ЕУРАЗИЯ
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УНИВЕРСИТЕТІ

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
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«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.

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

criticism for mistakes; the use of linguistic material is subject to the problem of individual voice plan; language material goes with intellectual speech capabilities of the speaker; relations are based on non-evaluated, and uncritical "empathy" (empathy and understanding of others' experiences).

The communicative method focused on language skills as a system of practical collaboration of a number of competencies, including language, speech, communicative, socio-cultural, educational and compensatory. Language proficiency as a specialty also includes linguistic, metalinguistic and intercultural competence. Each competency goes with a group of skills; although in reality all shaped skills have mostly integrated nature.

Communicative method as the ultimate goal of learning involves the formation of communicative competence, which is composed of linguistic, speech, thematic, socio-cultural, educational and compensatory skills. The main thing for communicative-oriented method is learning through educational communication activities, close to the real, taking into account individual characteristics of students, the creation of real situations of communication by setting speech tasks. Methodical provision of foreign language communication alive in the classroom became the subject of extensive research, which continues today.

Nowadays intensive methods of foreign languages teaching are more and more popular. There are many varieties of intensive method, used primarily for adults learning a foreign language. However, the school teachers successfully use this method, inherent to this method. On the basis of the main task of adult intensive training-in short time to master the skills of foreign language communication, there are two main factors that characterize the intensive training: the minimum required period of training to achieve the goal (future speech activity) at a maximum required amount of teaching material and appropriate organization for this purpose; maximum use of all the individual skills of the student achieved in a particular interaction in group with the creative influence of the teacher.

The last decade of foreign language teaching methodology developed under the communicative-based learning. The foreign language program for high school proclaimed as the main communicative purpose that sets a certain movement of the learning process in this course. Qualitative singularity of intensive method is that these postulates transformed into reality; as a result unified and efficient technology of intensive training arose, in which appropriate communication mechanisms are developed.

In many works, the problem method of training considers as a means of learning activation, improvement of learning efficiency of certain specific disciplines. Today, the problem-based learning refers to an organization of training lessons, which involves the organization of teacher-led problem situations and active independent work of students by their permission, with the result that there is a creative mastery of knowledge, skills and abilities and the development of thinking abilities.

For problem-teaching method is typically by the fact that the knowledge and technique are not presented in ready for use form, not given rules and regulations, according to which, the student could speak properly. The whole point of the method is to stimulate the student's search activity. Such approach is due to the orientation of modern education in the creative personality and education of personality development, human psychology, particularly, mentality and interest generated during problematic situations.

Problematic teaching method belongs to active methods. It corresponds to the modern psychological and pedagogical theory and practice, in which the most consistently realizes the principle of problem, involving the use of objective contradictions studied and the search of knowledge on that basis, the use of methods of pedagogical management, that allows to control intellectual activity and learners' development (development of needs and interests, thinking and other spheres of the person).

In connection with the use of student-centered approach in the practice of foreign languages teaching, the basic provisions of which are focus on the personal development of the student as an active subject of educational activity; enhance the role of individual work; control and self-monitoring of progress and the result of a foreign language mastering is becoming high priority

problem of the learning and use of innovative technologies, including the technology of modular training, especially at the profile level of foreign language teaching. The aim of this technology is development of education and training and readiness of high school pupils to study of a foreign language independently.

Thereby, the module is a means of modular training, since it includes: targeted action plan, information bank, and methodological guide for the achievement of didactic goals. This module can act as a training program, personalized content, methods of learning, level of independency, and the pace of educational cognitive activity of student. The essential characteristics of module training included the difference from other training systems.

First, the learning content is submitted in complete independent complex-modules (blocks of information); at the same time a methodological guidance by application. Their mastering is carried out in accordance with a didactic purpose, which contains not only an indication of the amount of content being studied, but also on the level of mastering. Second, the student works as much time individually, studying for self-planning, self-organizing, self-control and self-esteem.

By using modular technology of training student placed in conditions when he must acquire knowledge by means of available information, to form skills of operating educational material using given instructions. Such instructions figuratively called "guide". With the help of "guide" the teacher controls the learning activities of students, constantly encourages and motivates their independent work.The work starts with a modular program done by teacher, which is based on the principle of drawing up the calendar-thematic plan and includes a communicative purpose for the module in all and specific speech or language tasks for each sub-module (unit). The teacher analyzes the series of lessons (Unit) and takes that part which he considers possible to give students for self study.

The present stage of native methodology development can be characterized by implementation of the project while teaching foreign languages. The main task for scientists-methodologists and teachers is to encourage schools to apply the project method in their practice. Understanding and application of this method in a new educational, social-cultural environment let us consider the school projects as a new pedagogical technology which allows to solve effectively problems of the student-centered approach in teaching younger generation. The project represents the work which is independently planned and realized by school students in which speaking communication is organically interwoven into an intellectual and emotional context of other activities (games, trips, magazines, etc.).

According to the modern domestic and foreign didactics, project activities as one of forms of educational activities are capable to make educational process for a school student personally significant, and make him/her realize completely his/her creative potential, develop research skills, imagination, creativity, ambition, independence.

The project helps students to express their own ideas in a creative way: making collages, posters and announcements, conducting an interview and researches, demonstration of models with necessary comments, creation of plans of visiting various places with illustrations and maps, etc. During the project work responsibility for training is conferred on a student as the individual and as a member of a project team. Most importantly, students themselves choose what their projects would contain, and in what form they would like to present their work.

Application of the project method increases interest of students in learning a foreign language by developing their intrinsic motivation by transferring the learning process from teacher to student. And the positive motivation is a key to a successful learning of foreign language. Modern approaches of teaching languages emphasize importance of cooperation and interaction between students as motivational factor.

The project makes students learn to acquire knowledge independently, and get experience of cognitive and educational activities. If students develop their research and analytical skills, learn how to compare, see a tendency, make generalizations and conclusions at school, it would be easier for them to adapt to the changing life conditions, correctly choose future professions due to their higher educational level.

The project's success depends mostly on the teacher's ability to create the conditions that promote the formation and development of creative, cognitive, communicative, organizational and activity-related abilities of students.

Modern teaching methods tend to create positive and meaningful attitude among students towards learning language, presenting it as a reflection of social-cultural reality, as a phenomenon of multinational culture. This is one of the main ways to create (through learning languages) an effective framework for international mutual understanding.

The role of the students' independent (individual) work, that provides the development of student's creativity, is also indisputable for most the existing concepts of leaning languages.

In summary, it should be noted that according to didactics there are no such universal methods and approaches that would always assure success. Any of the methods separately cannot provide necessary results. Application of any training methods shall be performed not in itself, but in the context of pedagogical system, considering its elements and features, student population, learning/teaching objectives, syllabus, etc. Implementation of teaching methods should be methodically organized to realize their potential and provide educational capabilities.

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**THE EFFECTIVE WAYS OF USING VOCABULARY GAMES
AT THE ENGLISH LESSON**

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Over the past years the need of using a foreign language appears in all areas of a science and culture. Language defines the national identity of people, their collective history, their life experience and the social life style in this country. Teaching today has changed a lot at the last years. A lot of teaching methods can be used in foreign language class, meantime teaching foreign languages must be modernized. This article focuses on the use of vocabulary games inside the classroom and it argues that games can be a good teaching method when teaching foreign languages. It looks at why vocabulary games should be used as a teaching method and how in order to maximize the positive result on language learning. Vocabulary games have many characteristics which help the teacher to teach vocabulary in a useful and appropriate way, and as much as they play, they will be more developed.