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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»

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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.

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.

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USING DIGITAL STORIES WITH KAZAKH CULTURE CONTENT

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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 avalanchine(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

different technological resources to interpret, research, analyze, and produce information critically [2]. Instant messaging, online discussion boards, gaming, electronic magazines (e-zines), blogging, fan fiction websites, and wikis are examples of many of the digital literacy practices that people, especially our students, increasingly engage in. In these newer forms of literacy tasks, people draw on multiple modes of communicating to construct meaning, including audio, visual, and gestural [1].

In the EFL classroom, teachers do not only face the challenge to help their students improve the necessary four main language skills in their second language (L2), but they face the challenge to provide learners with meaningful and authentic opportunities to apply and practice such skills in the classroom as they lack direct contact with the culture. Technology, including digital literacy, can upgrade students' contact with the culture and language. Yet, since not every teacher is familiar with the technological tools that the students use to communicate across different platforms, it can be a challenging task for EFL educators to provide classroom instruction that draws on these digital resources to meet students' language learning needs and goals [1].

Digital storytelling (DST) is a great tool to help EFL students improve language and literacy skills through authentic and meaningful ways as well as help them master the skills they need to effectively interact and communicate with other English speakers in online and offline contexts, using digital and multimodal literacy practices. According to Robin [3], "we are currently witnessing dramatic growth in the educational use of digital storytelling, as a convergence of affordable technologies interacts with a contemporary agenda for today's classroom" [3]. Although DST has not yet gained its fame and popularity in the EFL classroom, it is becoming a widely accepted tool to address students' language and literacy needs in the English language teaching platform. In light of this, EFL teachers have to become increasingly familiar with the practices of DST in the classroom.

Going on to the question of a content, if our aim is to have mastery over English language, then we should confess that we must find a way to make the language practical to its learners. The action that must be done is to bring about association between the language being learnt and the experience of the learners. This will create a platform for practicality of the language being learnt. In order to comprehend why local content and local culture must be included into teaching English language, we must be aware about how culture and local context plays a role in language learning. The issue that the Kazakh society is facing is how to bring about the implementation of local content and context in English language. Looking at all educational materials, it is the fact that the English teaching is influenced by the culture of target language users. Nevertheless, some content and stories seem that they have local context, but the exercises that follow again belong to the English language culture. In this ambience, it will be severe to implement inclusive local content and culture while teaching of English. Whatever the views of applied scholars around the world, we are not able to disregard two core validity. The first is that while learning a second language, the influence of the culture of that language is inevitable. The second fact is that the learner of second language comes equipped with the culture of the first language. For this reason, inclusion of local culture and context should be more emphasized in the initial levels and gradually adapt to the target culture.

In light of this, that new platform was offered in the face of web-site called "Digital stories with Qazaq content (DSQC hereafter)". It is significant to notice that DSQC is an addition for usual use of usual DSs and has been already successfully experienced in English classroom.

The menu section of DSQC consists on "Main", "About", "Stories" and "Contacts". A section "About", videlicet, is very brief description of the site. Next item in the menu is stories. It includes 3 subsection: level checker, base and story making. In the level checker division it is possible to find link to web-site, where one may check his language level and description of each level. The base of all DSQCs is divided into subject/theme. In that folder you find several DSs related to that theme and choose one. After that you watch video, read typescript below, work with new vocabulary and do tasks. The next subsection of "Stories" section is "Story making". The best 8 apps and web-sites is suggested there. There is a feedback system as well.

As was mentioned before, the web-site has been already experienced. The evaluation of the DST with Kazakh content is considered through comparison of two samples of students, who study in rural are of Kazakhstan. Samples had been chosen randomly from the local population. As each of the two groups formed from the randomly chosen students they can be considered as similar in cultural and English language learning aspects. Having considered this fact, it can be claimed that the comparison of the two groups in this work is relevant to the observation conducted. The two samples were analyzed by the implementation of the only usual Digital Stories for one group (class 6A hereafter), and for another group (class 6B hereafter) the Digital Story Telling with Kazakh content, which was interchanged with UDS. Two groups where taught by one Teacher (author of the Paper).

There are 18 and 21 pupils in 6A and 6B, respectively. Both two classes are on the same academic progress and have the same study conditions (technical sources). Also both classes had English lessons 3 times a week and 2 times additional English lessons. So DSs were used 2 times in general: once on the English lesson, once on the additional course, plus one of the home tasks related to DS once a week.

Searching for appropriate UDS, I found 2 web-sites: the 1st one is https://learnenglishkids.britishcouncil.org/ru/listen-watch British Council's computing specialized on children (only one subsection related to the DS was taken) and the 2nd is http://digitalstorytelling.coe.uh.edu/index.cfm?id=44&cid=44 which was created in 2004 and faculty members and graduate students in the Learning, Design and Technology Program at the University of Houston College of Education continue to maintain the site and add new content. Briefly about both of them, British Council's production is quite good on account of next reasons: high quality video and audio, animated image, appropriate tasks and typescript, tasks, answers in pdf format which might be downloaded. Talking about disadvantages, there is no story making tools or links where students are able to make their own stories as home task, which is also would be beneficial for teacher.

As concerning the 2nd one, that is, "Educational Uses of DST" , range of video materials is quite big. Furthermore, it is significant to notice that there is a logical structure on the site, it is visually comfortable, since DSs are divided into subjects/themes. Also it is possible to find lesson plans there, videlicet, how to use particular DS. However, going on to the content, it requires higher language level,approximately from B1 and more. There is no tasks as well. Generally talking, "Educational Uses of DST" is more a base of DSs and lesson plans related to them. That's why for my 6th grade I used "Learn English Kids: Listen and Watch" of British Council. (Usual Digital Story – UDS hereafter).

For 6A we used DSs only from UDS's and for 6B we used as UDSs so DSQC (Digital Story with Qazaq Content). Going on to the experiment's point, we placed greater focus on skills' development (usage of materials form watched DSs), then on task performance, videlicet, plot tasks (comprehension) and vocabulary tasks (new words memorizing). Also we take cognizance of audience's attention, that is, whether students had desire to watch, to listen and to do exercises. We checked the attention of audience by observing their action and behavior during showing DS and, in general, during the lesson. Moreover, we payed attention on pupils' comments on this "novation".
Going on to the next point, it is an attention observation, videlicet teacher, after turning the DS on, observes students behavior and actions. If the DS can catch their attention for 20 seconds, it succeeds, however, in conscience, it depends on length of particular video. So, in this case, both of suggested DSs succeeded, but with noticeable discrepancy between each other. As long as, students from 6A were watching the DS (about 2 min length) without diverting their attention approximately 28-30 seconds, while students were not losing focus about 1.30-1.40 minutes. This result shows how much they were interested in, that is, whether they would like to listen and watch particular video and whether they will have the desire to watch it again and do the exercises. Furthermore, the last section is able to enhance accuracy of conclusions above. In the last section we can see some direct and indirect feedbacks from students. As can be seen students from both classes asked to watch these kind of videos every lesson.

The results of the experiment differs in some aspects dramatically and have similarities in other aspects of the observation. There is several graphs of the experiment's results belong to the students from class 6A in comparison to class 6B, which shows understanding, vocabulary improvement level, skills improvement and teachers' and students' comments in the classes.

In light of this, we can notice that it is interesting to watch something about other countries around the world, their culture, habits, manner of speaking, mode of life, technology they use, their system of politics and education, their view to definite things like art or traditions, etc. That is, students perceive new world through picture and sound. In additional, they become familiar with and more close to their own nature, their culture. Moreover, it is not only pictures of the steppe, horses and yurts on BBC channel, it also modern and contemporary, urban Kazakhstan of high society. By equalizing qazaq content and world content we make students think in that way. English language will not be inaccessible. Discussing it on psychological platform, one person sees another person, who is somehow resemble him (age, gender, nation, race, religion) and do something that the 1st one cannot do (for that moment), he (the 1st one) begin to think why cannot he do it, positively, videlicet, he thinks that he is able to do it. Since someone who is almost like him is able to do it, so he does.

Overall, the experiment proved an efficiency of learning English through improving multimedia skills and using local culture content.

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EFFECTIVE METHODS OF TEACHING FOREIGN LANGUAGES

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Faced with the reality, English become an international language that must be known in the developed countries. In this respect, teachers, students, and educators should be linguistically competent. Undoubtedly teacher plays a pivotal role in TEFL therefore they have to correspond to the contemporary system of education, choose correct approach for each student and organize educational process effectively. To meet this crucial need, teachers all over the world investigate various techniques, approaches and methods of teaching English. An Effective and the most modern methods are: communicative system-function method, intensive method, problematic method, modular-training method, project method.

Communicative system-function method is defined in theoretical studies as the assimilation process of learning the process of real communication, that is, training on the basis of communication. The communicative method is based on the fact that learning is a model of the communication process. This approach creates a positive environment for active and free development of personality in activity. In general terms, these conditions are as follows: students have the opportunity to freely express their thoughts and feelings in the process of communication; each participant of communication remains in focus of the rest; expression of personality becomes more important demonstration than language skills; participants of communication feel safe from