



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»



14th 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

5. McBer, H. (2000). Research into Teacher effectiveness: A Model of Teacher Effectiveness. Research report No 216. Her Majesty's Stationery Office, St Clements House, 2-16 Colegate, Norwich NR3 1BQ.
6. Walls, R. T., Nardi, A. H., von Minden, A. M., and Hoffman, N. (2002). The characteristics of effective and ineffective teachers. *Teacher Educational Quarterly*, Winter, 29(1), 39-48.
7. Patterson, M.L. Psychology of nonverbal communication and social interaction. In the *Encyclopedia of life support systems (EOLSS)*, psychology, Oxford, UK, 2002, 195-201.

UDC 40.014.5

WAYS OF TEACHING PHRASEOLOGICAL UNITS

Mazhenova Aiymgul

aimgulka.95@mail.ru

Student of Foreign languages: two foreign languages
at ENU L.N. Gumiliyov, Astana, Kazakhstan
Supervisor – Niyazova A.

Phraseological units possess essential role in teaching English language, making any speech bright and expressive. The definitions of such multi-word expressions are mostly provided by special dictionaries. Teachers often use traditional learning making students to learn set expressions by heart. This trend in most cases lead to misunderstanding and fails to provide effective learning.

Phraseology is a complex part of linguistics because it includes all complex word-groups ranging from phrasal verbs to proverbs. For that reason, the use of different approaches are needed for effective learning process.

The aim of this article to suggest teaching approaches developed by scholars and some tips to teach phraseological units.

Cognitive-Oriented Learning

In the article, "Teaching English Idioms as Metaphors through Cognitive-Oriented Methods: A Case in an EFL Writing Class", Chen and Lai write that traditional methods and approaches, involving, for example, rote learning and memorization, can be "time- and effort-consuming". Recent research has shown that "idioms should be learned through the process of raising L2 learners' awareness of conceptual metaphors behind these expressions". In their study, Chen and Lai (2013) suggest teaching idioms in an alternative cognitive-oriented manner, "by incorporating the idea of metaphoric mappings". Before the study and results are presented, the limitations of existing methods/approaches and procedures are explained [1.55].

Awareness-raising activities are effective way of teaching phraseological units ,though, through seeking logical arrangements of idioms and providing them with learning context for second language learners and comparing idioms with students' first language, remembering them through visuals can help them to be able to fully comprehend idioms. There is unfortunate fact that teaching through imagery does not work with all set expressions. Comparison of idioms may be particularly hard for second language learners who do not have identical cultural and historical background with native people of English.

For students with advanced level there is activity involves teaching phraseological units as metaphors through conceptual metaphors. It is possible to group idioms based on their common concepts and general knowledge of the world. For instance, a relation between fire and anger in idioms often have common features like expressing angeriness or power. In this way, comprehension of student about meaning can be improved. However, to find common pattern of idiomatic expressions are not easy task. Moreover, it is can be tough for second language learners to understand metaphor-based idioms that have different conceptual metaphors from their native language.

In order for L2 learners to understand the connections between concepts, such as fire and

anger, materials containing so called metaphoric mappings are suggested. Chen and Lai (2013) write that metaphoric mappings represent the processes that illustrate, as well as elaborate, the associating relations between the source and target concepts. There are two types of mapping processes: *ontological mappings* characterize the correspondences between basic constituent elements in the source concept and in the target concept. The other type of mapping process, *epistemic mappings*, elaborates on the knowledge of the concepts and draws on more detailed but complex correspondences [1.65].

Multiple Intelligences

The idea of Multiple Intelligences (MI) is that human intelligence has “multiple dimensions that must be acknowledged and developed in education”. The supporters of MI criticize traditional IQ tests and claim that there are numerous different types of intelligence, such as musical, spatial or bodily intelligence. Richards and Rodgers (2001) write Language learning and use are obviously closely linked to what MI theorists label “Linguistic Intelligence”. There are aspects of language such as rhythm, tone, volume, and pitch that are more closely linked, say, to a theory of music than to a theory of linguistics [1.56].

Musical Intelligence: Sounds

According to researchers Boers and Lindstromberg (2005) most idiomatic expressions can be learned either by sound patterns or visuals. Most of the idiomatic expressions based on alliteration, rhyme, which make them pleasant to repeat and sound. Exercises to train or learn can be constructed including a chanting phase because alliterations are more prominent in speech than in writing. For this activity, teachers give learners the expressions and hints for each of them. Their task is to connect each idiomatic expression to the right hint. After linking the idioms with the hints, the learners are allowed to look at the expressions whilst trying to remember the hints. For instance, one learner can read an expression and make other answer what kind of hint it may be related to.

Furthermore, the word order of an idiom is usually the order that sounds best, because of its rhythm, or because it is easiest to say. For example, to say *it's raining cats and dogs* requires less tongue movement than saying *it's raining dogs and cats*. Additionally, in English, the longest word is usually last, as in the idiom “*part and parcel*” [2.87].

A number of activities can be used to train students:

The first activity is called *Remember the ends*. The students are provided with a list of alliterative idioms. They have a few minutes to try to memorize them. The students are divided into pairs, where “Student A should read out the sentences to Student B (whose sheet is turned face down)” (Student A reads the beginning of an idiom. “Each time A pauses, B tries to say the end of the sentence from memory” [3.255].

Another activity is called *Mini-tales*, some of the idiomatic expressions, these can be expressions that the students already may know, are read. The students have to write a short story that includes main characters. As a rule, the story has to consist of a beginning, main part and an end including at least one of the idiomatic expressions presented. After that, the learners can also read their stories in front of the class. At the same time, this activity can also be given as a home task.

Spatial Intelligence: Imagery

Boers and Lindstromberg's article “Means of mass memorization of multi-word expressions, Part II The power of images” (2006) aims to explore activities that develop the mnemonic effect of associating figurative idioms with mental pictures. The idea is to explain the idioms' origin to the learners, which will form a mental picture. Knowledge about the idioms' origins “helps them comprehend and remember the figurative, idiomatic meaning of the expression, and it helps them recollect the expression for active use” [4.553].

A mental picture offers for the students deep memorization of multi-word expressions as these pictures reflect their figurative meaning. As well as mental pictures, problem-solving tasks are essential for long-term memory. All idioms given in Boers and Lindstromberg's (2006) article are categorized because they are often used and can be connected to specific topic areas.

The activities proposed would work for less frequent idioms as well, but their origin have to

create a mental picture. The idioms were divided based on their source domains, in categories such as GAMES and SPORTS: *gambling and horse racing*, where the idiom *neck and neck* belongs, or WAR and AGGRESSION, where the idiom *fight a losing battle* could be placed. Another example is FOOD and DRINKS, a category that include idioms such as *not your cup of tea* and *the icing on the cake* [5.199].

In their books, Boers and Lindstromberg (2006) offered five various activities for learning set expressions. An activity called *In the frame*, the teacher gives idioms in a separate cards, involving a context, within this context the idiom could be used. On the board a diagram of three topic areas must be drawn and learners have to read the context in which the expression is used. Then, they are to stick their cards to the board in the topic area they think to be the source of their expressions, also they have to provide explanation to other students of their decision.

There is also the option of putting the idioms to two or all three domains. The students are then provided with the right answers. Firstly, students deal with corrections, explanations and discussions in pairs whilst trying to work out the figurative meaning of each idiom. Secondly, they individually choose one of the idioms and “invent a verbal context in which they could use the expression”. These verbal contexts can be presented at the end of the lesson by some of the students [5.125].

The next activity is *Picture this*, the students are asked to give definitions of idioms to their peers, and then they have to draw a picture that will help them to guess the meaning. The fourth activity, *Goes to show*, which also includes also guessing the meaning expressions but with the help of mimics. By acting, their peers have to identify any idiom.

Lastly, the activity *Story quiz* requires the students to, after hearing idioms used in narratives, decide which idioms are used literally or figuratively. Boers and Lindstromberg (2006) developed these types of activities because in order for information to be stored in one’s long-term memory, it needs to be acquired “in an insightful way, for example through a problem-solving task”. Students are less likely to remember information that is learned through more shallow tasks, such as blind memorization, for a long period of time [5.54].

Pictures that contain literal meaning of idioms help learners to understand their figurative meaning and apply them in various contexts. Continuous learning idioms by heart and exercises are less productive and the results are often lower than pictures representing idioms.

Tips for teaching idioms

Summarizing approaches mentioned above, we can suggest some tips to teach multi-word expressions:

1. The right selection of idioms – it is essential to choose those that are frequently incorporated into our everyday situations that are easy in terms of grammar and have clear figurative meanings. Second language learners benefit from learning for first those idioms that are identical in both languages, before starting more complex idioms that require more practice.

2. Discussion of idioms – as students do not possess the knowledge to understand an idiom fully, because they are not aware of figurative language, teachers can lead a discussion about meaning of the idioms as well as literal terms metaphors, similes.

3. Division of idioms into themes – grouping idioms or dividing them into thematic areas will facilitate learning process, because the student can study them as groups related to particular subject rather than as lists of uncommon idioms that hard to memorize.

4. Drawing idioms – this related to connection between the literal and figurative meaning of expressions can be shown by pictures. The students can create a special dictionary of idiomatic expressions for themselves, in which they given with illustrated pictures.

5. An acting of idioms – interpretations of idioms can be dramatized, creating funning atmosphere. Students can play games by acting out the literal meaning of idiomatic sayings and make others to guess their figurative meaning.

6. Retelling of idioms – the class can practice by retelling a story made up by the teacher, in which there are set expressions.

7. Completion of sentences – learners can be asked to complete unfinished sentences or

dialogue with the necessary idiom according to the context given. Such exercises show the students' ability to apply correct expressions.

8. Interviewing – it is creating atmosphere of curiosity, where students ask their classmates different questions while using multi-word expressions.

To sum up, learners are likely to benefit from activities that connected to their various intelligences like interpersonal, linguistic, musical intelligences. By constant learning of idioms, students may get bored of learning them. Teachers can use various activities as well as approaches to present phraseological units.

Theory of multiple intelligences offered by Richards and Rodgers is based on teaching with the help of music, imagery and acting principles. Dramatization and sounds as well as pictures help students to memorize set expressions better creating also funny environment in the classes.

Cognitive-oriented learning can be used for students with advanced level as it is more complex and requires leaning literal terms.

It is up to the teachers to choose appropriate teaching methods and approaches and they can even combine them. It is also advisable to adhere teaching tips giving importance to the difficulty of phraseological units.

Literature:

1. Boers F. "Metaphor Awareness and Vocabulary Retention", in: Applied Linguistics 21, – P.55-67.
2. Smith L.P. Phraseology of the English language. – Moscow: Uchpedgiz, 1959. – 207 P. – P.15.
3. Antrushina G.B. Lexicology of the English language: tutorial / Antrushina G.B., Afanasyeva O.V., Morozova N.N. – 6th stereotype edition, Moscow: Drofa, 2006. – 287 p.
4. Kunin A.V. Phraseology course of the Modern English language: Textbook for institutes and departments of foreign languages. – Moscow: Vysshaya shkola, 1986. – 336 p.
5. Cooper, T. C. Teaching idioms. – Foreign Language Annals, 1999, – P.255.

UDC 41.015.3

USING DIGITAL STORIES WITH KAZAKH CULTURE CONTENT

Mukatay Yerkezhan Nurlankyzy

mukatay.e@gmail.com

L.N.Gumilyov Eurasian National University

Student of 'Foreign Languages: two Foreign Languages'

Astana, Kazakhstan

Supervisor- Baigazh Aizhan

The article focused on a beneficial impact of educational use of digital stories with local culture content, in definite case, Kazakh culture content, on learning English and, in conscience, introduces the web-site (as a result), which was created comprising of this work. Going on to the point of questions it covers, here they are: Why digital media, why local culture content and why this mixture is an avalanche(forceful) teaching tool which improves all language skills. Concerning use of digital media, theoretical foundation essence of DSs, given the scholars definitions about the role of DSs in typical lessons, introducing new web-site and showing outcomes it gave.

In this age of digitalizing, people navigate between online and offline conversable environments to interact with others. Still technology requires the development of additional skills, such as technical knowledge, many of the skills that we already employ in traditional literacy activities, such as paper-based writing and reading tasks, can be used for digital literacies [1]. As it is known, digital literacy is an emergent form of a literary practice in which students draw on