

ҚАЗАҚСТАН РЕСПУБЛИКАСЫ БІЛІМ ЖӘНЕ ҒЫЛЫМ МИНИСТРЛІГІ
Л.Н. ГУМИЛЕВ АТЫНДАҒЫ ЕУАЗИЯ ҰЛТТЫҚ УНИВЕРСИТЕТІ



ЖАС ҒАЛЫМДАР КЕҢЕСІ



Студенттер мен жас ғалымдардың
«ҒЫЛЫМ ЖӘНЕ БІЛІМ - 2016» атты
XI Халықаралық ғылыми конференциясының
БАЯНДАМАЛАР ЖИНАҒЫ

СБОРНИК МАТЕРИАЛОВ
XI Международной научной конференции
студентов и молодых ученых
«НАУКА И ОБРАЗОВАНИЕ - 2016»

PROCEEDINGS
of the XI International Scientific Conference
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«SCIENCE AND EDUCATION - 2016»

2016 жыл 14 сәуір
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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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Before you read, put the title or the topic on the board and ask the students to work in pairs and to imagine what they think the dictation will be about. Ask them to call out words or ideas they think will be in the text. Give feedback about their guesses, telling them whether or not they are right. 2. Allow five minutes for the students to check in the dictionary before you read – they can look for the key words and from there check possible collocations, grammar information, spelling, and so on. 3. Read the dictation normally. 4. Give the class five minutes to check anything they want in the dictionary before you go on through the answers or take the work in.

In conclusion, Oxford Dictionary has long been part of the language learners essential equipment. They are regarded by many as the repository of final linguistic authority, a bank account of words and meaning to be drawn upon in moments of need. Exercises mentioned above aims to improve and extend the ways in which students use dictionaries resources, to show that, in the hands of a skilful teacher, the dictionary can become resource for generating new and motivating activities.

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USAGE OF OXFORD TEACHING METHODS IN ENGLISH LANGUAGE TEACHING

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The popularity rating among other methods of English language the first line of actively keeps teaching method, which is based on positively proven in the US and Europe, the communicative approach to teaching students. Communicative method of teaching English is mainly focused on the possibility of communication. Any language training based on the "four pillars", referred to as reading, writing, oral expression and listening comprehension. The communicative approach to English language learning focuses on the last two. In the classroom you will not hear any serious language or complex syntactic structures - everything is simple and very easy to understand.

It is necessary to consider that in our country and abroad techniques of teaching language strongly differ. There isn't a lot of foreign methods. If not to consider the so-called "Americanized" English and the TOEFL test as, some kind of, the indicator of results of studying foreign, there will be only two monopolists teaching the British English is Cambridge and Oxford.

The Oxford approaches to teaching language are united with that the communicative technique of English integrated with separate traditional methods and elements of drilling is the cornerstone of effort of the most part of courses. The main task of such integration is the maximum

immersion of learners in language process, and it is reached by data to a minimum of the appeal of pupils to the native language. The goal of such procedure – to teach students from the very first occupation freely to speak, and then and to think in a foreign language. There are no the mechanical reproducing exercises that too it is substantial. These exercises are replaced with various game situations, for work with the partner, with tasks which purpose are comparisons and comparisons, search of mistakes – the word, all that promotes development not only memory, but logicians, and also abilities to think figuratively, analytically. The communicative method of teaching English language is arranged, primarily, to overcome the fear of socializing.

The main purpose of this approach to determine English language is – to teach students firstly speak fluently in English, and then to think on it.

And the major advantage of the Oxford's teaching methods are:

1. They are based on the communicative approach.
2. Integration with traditional teaching.
3. Reaches the maximum immersion in the language process.
4. Prior to the minimum amounts trainee appeal to their mother tongue.

Oxford technique involves not only the development and acquisition of new language skills, but also the outlook of development. This is largely due to the presence of a regional geographic dimension, so that there is rapid adaptation and the ability to navigate in many areas of human life.

The advantage of this method is the development of basic language proficiency - speaking and listening.

The essence of this method is very simple. Recall how language learning a newborn baby. First he hears, then realizes finally says, and then reads and writes. So here, following this sequence, we seek, above all, the development of listening skills and speaking, and reading, writing and grammar fall on this basis is much faster and easier.

Thus, in the process of educating primary attachment to the writing word, that strongly brakes the active process of the independent talking forms, mainly, passive skill of language (reading and translation, but not talking) proficiency, is absent. The acquired habits of language proficiency have durable character, that explained by the natural process of mastering of language. We labour for a tipping point, when you suddenly begin freely to perceive by ear to talk. And to it you already will be never able to unlearn.

And also it is important to mark a next method that is named methodology of “Oxford debates”. Oxford debates are an intellectual business game, being the special form of discussion that is conducted on certain rules. Students can show eloquence and thorough knowledge of economic problems.

Oxford debates are an unique educational project, quite exhaust technology. For students sense of confidence is produced in itself. Gradually the model of success of command and corporate behavior shows up by an acceptance active positions of every member of group. They study to express, ground, protect the ideas and present them publicly. Additionally develops for young people oratorical capabilities. Debates teach the students of different courses to understand itself et al, calmly to hearken to opinion of wider public, and determined with the values.

The Oxford Method is generally more academically challenging and rigorous than standard lecture and test format courses. Students are expected to communicate, defend, analyze and critique the ideas presented in assigned readings by submitting a written paper and by conversations and correspondence with professors during the course.

The educational model used by Metropolitan Interspiritual University, directly based on the Oxford Method, is a rigorous individualized method of teaching and learning. The method emphasizes learning to think through research and writing. Students are responsible for planning and organizing their own study time and completing the required writing assignments.

Some characteristics of the Oxford Method are:

- Students receive individual attention.
- Independent learning is emphasized.
- Learning is accomplished through research, writing and interacting with professors.

- Students discuss their work and course materials with professors one-on-one.
- Study programs are highly focused and more specialized.

Metropolitan Interspiritual University has adapted the Oxford Method for use in Web based platforms. Students communicate with professors by email, telephone or video conferencing on a regular basis and engage in independent study and research projects during each course. This method of teaching and learning is effective in developing critical thinking and academic writing skills within the context of a specialized program of study.

At Cambridge University and Oxford University, undergraduates and some graduates (e.g. BCL and MJur students at Oxford University) are taught in the tutorial system. Students are taught by faculty fellows in groups of one to three on a weekly basis. At Cambridge, these are called "supervisions" and at Oxford they are called "tutorials." One benefit of the tutorial system is that students receive direct feedback on their weekly essays or work in a small discussion setting. The University of Buckingham also retained the weekly tutorial system when it was set up as England's first private university in the 1970s.

Students are required to prepare an essay or other piece of work in advance for these sessions and then meet with their tutor to discuss the work, perhaps with one or two other students. All tutors are specialists or suitably qualified or experienced so this time is extremely valuable to students in developing their understanding of the subject.

In addition to what I have just mentioned, I can add that the every method and every approach of teaching of English have their own merits. Every method and every approach has something new to offer.

During my diploma research I used many methods to teach English language. But, among all these methods, the Oxford teaching method was very effective, interesting one and therefore I can definitely say that this method helped to motivate pupils. Thereby we can easily study a foreign language.

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THE USE OF MULTIMEDIA TECHNOLOGIES AT THE ENGLISH LESSONS

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In today's society the role of foreign languages is growing. Knowledge of a foreign language gives young people the opportunity to join the world culture, to use in their work the potential of extensive Internet resources and work with information and communication technologies and multimedia teaching aids.

The purpose of teaching a foreign language is the communicative activities of students, that is, practice of foreign language. Teachers' tasks are to activate each student in the learning process, to create a situation for their creative activity. [1] The main purpose of teaching high school students a foreign language is the education of the person, willing and able to communicate, people willing and able to receive self. Participation in various international programs, the opportunity to study abroad do not involve only a high level of language skills, but also certain personality traits: