Студенттер мен жас ғалымдардың
«Ғылым және білім - 2015»
атты X Халықаралық ғылыми конференциясының
БАЯНДАМАЛАР ЖИНАҒЫ

СБОРНИК МАТЕРИАЛОВ
X Международной научной конференции
студентов и молодых ученых
«Наука и образование - 2015»

PROCEEDINGS
of the X International Scientific Conference
for students and young scholars
«Science and education - 2015»

Ғ96

«Ғылым және білім – 2015» атты студенттер мен жас ғалымдардың X Халық. ғыл. конф. = X Межд. науч. конф. студентов и молодых ученых «Наука и образование - 2015» = The X International Scientific Conference for students and young scholars «Science and education - 2015». – Астана: http://www.enu.kz/ru/nauka/nauka-i-obrazovanie-2015/, 2015. – 7419 стр. қазақша, орысша, ағылшынша.

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.

любой попытки внедрения одной какой-либо национальности. Этот прогресс в области взаимоотношений наций только под влиянием каждого жителя страны и всего населения в целом.

Глава государства Нурсултан Назарбаев, осознавая возрастающую роль религии в обществе, а также реальную угрозу со стороны террористических организаций, в 2003 году выдвинул беспрецедентную идею о проведении межрелигиозного форума духовных лидеров в столице Казахстана – городе Астане.

В данном контексте следует отметить, что Казахстан по инициативе Президента Нурсултана Назарбаева первым в истории современности занялся продвижением межрелигиозного и межцивилизационного диалога, теперь и другие страны и блоки также хотят внести вклад в данное благое начинание. Казахстан одним из первых среди субъектов международного права взял на себя ответственность и на деле начал заниматься продвижением диалога между лидерами различных мировых и традиционных религий и конфессий.

Инициатива Н.Назарбаева была широко и позитивно встречена религиозными авторитетами, такими как: Генеральный секретарь Всемирной Исламской Лиги Шейхом Ат-Турки, Патриархом Русской Православной церкви Алексием II, Папой Римским Иоанном Павлом II, Главным ашкеназийским раввином Израиля Ионой Мецгером и многими другими известными в миру религиозными лидерами. Благодаря поддержке глав государств и лидеров мировых и традиционных религий на казахстанской земле 23-24 сентября состоялся Первый Съезд лидеров мировых и традиционных религий. Для участия в его работе в Астану прибыло 17 делегаций из 14 стран мира. За годы существования съезд наглядно показал, что в современном мире у всех религий во многом общие задачи: преодоление духовного вакуума и угрозы кризиса морально-нравственных ценностей человечества; необходимость укрепления созидательного начала любого общества; повышение ценности трудолюбия, честности и справедливости. Кроме того, миротворческая сила религий заключается в том, чтобы предупреждать конфликты, проявленя нетерпимости и радикализма в любых обществах. Путем проведения Съездов лидеров мировых и традиционных религий Казахстан показывает мировому сообществу пример общенационального консенсуса **и** консолидации общества. У Казахстана имеется богатый опыт поддержания межэтнического и межконфессионального согласия, и страна готова к широкому и эффективному сотрудничеству в этой сфере.

Согласие народов – это путь для дальнейшего развития общества, судьба человечества в наших руках, как сказал Н. Назарбаев. Опыт Казахстана должны заимствовать другие страны и успешно развивать его, чтобы на Земле всегда был мир и гармония, тем более при условии кризисных моментов XXI века!

Список использованной литературы:
1.   Новая стадия демократизации Казахстана — ускоренное развитие свободного демократического общества: Речь президента Республики Казахстан Н. А. Назарбаев на совместном заседании палат Парламента RK//Казахстанская правда. — 2007. — 17мая. - Страница 1, 2.
2.   http://www.assembly.kz/
3.   http://www.religions-congress.org/

УДК 378.146
THE ROLE OF TESTING IN EDUCATIONAL SYSTEM

Seidimbek Aibar
Student of L.N. Gumilyov Eurasian National University, Astana
Supervisor – A.K. Mutali

The problem of testing is very actual especially now when learning-teaching process is speeding up and more and more people in our society apply this very wide-spread way of checking knowledge. You know, tests take the first place among all pupils and it is one of the evaluating methods in the sphere of Education. The following advantages of tests as: short-time check, objectivity, easiness for check, comfortability, validity and concrete purposefulness make it effective and convenient in learning-teaching process [1]. One can easily see that all programs (TOEFL, GMAT, and GRET) which we apply for require as a rule testing or some other ways of students' knowledge control. This is because tests help a teacher (administrator, employer, director, etc.) to see students/pupil's real level of knowledge, skills and habits. Tests are widely used in all exams for getting some certificate or license (driver license, entrance exams, etc.). Even in entertainment shows testing take the leading position («Угадай Мелодию», «Поле Чудес», «Кто хочет стать миллионером? », «Умники и Умницы» и т.д.).

In my report I pointed out the following questions:
• the American system of tests in modern methodology;
• the analysis of it's advantages and disadvantages;
• the modern requirements for tests and tests constructing;
• a general conclusion on tests.

Properly organised testing of pupils' achievements gives the teacher an opportunity to get a clear idea of his pupil's progress in foreign language learning; analysing the results of testing, the teacher will see his shortcomings both in methods and techniques of applied and in the progress of each pupil. It allows him to improve his own work. P. Oliva writes, "A test measures not only the student's performance but also the effectiveness of the teacher's instruction" [5].

1.Test system in American methods.

One of distinguishing peculiarities of American methods of teaching foreign language is the usage of great variety of test - control exercises. There can be 3 types of tests according to the aim and time of conducting:

1.   Tests which evaluate pupil's abilities in language (aptitude tests) ;
2.   Tests of general proficiency;
3.   Achievement tests.

The aptitude tests are rather rare, the methods of their conducting is casual and subjective. They usually check pupil's ability for keeping in mind a set of words in foreign language, distinguishing words similar in pronunciation, defining of similar and different features of two sentences, etc.

The general proficiency tests are held on the basis of more or less known for pupils foreign language in order of complex control of knowledge in grammar, lexis and phonetics. The results of these tests determine the placement and streaming of pupils. So, for example, Soviet probationers in the USA in 1964 were suggested the test of general proficiency. We are to point out the objectivity of such tests. As a result of the test in each group were the probationers with equal set of knowledge.

The most widespread are *achievement tests*, which are held after taking some material in a certain period of time.

All control exercises as suppose American methodologists are subdivided into 2 groups: *objective and subjective.* Subjective tests (composition, narration, translation exercises, etc.) in evaluating the results require subjective position of teacher. This kind of tests check simultaneously too much skills and abilities of pupils and therefore the result is formed from large number of aspects. Objective tests, vice versa, are organized in such a way that only chosen abilities can be checked. The objective test's results can be evaluated mechanically without knowing of individual pupil's abilities. In general, the objective tests should meet the whole set of requirements. First of all, they must be valid and reliable. The notion of validity of tests means its narrow direction. The current test as a rule checks only one skill or ability (speaking, auding, reading, writing and translating) or checks the various aspects of foreign language (phonetics, lexis, and grammar, style).

If, for example, there is a test on spelling, then it mustn't contain grammar tasks and in evaluating teacher takes into consideration only phonetic mistakes. Test is considered valid if it excludes guessing factor, serious discussion or heavy memory factor. So, test can be given only when teacher considers that pupils have got certain skill and ability as a result of the set of control exercises taken before. The test is reliable if it shows the same results even after multiple conducting [7].

2. Test in teaching foreign language: results of 20-years of experiment.

During the last 20 years scientists have been carrying out different scientific experiments on problem of testing in teaching foreign language .The main direction of their research was generalization of foreign and home experience in this branch, working out common and private methodologies of scientific approach to testing and experimental checking of the obtained theoretical data and constructed on it's basis some tests.

The experimental stage of the research was held in Ukraine and Estonia. The dozens of teachers and large number of pupils (about 3000) took part in it. The kinds of job given below were done in order to get the following theoretical and practical results:

1) was subjected to critical analyze and generalized the experience of foreign and home secondary and higher education schools in pedagogical testing, i.e. revealing the level of knowledge, skills and habits obtained in the process of learning this or that subject, in particular, foreign language in secondary and higher educational establishments.

2) were pointed out the questions of theory and practice of pedagogical testing abroad. One can found on these questions in working out theoretical basis and practice of testing in teaching foreign language in the secondary and higher education schools.

3) was suggested the functional definition of the test as a means of empiric cognition of a man.

We are to point out that different investigations working in sociology, psychology, didactics, private methods do not always understand under the word "test" identical content. There is no definite and acceptable for all of them definition of the word "test". Perhaps, it is because most of methodologists do ignore the definition of test and find extremely difficult to define it. But the distinguishing peculiarities of tests can be considered definite. It helps us to suggest the common definition of test which of course can be completed or defined more precisely according to the research of what objects(social, psychological, pedagogical, etc.) it is made for.

So, **test** is a certain set of questions and answers given to the test-taker in order of qualimetrical determination of social, psychological or psycho-physiological traits of person.

The essential features of test are as follows:

• Fulfillment of means of psycho-diagnostic and psycho-forecasting (including pedagogical, especially linguistic-didactic which is bound with evaluation of pupil's skills, habits and abilities).

• Existing in the form of question (task) combination which allows (in most cases) synonimity of test-taker's answers. Pointing out in these answers the part which contains the largest volume of informational difficulties, what of course helps to speed up, make easier and objectivize their analysis, processing and interpretation.

• Careful working out in accordance with certain rules and procedures.

• Preliminary experimental checking and usage of special procedures for selection of really effective tasks which have rather high parameters of differentiating power and difficulty; for improvement of test editing.

• Availability of answers model, simplicity of comparison with it.

• Objectivity of test results, i.e. unanimous evaluation of results despite of all personal opinion, sympathy and antisympathy to test-takers.

• Possibility of amount calculating and mathematic-statistic processing of test results, transition from simple fixation of pupil's speech reactions to the given in the test stimuli of generalized derivative marks.

In the research were delaminated very distinctly the psychological and pedagogical (didactical, subject, language or linguistic-didactic) tests.

Also were delaminated the standardized tests, i.e. tests which have passed experimental check-up and in establishment of definite requirements; and non-standardized tests, i.e. tests which have not passed yet the experimental check-up and usually made up by teacher for his pupils only and therefore called teacher's test, also.

The following objects of test control, as linguistic competence, communicative competence, "formedness" of general educational and special (linguistic-didactic) skills, capability for training and "trainedness" in foreign language, developing effect of teaching were pointed out in the research.

The researchers proposed the following classification of linguistic-didactic tests:

1. *According to the purposeful, functional and substantial features.*

2. *According to the formal features as constructive, external and so on.*

In the first group one can see the following subdivisions:

1.1.   According to the purpose of application:

1) contesting;

2) diagnosing tests;

3) prognosing (forecasting) tests.

1.2.   According to the type of control:

1) current control tests;

2) boundary control tests (quarter, half year) ;

3) total control tests (are held in the end of the year) ;

4) final control tests (are held after curriculum) .

1.3.   According to the status of controlling program:

1) standardized tests;

2) non-standardized tests.

1.4.   According to the object of control:

1) tests evaluating the comprehension of language material(skills) ;

2) tests evaluating formation of speech skills.

1.5.   According to the character of controlled activity:

1) linguistic competence tests;

2) communicative competence tests.

1.6.   According to the direction of test tasks:

1) discreet tests;

2) global tests.

1.7.   According to the correlation with standards or criterias:

1) standard correlated tests;

2) criteria correlated tests.

The second group of tests can be divided into the following subdivisions:

2.1.   According to the structure and way of answer design:

1) selective tests;

2) free-response construction tests.

2.2.   According to the character of selective responses:

1) alternative tests;

2) multiple choice tests;

3) cross-response tests.

2.3.   According to the homogeneity of tasks;

1) speed tests with tasks of equal difficulty;

2) complexity tests which consist of more and more complicating tests.

2.4.   According to the presentation of speech stimulus:

1) with using of technical aids of teaching;

2) without using of technical aids of teaching.

2.5.   According to the usage of active reverse connection:

1) machine tests;

2) machineless tests.

The general methods of linguistic-didactic test constructing was worked out and suggested new methods of selection material for including into the tests. The methodological recommendations were especially worked out for the test-makers.

Methods of experimental test materials controlling were approbated and proposed. Also more precise and necessary characteristics of differentiating power and difficulty of test tasks which serve as the reasons for including task into the test were made up in the process of long research. Especially carefully and detailed were analyzed the problems of methodology of linguistic-didactic testing, in particular, the main characteristics of test effectivity-validity and reliability. The new procedures were worked out for the evaluation of these characteristics. For the first time in pedagogic into the tests were involved the new notion- "constructive validity". There were established firm frames for minimal percentage of validity and reliability of linguistic-validity tests (0, 85-0.92), which allows to provide the selection of real and highly effective tests.

The problems of tests' standardization were investigated. The standardization of test's making up the new various forms of standards for the evaluation of test results, including percentage rates, i.e. rates obtained on the basis of percentage distribution of test scores which helps to determine the place of test-taker among all tested people.

Mathematically-statistical apparatus was worked out for the use in the process of constructing and experimental checking of tests and for processing of test results. It was transferred into more understandable, easy "language" in order practically any teacher, not only mathematicians could use this apparatus in his researches and practice.

The psychological pedagogical problems of linguistic-didactic tests have been analyzed and made up methodical recommendations of teachers. The following objects of reading test control as a letter system of studied language, speed of reading silently and loudly, vocabulary and grammar of reading, understanding of the read material were pointed out and suggested special tests for evaluating these objects. There was made up a mathematic model of correlation between speed of reading and understanding of the read material. As it turned out later, these things are connected in curvilinear correlation. [3]

The problem of **"cargo"**(preliminary taking into account all difficulties in the task in order to give pupils tests of adequate difficulty) tasks was researched in order controlling of the read material. For this purpose were used:

1.   methods of evaluation of the controlled thing on the basis of analyze of it's rich of content, formal and possible features;

2.   methods of adjusting of "cargo" on the basis of different practical procedures. From all the above mentioned one can clearly see the principal opportunity to use for this purpose methods of couple comparisons by L.L. Thornstone and his mathematic apparatus.

The following objects of test control for auding as sound system of the target language, vocabulary and grammar or auding comprehension of the heard material have been suggested the suitable test tasks. The validity of different ways of auding control was researched.

The following objects of test control for speaking as the ability to produce sound system of language (phonemes, intonation, emphasis) , active lexis and grammar, communicative competence were pointed out. Also were suggested the test tasks for the evaluation of these objects. The most developed abroad pragmatic tests of oral communication worked out by D.Ilyin and J.Upsher have been analyzed. [3]

The following objects of test control for written speech as technique of writing, lexis, grammar were pointed out. The dictation as a pragmatic test was analyzed. There were suggested the exact criterias of objectivation for evaluation of productive written speech. They've analyzed the diagnostic abilities of close-tests as a pragmatic test, as well as a means of definition of the texts "readability" and control of the text's comprehension, so the control of common mastering of language and it's definite parameters. The methodological recommendations in making up and evaluating of close-tests were worked out by numerous scientists.

Formation of common educational and special (linguistic-didactic) skills have been pointed

out as one of objects of pedagogical testing. Also there were suggested some of test tasks for their evaluation on the basis of psychological theories by D.B.Alconin, V.V.Davudov and A.K.Markov. In comparison with their activities there have been analyzed teaching skills so necessary for any successful educational activity unrelatively to this or that subject, and also the special teaching skills, required for the acquirement of concrete subject (foreign language) .

The numerous problems of "teachability" to foreign language were researched. "Teachability" means the different aspects of thinking activity, which are so important in teaching. Having investigated the problem of "teachability" in the theoretical and practical scales we are to proceed from more understanding of "teachability" as characteristic psychological innovation which reflects the level of person's development in the process of it's formation. Concerningly to the object of investigation –foreign language- we can give "teachability" the following definition: it is a complex of person's peculiarities, including all peculiarities of thinking process which give ground for the effective cognitive educational and speech activities connected with acquirement of foreign language as a means of communication. Such interpretation of "teachability" is based on the system approach to the pupil's personality and requires taking into consideration of all elements which make up the structure of personality. From the above mentioned and other conditions will depend on the effectiveness of acquirement process of foreign language. Grounding from all that we included into the structure of "teachability" the following components:

• linguistic thinking ;
• the "formedness" of person's qualities, in particular, the qualities necessary for a successful teaching and speech foreign language activities(after correlation analyze were marked the qualities as ingenuity, inquisitiveness, responsibility, will, aimfulness, principality, organization, industry, collectivism, a sense of comradehood, ability to feel and evaluate the beauty) ;
• linguistic abilities (assimilation of vocabulary and grammar rules of native language, verbal memory, auding differentiation, visual differentiation, ability for functionally grammatical generalizations, flexibility of transformational processes) ;
• value orientations of person;
• interest in foreign language;
• motivations for mastering it.

We did not point out one or two among all components because only in close combination they can give a good result for "teachability", but at the same time the inadequate level of development or the "formedness" level won't result the sharp decrease of "teachability" because of mutual compensation of one component with the other ones.

The correlation between "taughtness" and "teachability" was analyzed. The actual "taughtness" we regard as a function of pedagogical influence of teacher and as a specific pupil's activity - learning activity. The latter is determined by learning cognitive motivations, by putting from outside (by pupils themselves) as well as the aims and activity levels in the process of doing necessary educational actions, so the actions of self-control and self-evaluation which are directed to the acquiring of foreign language as a means of communication.

The "taughtness" is a result of person's activity, which is in great scale determined by its "teachability".The "taughtness" is a full or partial actualization of all components which make up the structure of "teachability". That's the reason why "taughtness" must be defined taking into account the "teachability". In otherwise, one cannot give exact evaluation of true effect of teaching. Basing on the above mentioned there was worked out a model of control of the "taughtness" of pupils in foreign language taking into consideration theirs "teachability". [14]

The different methods of research and evaluation of individually psychological peculiarities of pupils were verified in order of selecting of valid and reliable methods, which could be used for evaluation of "teachability" of foreign language by means of linguistic-didactic testing and other psycho-diagnostic methods were obtained the data, exposed to the correlation and factor analyses which helped to establish personal correlates of the "taughtness" of foreign language.

The opportunities of the usage of linguistic-didactic tests for the mass checking of pupils' "taughtness" in foreign language were researched and was found out that tests could be the usage

of modern technique aids, IBM inclusive.

Theoretically was based the opportunity of evaluation of the developing effect in teaching foreign language. There were suggested and practically proved methods for the evaluation of its parameters. The obtained experimental data undoubtedly proves about great contribution made by studying of foreign language into psychological development of personality (his intellectual and willful sphere, verbal memory and lingual consciousness) .

The methods of experimental checking of textbook of foreign language based on the results of testing (pre-experimental and post-experimental cuts taking into consideration the "teachability") .The methods of evaluating of the textbook structural elements and defining the complexity level of tests were approbated in order to select the final variant of the textbook with the most applicable texts and tasks.[7]

Two main directions were pointed out in the using of linguistic-didactic tests:

a) investigating of knowledge, skills and habits level of pupils for the operative control of teaching process or for the making conclusions about the quality of preparation of the taught pupils and graduates;

b) methodological experiment.

It is experimentally proved that the most exact and adequate data, in comparison with other means of control, can be obtained only through testing. It places tests on the higher stage when exact and reliable information is needed. Especially a progress of last two dozens of years led to the publishing of the English-German-Russian explanatory terminological dictionary in testing. The most detailed bibliography on this problem was made up according to all foreign and home informational resources. The obtained theoretical and practical results of the test problem research in the sphere of teaching foreign language were spread on the private methods (teaching Russian as a second language, teaching Russian as a native language, etc.) There were suggested the test tasks evaluating the relative parameters of language assimilation. Also there were made up experimental materials for teaching reading silently and its control with using of tests which can be standardized and developed methodology of evaluating literary progress was constructed and approbated.

All the above mentioned gave the ground to begin the new stage of our researches. In the new stage in the process of researching of problems of linguistic-didactic the following aspects as language research and scale of human activity, from the positions of united approach to the linguistic-didactic disciplines and with generalization of all positive experience obtained in the each of private methodologies of language cycle. It can essentially improve teaching Russian and other foreign languages.

In the sphere of improving the international relations and international communication the vitality of the selected problems is really actual.

After having observed and investigated the tests I can assuredly say that tests are very important in learning-teaching process and in every day life of our society. One cannot say that tests do not take the primary and leading place in teaching English language. I've found out that every type of test has it's own peculiarities: advantages and disadvantages, aims and tasks, means and ways of conducting, etc. Properly organized testing of pupils' achievements gives the teacher an opportunity to get a clear idea of his pupil's progress in foreign language learning, analyzing the results of testing, the teacher will see his shortcomings both in methods and techniques of applied and in the progress of each pupil. It allows him to improve his own work. Tests serve not only the indicator of pupils' achievements but also – the indicator of teachers' successes and failures in succeeding his primary goal - to educate new generation of intelligent, well-bred and civilized people.

The system of tests suggested by foreign methodologists deserves some approval and praise. They could give a detailed classification of tests that made me come to conclusion that the Kazakh and Russian methodologists are to focus on problems of testing because the problems of testing can solve many difficulties in teaching and evaluating of pupils. As far as tests step by step enter and play more decisive role in teaching, in general. As you know the modern society requires more and

more new and exact ways of checking pupils' knowledge as well as more and more new sciences and conceptions appear in it. That is the reason why teachers must pay special attention to testing and it's making up in the next century pedagogies, because what teachers do for next generation is in favour of our generation, too.

Literature

1. Rogova G.V. Methods of Teaching English. – Moscow. 1983.
2. Ignatenko G.F. Individual control through cards. M., 1991.
3. Volodin N.V. Control of comprechension of foreign language text. M., 2004.
4. *http://www.cua.edu/www/eric*
5. http://ericir.syr.edu/
6. http://ericir.sunsite.
7. http://www. Ericdigest.org/1998-1/ case.htm
8. http://www.funbrain.com/
9. http://www.lkwdpl.org/
10. http://www.eduware.com/
11. http://www. Teaching English.org.uk
12. http;//www.eboxford.co.uk

УДК 323:019 (75)
Multicultural situation and tolerance in Kazakhstan

Serzhankyzy Saya
serzhankyzysaya@gmail.com
First-year student of Eurasian National University after L.N.Gumilev, faculty of International Relations, Astana, Kazakhstan
Research manager – Milovanova Natalia Viktorovna

The concept of multiculturalism as theory and policy appeal not only to Western scholars, but also inspire interest of social and political scientists in the post-Soviet as well. It should be noted that almost all post-Soviet countries are multinational states. The case of Kazakhstan, however, is very special.

Kazakhstan in implementing the task of strengthening its statehood and the development of civil society seeks to expand partnerships with the European Union in order to study and use the successful experience in all areas of state's life. In 2008 Kazakhstan adopted the State Program "Path to Europe", implemented in the period of 2009-2011. This programme was based on solving issues of internal development, rapprochement with Europe, strengthening historically-formed relations, joining the European integration experience (and embracing its institutional/legal reforms), as well as intensifying technological, energy, transport, trade, humanitarian and investment cooperation between Kazakhstan and Europe. It is important to note that European Union countries pay special attention to cooperation with Central Asia – with Kazakhstan in particular. EU is one of the main political and economic partners of Kazakhstan. In June 2011, the talks on the new enhanced Partnership and Cooperation Agreement between Kazakhstan and the EU were officially launched in Brussels.

Kazakhstan is home to over 130 ethnic groups and 17 religions, and the issues of inter-ethnic relations and social cohesion are relevant, with the necessary scientific and theoretical studies and modelling of applied research. Kazakhstan as the heart of Eurasia and as the result of historical events has very rich cultural diversity. It should be underlined that before Kazakhstan became the part of first Russian Empire and then the Soviet Union, its population was almost homogeneous, there was only pure Kazakh nation. According to first census held in 1897 by Russian Empire, albeit at that time Kazakh nation made up 81.7% of whole population on its territory, approximately