



ҚАЗАҚСТАН РЕСПУБЛИКАСЫ
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«ҒЫЛЫМ ЖӘНЕ БІЛІМ – 2017»

студенттер мен жас ғалымдардың
XII Халықаралық ғылыми конференциясының
БАЯНДАМАЛАР ЖИНАҒЫ

СБОРНИК МАТЕРИАЛОВ

XII Международной научной конференции
студентов и молодых ученых
«НАУКА И ОБРАЗОВАНИЕ – 2017»

PROCEEDINGS

of the XII International Scientific Conference
for students and young scholars
«SCIENCE AND EDUCATION - 2017»



14th April 2017, Astana



**ҚАЗАҚСТАН РЕСПУБЛИКАСЫ БІЛІМ ЖӘНЕ ҒЫЛЫМ МИНИСТРЛІГІ
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THE IMPLICATION OF DIALOGUE EDUCATION IN THE ENGLISH LESSONS

Adilbek Yenlik Baktzhankyzy

enlik.adilbek@mail.ru

L.N.Gumilyov Eurasian National University
Student of 'foreign languages: two foreign languages'
Astana, Kazakhstan
Supervisor- Baigazh Aizhan

Modern society is interested in high professional level of the people and business skills, able to accept non-standard solutions, able to think creatively. Today the time dictates that school graduates were in the future competitive in the labor market.[3] In this regard, the school must not only equip the graduate set of knowledge, but also to form such personal qualities as initiative, the ability to think creatively and finding innovative solutions.

It is hard to imagine the society without people. Therefore, as far as the greater the need of people in society, the more essential will be the necessity of communication for people in that society.

The experiments have shown an essential role of dialogue in teaching. Mercer and Littleton proved that dialogue has a great contribution to the interest and level of students' education.

Barns wrote about effective usage of language in class that it has a good influence on pupils' education. He is convinced that education depends upon the usage of verbal tools such as speaking, analyzing and evidence. We fully agree with this statement of Barns, although these pictures fully took place in our lessons. Dialogue education is very useful in classrooms, because our main purpose to make pupils speak fluently in English. From our point of view, dialogue is a tool which regulates the relationship between student-student and teacher-student.[2] This method does not only enhance students' interest to the subject, but also has a great impact on their education.

Alexander formulates that a conversation in education is not only a component of relationship, on the contrary, it extends the process of educators' knowledge having different ideas.[1] During dialogue students (and teachers) to achieve the mutual result will make huge efforts, and by Mercer it is important to become equal partners in order to have a conversation. A conversation fulfills through dialogue, however students can determine that during joint research.[4] Dialogue consists of replicas, this means that one requests, another answers in the form of reaction-replica. It is well-known that dialogue is a mind-switching process, consequently interlocutors swap their information. The first speaker begins and invites the addressee to the conversation (requires, commands, agrees, does not agree, requests). It becomes apparent that some phonetic mistakes take place during the dialogue, therefore it is essential to pay attention to the construction of sentences in dialogue.[5]

In the center of our teaching activities is a child, which we think is not the object and the subject of training and education. Therefore, we mainly used active learning methods with the use of innovative pedagogical and information technologies, and the classroom creates an atmosphere of goodwill and success.

Dialogue education at English lessons lead to good results, it "learns to learn." We fully agree with the metaphor of Thomas Huxley, the famous naturalist of the XIX century; according to his definition "education - the study of the rules of the game called" life "." His statement is applicable to the modern requirements for education. The need to develop the ability to learn is fundamentally changing the nature of the relationship between teacher and student, offers a new look at the optimization of the educational process and to rethink existing methods of teaching English.

In our lessons the relationship between us and students, based on cooperation, mutual aid, how to live in society. We took an active part in the project activities, as an assistant, the adviser, the source of information, sharing a common responsibility for the result.

During the lessons we noticed that a grammar skill of the students is enough good. However their colloquial speech was weak. They hesitated in front of class, in making dialogue and monologue. The main reason of that was lack of dialogue in the classroom. My purpose was to eliminate these disadvantages.

Thus, throughout lessons we conducted experiments. Although students are young, they hesitated to express themselves, communicate and to answer the questions. We were convinced in the effectiveness of Dialogue education at school. The aims of us were:

- to improve the vocabulary of students
- to teach them to express themselves freely
- to teach them to the communication skills

The result that had been expected:

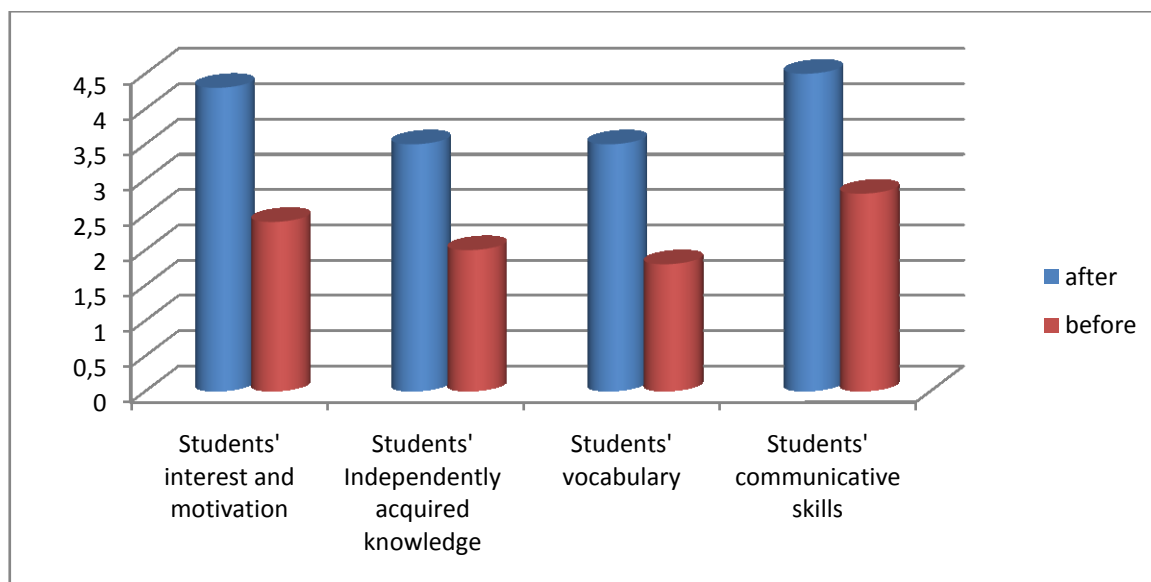
- 1) students can express themselves freely
- 2) creativeness will expand
- 3) a good range of vocabulary
- 4) students will try to show their abilities

How did we achieve all that? During lessons we have used different kinds of assignments and questions.

First days we began lessons from asking questions. For instance, several questions asked to eliminate language barrier. For example, "What is your name?" "Where are you from?" "How old are you?" Students answered like: "My name is Saulet. I am from Taraz. I am ten years old. Although it was our first lesson, students have proved us that we should pay more attention to the practice rather than to explanation. In the lesson "How many stamps have you got?" students worked in pairs. The task was to read the dialogue and translate it into Kazakh. For example:

- How many coins have you got?
- Seventy
- Has Anar got any stamps?
- No, she has not.
- Has she got any shells?
- Yes, she has got.

Asking a question is one of the important practices, because if question asked in a right form, it becomes an effective tool of conducting lessons. To support students' education we utilized the technique of asking a question and returning. In order to repeat grammatical rules students asked several questions. For example, "What is the difference of them?" In our opinion, students should take advantage of electronic devices and books to have a dialogical conversation. We often used interactive board and dialogues from electronic books. Working with dialogue takes place at home, too.



The results (before and after) of Dialogue Education in the classroom

As it is seen in the graph, dialogue education prepares students to cultural, professional and personal contacts, develops their imagination and thinking, stimulates interest, keeps them highly motivated. Therefore, it teaches children to acquire knowledge independently. We live in an information society and the main asset – the ability to extract information that is most valuable. In other words, it clearly shows the change in the essence of education “from the education of lifetime – to education throughout life”.

The essence of the dialogue education is to provide to the students problem situations needed to perform certain tasks difficult to overcome that requires creative thinking. That is problem-based learning - is a form of training sessions, in which knowledge is passed on to students not in finished form, and in the process of independent cognitive activity in the conditions of problematic situations. Problematic situations, used for training purposes, must have training character.

«Intellectual storming» method helps students form the communication skills necessary for communication in the educational and labor sphere, develops the ability to independently find and use relevant information to develop skills of self-control and mutual control, as well as improving such moral qualities as mutual tolerance and cooperation.

In our lessons dialogue education created an atmosphere of easy communication, where our role as a teacher is changing. It contributes to the educational process of new techniques, enlivens and activates them, eliminates the most enduring and tenacious weeds formalism in training, eliminates mindless memorization and retelling of "book" knowledge, introduces active thinking, creative independence in the process of understanding the world.

Ultimately, dialogue education promotes personal activity of the students, and it provides a proactive approach to knowledge, and systematic persistence of students, and, of course, positive results in training and education.

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SOME APPROACHES TO OVERCOME LISTENING AND SPEAKING DIFFICULTIES IN LEARNING ENGLISH

Dauletkereyeva Alfiya Salamatovna

Alfiya_dauletkereeva@mail.ru

Yessenova Ayazhan Ilyassovna

Aleka0404@bk.ru

Students of L.N. Gumilyov Eurasian National University, Economic faculty,
Department of Tourism, Astana
Supervisor – Smagulova B.G.

Nowadays, English is one of the most widely used languages around the world, and people learn English for educational, economic, or personal progress. Many students of non-language specialties of the L. N .Gumilyov Eurasian National University (ENU) try to do their best to learn English at the lessons of the disciplines “Foreign Language” and “Professionally Oriented Foreign