integrated Learning is considered as a new pattern in language and subject teaching as for integrating both parts (linguistic and factual) into learning process. Next, it responds to the needs of globalization and remains a benefit of educating to communicate within multinational communities.

The practical employment of this teaching approach is expected, although it is quite demanding for the participating learners and teachers. CLIL emphasizes effective learning outcomes, cognitive knowledge, critical thinking, and real life use of a language in the subject's background. Learners acquire the basic structures for communication in a foreign language which is being developed.

References:
1. D. Marsh, Content and Language Integrated Learning: The European Dimension – Actions, Trends, and Foresight Potential, 2002.
2. Message of the President of the country to the people of Kazakhstan "Strategy "Kazakhstan-2050" - New political course of the established state".
3. L.T.Nurakayev, Z.K.Shegenova, Methodical recommendations of using Content and Language Integrated Learning (CLIL). - Astana, 2013. – p. 8-10.
4. M.S.Akhmetova, "Language-Specific Integrated Learning of the History of Kazakhstan"
5. https://www.turtlediary.com/game/body-parts.html

UDC 378.147:811.111
THE CONCEPT OF SECONDARY LANGUAGE PERSONALITY AND ITS FORMATION

Yelenova Perizat
yelenova96@mail.ru
1th year master student in "Foreign Languages: Two Foreign Languages"
L.N.Gumilyov ENU, Astana, Kazakhstan
Scientific supervisor – G.M.Gauriyeva

The content of education should promote mutual understanding and cooperation between people and nations, regardless of race, nationality, ethnicity, religion or social affiliation, and take into account the diversity of worldview approaches. Therefore, the discipline "Foreign Language" acquires special significance, and foreign language teachers are assigned a responsible mission: to