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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»**



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



**ҚАЗАҚСТАН РЕСПУБЛИКАСЫ БІЛІМ ЖӘНЕ ҒЫЛЫМ МИНИСТРЛІГІ  
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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.

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plan and topics which are most of the students' interest. The methodology that is used in teaching-learning process is one of the most essential issues, so the activities must be very well-designed in order to reach one's targets. It is clear that structuring lessons and meaningful tasks into the Skype framework is a challenge for the foreign language teaching community. Skype can be a perfect tool to help students to improve their communicative and digital competences.

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### **ACTIVITIES TO FACILITATE SPEAKING IN A SECOND LANGUAGE**

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Throughout the years English was taught just as a foreign language at schools. Teachers taught with grammar Translation Method, which used translation, grammar study, recitation, and dictation to practice English. These methods helped students translate texts. Teachers didn't need to teach pupils to speak English well. But nowadays, not only students or pupils but all people recognize the value of English. As we see today's learners are absolutely different than the past. Because, knowing English help people becoming smart in all fields of society. They want to use English for different purposes: such as communicating with people from the other part of the world, listening to news broadcasts and analyzing what's going in the world, and watching films or just being a professional interpreter or guide-translator. In a nutshell, people began to live with worldwide. Translating written texts don't satisfy students any longer because students straight for to communicate, not just translate. That is why teachers need to teach pupils how to speak and listen, as well as read and write. Unfortunately, the Grammar Translation Method will not help your students speak English well where traditional exercises such as recitation and dictation do not prepare pupils to communicate with other English speakers. Therefore, teachers must use new methods in order to promote their speaking skills. If we want our students to speak English well, they must practice by speaking English in the classroom. Communicative methods make pupils do things in English. These methods help teachers and students communicate using English. The teacher in the classroom acts as an organizer of communication, sets leading questions, draws attention to the opinions of the original students, acts as an arbitrator in the discussion of controversial issues. Another good thing about Communicative method is that most of the time in the classroom the teacher talks less and listens more, only directing the activities to the students. The teacher gives the exercise, and then, when students are speaking with each other, he recedes into the background and acts as an observer [1, p. 46].

It is important to note that speaking lessons often tie in pronunciation and grammar which are necessary for effective oral communication. Or a grammar or reading lesson may incorporate a speaking activity. Either way, your students will need some preparation before the speaking task. This includes introducing the topic and providing a model of the speech they are to produce. A

model may not apply to discussion-type activities, in which case students will need clear and specific instructions about the task to be accomplished. Then the students will practice with the actual speaking activity.

Currently many linguistics and ESL teachers agree on that students learn to speak in the second language by «interacting». Communicative language teaching and collaborative learning serve best for this aim. The communicative approach is now widely distributed throughout the world and it is one of the main methods of teaching foreign languages that develop all language skills - from speech and writing to reading and listening. Grammar is assimilated in the process of communicating in the language: the student first learns words, expressions, language formulas and only then begins to understand what they represent in the grammatical sense. The goal - to teach students to speak a foreign language not only fluently, but also correctly. By using this method in ESL classes, students will have the opportunity of communicating with each other in the target language. In brief, ESL teachers should create a classroom environment where students have real-life communication, authentic activities, and meaningful tasks that promote oral language [2, p. 67].

Moreover, speaking is an active skill. Speakers think of everything themselves, the ideas, the words, and the grammar. Finally, all of the words and grammar must be pronounced clearly. This is much more difficult than listening. In order to teach second language learners how to speak in the best way there are some speaking activities that can be applied to ESL and EFL classroom settings:

**List making:** List making is a good way to review vocabulary. The teacher chooses a theme and students say all the words they know which relate to this theme. The teacher writes the words on the blackboard. This kind of list making is called «brain storming» by Americans. For example, here is a list for the theme food: meat, fruits, vegetables, beverage, to eat, to drink, to fry ... «To drink» isn't an article of the food, but it is a verb connected with the food. Making lists before a free activity reviews the vocabulary pupils may need.

**Giving directions:** Students may tell others to do things in class. This practices the imperative mood. Students may also explain how to do things. For example, the teacher may ask «How do you make plov?», «How do you walk to home from school?», «How do you sew a dress?», or «How do you 5 play football?» Students explain orally. You could also make a game out of this. One pupil explains how to do something, and the other pupils guess what it is. This activity is used when you are having lessons on the themes «Imperative mood» and «Present Indefinite Tense».

**Story telling:** Sit in a circle with your students. Give the first line of an interesting story. Each student around the circle tells one or two sentences of the story until it is finished. In this case the story should be familiar to the students. Story telling also helps students express ideas in the format of beginning, development, and ending, including the characters and setting a story has to have.

**Problem solving:** Present a problem to the students. The student's active involvement resulting in meaningful experiences serves as a strong motivation to follow the scientific procedure in future undertakings. For example «John never does his homework. What should his teachers do? What should his parents do?» or «Kate wants to buy a beautiful dress but she doesn't have much money». Use this activity to get better results in teaching of «Modal verbs: should, can, could, may, to be to, must».

Besides above mentioned activities the English language teachers should keep in mind some ideas and suggestions while teaching oral language:

1. Provide maximum opportunity to students to speak the target language by providing a rich environment that contains collaborative work, authentic materials and tasks, and shared knowledge.
2. Try to involve each student in every speaking activity; for this aim, practice different ways of student participation.
3. Reduce teacher speaking time in class while increasing student speaking time.
4. Involve speaking activities not only in class but also out of class.
5. Provide the vocabulary beforehand that students need in speaking activities.
6. Encourage strategies like asking for clarification, paraphrasing, gestures, and initiating

(‘hey,’ ‘so,’ ‘by the way’)

In addition, it is important to remember about some possible speaking opportunities that you can provide your students or draw their attention:

1. Stand up in front of the class and speak.
2. Stand up in front of the class with a partner and present something together.
3. Be part of a group presenting a drama or role-play in front of the class.
4. Take part in a whole class discussion or debate. Make sure everyone participates. Be involved in pair work where every student must talk with a partner.

In conclusion, teaching speaking is a very important part of second language learning. The ability to communicate in a second language clearly and efficiently contributes to the success of the learner in school and success later in every phase of life. Therefore, it is essential that language teachers pay great attention to teaching speaking. Rather than leading students to pure memorization, providing a rich environment where meaningful communication takes place is desired. With this aim, various speaking activities such as those listed above can contribute a great deal to students in developing basic interactive skills necessary for life. These activities make students more active in the learning process and at the same time and reduce their anxiety. The games and activities in this article are organized into those that encourage speaking skills of the English language learners. The activities benefit both the students and the teachers.

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### **VIEWS ON PROFESSIONALLY - SIGNIFICANT QUALITIES OF MODERN EFL TEACHERS**

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The importance of English language across the globe does not require any evidence and its role in the world arena of education, business, media, governments and communication is crucial [1]. This ever-increasing need of English language initiated an era of English language teaching throughout the world. It has been found out that some EFL teachers are considered to be more successful than other due to the following set of criteria: their professional skills and commitment, language proficiency, teaching methodology (methods and approaches) and personality qualities that distinguish them among their colleagues. Ideal EFL teachers occupy a significant role in ELT because they facilitate students to achieve the required proficiency in the target language, motivate them by highlighting the importance of English for international, intercultural communication as well as for their academic success and bring up new generation by acting as a model for them. The role of an EFL teacher is rather challenging because they have to carry out various roles and in the same time, they have to create healthy and productive environment in the language classes by engaging students through applying various techniques.

Teachers play the main role in facilitating the learning process and their success mainly depend on their behavior that help them achieve the aspired learning outcomes such as high grades, positive attitudes towards learning and enhanced learning skills [2]. Successful teaching is not a static or stereotyped activity that can be reached only through applying teaching methods. Research has offered valuable insights into the fact that identification of behavior associated with effective teaching has a long history. Beishuizen figured out that "good teachers have been studied ever since Plato described how Socrates taught by asking questions of his audience" [3]. Although there has