



ҚАЗАҚСТАН РЕСПУБЛИКАСЫ  
ТҰҢҒЫШ ПРЕЗИДЕНТІ - ЕЛБАСЫНЫҢ ҚОРЫ

**«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»**



14<sup>th</sup> April 2017, Astana



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

**«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»**

**2017 жыл 14 сәуір**

**Астана**

**УДК 378**

**ББК 74.58**

**Ғ 96**

Ғ 96

«Ғылым және білім – 2017» студенттер мен жас ғалымдардың XII Халықаралық ғылыми конференциясы = The XII International Scientific Conference for students and young scholars «Science and education - 2017» = XII Международная научная конференция студентов и молодых ученых «Наука и образование - 2017». – Астана: <http://www.eni.kz/ru/nauka/nauka-i-obrazovanie/>, 2017. – 7466 стр. (қазақша, орысша, ағылшынша).

ISBN 978-9965-31-827-6

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.

УДК 378

ББК 74.58

ISBN 978-9965-31-827-6

©Л.Н. Гумилев атындағы Еуразия  
ұлттық университеті, 2017

create some exchange programs for students and teachers, share with their experience and invest into teachers in order to have high qualified and competitive teachers in education area.

Another suggestion is co-operation with international teachers. Native speakers will help to develop speaking and listening skills. Communication with them can help us to understand their accents and other elements of the language. In some universities, students study together in spite of their knowledge level of English. Therefore, educational places should provide a good environment for the students in order to motivate, attract and interest them. In other words, they should divide students into the groups by their level. Otherwise, a student whose knowledge level of English is lower than another student has, the first one will feel himself uncomfortable and shy and lose concentration.

In spite of the difficult process, in this paper we tried to suggest some approaches to overcome listening and speaking difficulties in learning English. Therefore, speaking and listening skills will be improved and become better than the students have now.

#### **Literature:**

1. Bulletin, (1952). The Need Of Listening Comprehension In The Teacher. Faculty of Education, Hodeidah University, Yemen. Retrieved July 15th 2013 from <http://www.iasj.net/iasj?func=fulltext&aId=70585>
2. Brown (2001). Submitted by Abbas Pourhossein Gilakjani and Mohammad Reza Ahmadi. A Study of Factors Affecting EFL Learners' English Listening Comprehension and the Strategies for Improvement. School of Educational Studies, University Sains Malaysia, Malaysia. Retrieved August 30th 2013 from <http://ojs.academypublisher.com/index.php/jltr/article/viewFile/0205977988/3567>
3. Encyclopedia, Britannica Company, Internet Merriam-Webster, hearing is "the process, function or power of perceiving sound". Retrieved May 6th 2013
4. O'Malley & Chamot, (1990). Learning Strategies in Second Language Acquisition. Cambridge University Press. Retrieved July 14th 2013 from <http://books.google.com.sv/books?id=HGzxBMBp4lkC&printsec=frontcover#v=onepage&q&f=false>
5. Oxford (1990). Submitted by Fouad Abdalhamid. Listening Comprehension Strategies of Arabic-Speaking ESL Learners. Department of English, Colorado State University. Retrieved September 3rd 2013 [http://digitool.library.colostate.edu///exlibris/dtl/d3\\_1/apache\\_media/L2V4bGlicmlzL2R0bC9kM18xL2FwYWNoZV9tZWRpYS8xNjE5MTc=.pdf](http://digitool.library.colostate.edu///exlibris/dtl/d3_1/apache_media/L2V4bGlicmlzL2R0bC9kM18xL2FwYWNoZV9tZWRpYS8xNjE5MTc=.pdf)
6. The Use Of Strategies In The Development Of The Listening Comprehension Skill In Intensive Intermediate English I Students At The Foreign Language Department. Cindy Mariela Del Transito Cortez Barrera, Celina Del Carmen Sorto Henríquez, Rohde Merab Velasquez De Paz, February 20<sup>th</sup>, 2015.

УДК 37.012.8.

#### **A STORY BASED FRAMEWORK FOR TEACHING A FOREIGN LANGUAGE**

**Dauletova Nargiz Muchtarkyzy**  
**terbie@mail.ru**

L. N. Gumilyov Eurasian National University, Astana, Republic of Kazakhstan  
Supervisor – Senior lecturer, master of philological sciences,  
Supervisor - Suleimenova Sh. B.

Currently particular attention is paid to the new approaches and innovations in teaching pupils through a foreign language. Substantially, using the trivial methodologies during learning the languages, do not give an effective outcomes in real life communication due to the lack of

indispensable valid use of language. It forced me to look for an effective approach in teaching the foreign languages through stories. Presenting content and language integrated learning (CLIL) approach give us an opportunity not only to teach students the foreign language, but also utilize this approach for instructing subjects such as history, geography or others through the foreign language. In light of language learning and instruction, stories present authentic communication opportunities. This is justified by the fact that they enhance broadening of vocabulary acquired by children as well as developing the related language skills as learners constantly come into contact with numerous novel words as they read or listen to stories. Further, tales are considered as source of authentic language input as language learning becomes an amusing experience since learners derive pleasure during learning and instruction in purposeful communication. With reference to Brewster and Ellis's [1] views, there are basic arguments behind the incorporation of storytelling into foreign language classes. Firstly, stories enhance a child's development of positive attitude towards language instruction and learning processes as stories are fun and motivating. Secondly, stories allow learners to exercise their creativity, thus enhancing learner innovation development. Thirdly, storytelling encourages emotional and social development of learners. Lastly, storytelling serves to enhance the development of the learners' listening skills.

This leads to the possibility of using a variety of stories which directly relate to curricular content. As an example teaching history can require to utilize the stories about the founders of the Kazakh Khanate Kerey and Zhanibek. So many pupils find it difficult to remember the facts related to historical events or figures, but storytelling can establish details together into a meaningful pattern. In the selection of effective stories, it is important that attention is paid to identification of stories with clear storylines. Clear storylines are vital as it enables young learners to follow and comprehend the plot without overly relying on the linguistic input, but enabling such learners to utilize existing knowledge acquired based on reference frames. Effective stories must also utilize repetition as a literary device [2]. However, it is worth noting that storytelling in itself cannot achieve self-efficacy in language instruction. It must be accompanied with other frameworks if it is to achieve educational goals, alongside selection of appropriate tales after careful consideration of learner interests, generation of appropriate learning objectives, and promotion of interactive storytelling experiences.

Learners can then actively participate in decision making and negotiation processes. The framework also works towards the development of the learners' communication skills. The learners can internalize the plot of the story, after which they can actively take part in role playing, dramatizations, and presentations in which the learners utilize the target foreign language within realistic settings for the purpose of effective communication. As a result, the task-based approach is incorporated into the story-based technique, in which task-based language learning principles is adopted, as well as authentic language utility by means of meaningful tasks. The task-based framework works towards realization of specific outcomes, among them the development of cognitive skills. This can be achieved through learner involvement in many inquiry tasks after reading a story. Finally, the approach seeks to achieve diversity sensitivity and citizenship awareness through encouraging learner involvement in content-based interactive tasks.

For individual thematic units related to target language, the task-based approach sub-divided into three major categories, including the pre-task, the task-cycle, as well as the language focus stage.

The pre-task stage is initiated by the introduction of learners to the lesson's topic and the task through which learners will go. In particular, the instructor puts emphasis on the need to motivate learners as well as eliciting experience and knowledge acquired prior to the topic related to the specific thematic subject through screening for the appropriate story. Further, all pre-task activities are an effective means of novel language introduction, existing linguistic resource mobilization, processing load easing, as well as motivation of task interpretation in more demanding ways among the learners. In a similar line of thought, it can be held that task presentation in ways which motivate students is vital, thus task preparation ought to entail strategies geared toward learner motivation to partake in task execution [3]. The suggested project encourages learners to come up

with suggestions for the possible plot and flow of the story. Further, the learners are encouraged to take note of striking events and scenarios in the story. These strategies are key approaches in vocabulary teaching as content-specific vocabulary under study is introduced by means of discussion and use of photographs and flashcards. Spidergrams also make a significant resource as the teacher can make a summary of the vital ideas in circular drawings made by the teacher [4]. These drawings must necessarily capture all relevant vocabulary for the study topic. Scaffolding was employed to enable learners express their ideas in the target foreign language. Then the learners can be announced into the narrative through a multisensory context made up of video clips, sound documents, Prezi zooming program, and PowerPoint presentation designed in the target language. Therefore, a multisensory and multimodal setting enables learners to utilize their multiple senses in the learning process which makes it easier for learners to link novel information to already existing knowledge.

The task-cycle stage follow, in which the task, planning and reporting stages are core. The learners are invited to work in groups or pairs so as to achieve creative interactive activities. In particular, the learners may be requested to retell the narrative, make pictorial designs from the events, as well as providing a description of their drawings. The learners can later be requested to role-play or give the story a novel ending. This stage puts emphasis on the ability of learners to actively participate in indirect foreign language learning through attempts to communicate in it. The final part of the task-cycle stage is characterized by the presentation of the creation or product of each group in class. Such final products include dramatizations, role plays, drawings, written reports, and posters. Giving special emphasis to natural task-cycle conclusion, the learners are allowed to present their report orally using their first language regarding the process of task performance or problem resolution [5]. Further, such learners are welcome to give their comments on target language usage, identification of the language skills learnt from the tasks, as well as their responses to communication problems.

The language feedback and focus stage is the last under incorporation of the task-based framework. At this stage, the learners are presented with opportunities to enhance their oral skills further. They are also given an opportunity to apply learnt vocabulary for the purpose of communicating their views and feelings on the processed topic. The learners are involved in various physical activities and games which can be designed in the target language for effective communication among their peers through interaction and cooperation. For effective cultural awareness, complex factors such as critical awareness, language skills, attitudes, values, and knowledge come into play. The activities which take place in the pre-task and the task-cycle stages provided learners with an opportunity to reflect on the general issue of sensitivity towards diversity, as well as enabling them to recycle their newly acquired target language skills and vocabulary, and the ability to summarize their perspectives and views in the target language.

### **Literature:**

1. Brewster, J., & Ellis, G.(1991). The story-telling handbook for primary teachers. London: Penguin Books. P. 15-31.
2. Chamot, A., & O'Malley, J. (1990). Second language acquisition Learning strategies. Cambridge: Cambridge University Press. P.72-106.
3. Laskaridou, C., Alexiou, T., & Mattheoudakis, M. (2014). CLIL or not CLIL? The case of the 3rd Experimental Primary School in Evosmos. P. 214-233.
4. Lo, Y., & Murphy, A. (2010). Vocabulary knowledge and growth in regular language-learning programmes in Hong Kong. *Language and Education*, 23, P. 216–239.
5. Willis, J. (1997). A task-based learning framework. Harlow: Longman Pearson Education. P. 1-56.