

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



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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ӘӨЖ 001:37(063)

КБЖ 72:74

Ғ 96

Ғ96 «Ғылым және білім – 2016» атты студенттер мен жас ғалымдардың XI Халық. ғыл. конф. = XI Межд. науч. конф. студентов и молодых ученых «Наука и образование - 2016» = The XI International Scientific Conference for students and young scholars «Science and education - 2016» . – Астана: [http://www.enu.kz/ru/nauka/ nauka-i-obrazovanie/](http://www.enu.kz/ru/nauka/nauka-i-obrazovanie/), 2016. – б. (қазақша, орысша, ағылшынша).

ISBN 978-9965-31-764-4

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.

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ISBN 978-9965-31-764-4

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ұлттық университеті, 2016

- 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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UDK 371.3:811.111.13

THE USE OF MULTIMEDIA TECHNOLOGIES AT THE ENGLISH LESSONS

Kairdenova A.A.

kosya_1995@mail.ru

Student, Gumilyov Eurasian National University, Astana

Supervisor – Esengaliyeva A.A.

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:

interpersonal skills, the lack of a language barrier, knowledge of international etiquette norms, broad-mind. [2] As a rule, completing a variety of tests for entering higher education or participating in contests and competitions, strict time limit is set on each task, which requires a special kind of teaching. To achieve all these objectives, of course, effective assistance to the teacher has the use of computer technology and Internet resources in teaching English, and presentations.

The computer, in our time, is a very important and independent thing. Many children and even adults are using it only in order to play computer games. Fortunately, there are many of those who found right application for them. For example, it helps in the study. It is very useful when there is such a helper within the reach, because we are not leaving home, can print reports, in a word, all that is needed. In addition, the computer can help in learning a foreign language. After all, there are lots of disks, electronic textbooks, multimedia educational programs that lead to good results in learning English.[3]

Therefore, the aim of the work we have identified: to reveal the role of the computer and software in the successful mastery of the English language. To achieve this goal it is necessary to solve the following tasks:

- To show the role of the computer in the modern communicative technology of teaching foreign languages,

- To reveal the variety of forms and the use of computer software in the successful mastery of the English language, the use of information resources of the Internet, the creation of computer presentations in English.[4]

The role of computers in modern communication technologies of teaching foreign languages

At present, implementing of the personal computer, multimedia technology and global information network Internet affects the education system, causing significant changes in the content and methods of teaching foreign languages. The problem of finding a new pedagogical tool raises towards the modern teacher. In teaching activities, we decided that in the present conditions, taking into account the great and serious interest of students of information technology, we can use this opportunity as a powerful tool of motivation on English lessons.[5]

The computer allows to change the quality control of the activities of students, while providing flexibility of learning management. However, the role of the teacher is not less important. Teacher picks up from a computer program didactic material and individual tasks for the lesson, helps students in the learning process, evaluates their knowledge and development. The use of computer technology allows to make the best justified choice of the best variant of teaching.

The use of the computer as a tool for work with information is very diverse and varied. It can be in a few seconds to search in an electronic library and find the required information.[6]

When using a computer, verbal communication activities should be considered in three aspects. Firstly, it is the free communication of students in real time through the use of e-mail and information networks, that is, as an authentic dialogue in writing between the communication partners. Secondly, it is an interactive dialogue with the student's computer, in which the real objectives pursued by communication is a man-machine dialogue. Thirdly, it is a communion of students in the class in the process of working with computer training programs, acting as a stimulus for communication and means of recreating the conditions of the situation of communication.

The specifics of foreign language subject causes an active and relevant use of the computer in the classroom. The leading component of the learning content of a foreign language is to teach different types of speech activity: speaking, listening, reading, writing. [7]Teaching computer program is a simulator, which organizes the independent work of the student, manages and creates the conditions in which students develop their knowledge independently, which is especially valuable because the knowledge gained in the completed form often passes by their mind and do not remain in memory. The use of computers in the classroom of English is the need of time.

The use of computer technologies on English lessons

Recently, the question of the application of new information technologies has been raising increasingly. It is not only modern technology but also new forms of teaching, a new approach to learning. Using multimedia tools helps implementing student-centered approach to learning, provides individualization and differentiation taking into account characteristics of children, their level of teaching, inclinations. Learning English with the help of computer programs is of great interest among the students.[8]

Existing today disks allow the computer to display information in the form of text, audio, video, games. Education with a computer makes it possible to organize individual work of each student. Integration of conventional lessons with a computer allows the teacher to shift part of its work on the computer while making the learning process more interesting and intensive. The computer does not replace the teacher, but only complements it. Selection of teaching programs depends primarily on current teaching material, the level of teaching of students and their abilities.

Working with the computer does not only help to increase the interest in learning, but also makes it possible to adjust the presentation of educational objectives of the degree of difficulty, the promotion of the right decisions. [9] In addition, the computer allows to eliminate one of the major causes of the negative attitude to learning – failure, because the lack of understanding of the material, or the problem of knowledge. Exactly this aspect is provided by the authors of many computer teaching programs. The student is given an opportunity to use a variety of reference books and dictionaries that can be called to the screen with a single click on a mouse. Working on a computer, the student is able to bring the solution to the problem until the end, based on the necessary assistance.

Substantial progress in the development of personal computers and computer technology leads to a change in the process of learning foreign languages. [10] Active and appropriate use of the computer in the classroom of English is possible and appropriate based on the specifics of the object itself. The leading component of the content of foreign language teaching is to teach different types of speech like speaking, listening, reading, writing. When teaching listening each student has an opportunity to hear the foreign language in question. When teaching speaking, each student can say phrases in English into a microphone. In the study of grammatical phenomena, each student can do grammar exercises, has the ability to solve crossword puzzles, to search, to play game exercises.

In practice, the use of the computer in the learning process emphasizes its educational function, as well as the computer is a tool that organizes the independent work of students and manages it particularly in the teaching work with language and speech material.[11]

Scope of the computer use in the teaching of foreign languages is unusually wide. The computer can be used effectively to get acquainted with the new language material, new samples of statements, as well as communication activities in a foreign language. At the stage of teaching and application of generated knowledge, skills, abilities, the computer can be used in a variety of communicative tasks and situations, taking into account the personal characteristics of the students.

It can create the optimum conditions for the successful development of the program material: while providing a flexible, adequate and feasible exercise load for all students in the class. In addition, it is difficult to overestimate the role of the computer as a tool of control over the activity of pupils by teachers, as well as a tool of formation and improvement of self-control.[12] In difficult cases, the computer allows the student to obtain the necessary information, reference books in a short time, to bring him certain "keys" to successful completing of assignment.

An important feature of the computer in the educational process in a foreign language is that it can be "companion" learner, that is, to work in communicative-directional interactive mode, and in a certain way, for example, graphical tool, analyzer and speech synthesizer to replenish the lack of natural communicant, modeling and simulating its nonverbal and verbal behavior.

The computer allows to present on the display screen elements of a regional geographic nature, especially the environment and climate, which can be used as a background formation of speech activity of students in a foreign language. The computer has a great potential for constructing color images.[14]

Listed above computer capabilities make it an excellent technical tool for all kinds of explanations and generalizations of the phenomena of language, speech activity.

Nowadays, almost in all schools there is an early teaching of students of foreign languages. Often at the foreign language lessons, the process of involving students in oral speech on different topics is uninteresting. When dealing with the use of computers it is not, as the necessary visibility in the classroom and the situation on the monitors are very real - "images" move, speak English, ask questions, etc. Some teachers may ask: 'Does a lesson change from creative work into something entertaining in this case?' No, because in order to get a good mark, the student has to work creatively. He makes everything with joy, consequently the teacher has to acquire the necessary electronic textbooks and make a selection of right situations, as well as handouts on additional questions and texts, and transfer them to all computers, so that at a definite moment of the lesson, students could sit down at a definite computer, find and open desired folder in "My documents" to complete, for example, a test of listening or reading. It is a big work, but it pays off. The joy of knowledge - that is what the use of computers in the classroom gives. This, in turn, with the development of thinking leads to the development of the initiative of speech.

Each child has an inner motive, aimed at cognitive activity. The task of the teacher in every way to promote the development of this motive, do not give it to fade away.

Today there is a wide variety of advanced multimedia tutorials, where you can find enough exercise for students of all ages and different knowledge.

The program "Professor Higgins. English without an accent" and a number of other multimedia textbooks has a great help in teaching phonetics, formation of articulation, rhythmic and intonation pronunciation skills; improvement of students' motivation to learn English. Sounds, words, phrases and sentences are perceived by students at the hearing and visually. Students have the opportunity to watch on the computer screen for the articulation movement and to perceive by ear the correct intonation. By virtue of the relatively high imitative abilities of students, correct patterns imprint in their memory.

The computerization of our society cries out for life and the emergence of more and more people who are willing and able to use these intelligent machines in everyday life. Computers make life easier and make it more interesting. After all, using the computer for an hour or two, you can visit the teaching courses on the Internet on any subject of school and extra-curricular programs, to see the world in its current state and diversity, to communicate with a huge mass of different people and access to libraries, museums and exhibitions, which you can only dream about.[15]

The use of Internet resources and computer presentations on the lessons of the English language

It is generally known that the Internet has tremendous opportunities of information and no less impressive services. Internet provides a unique opportunity for foreign language learners to use authentic texts, listen and communicate with native speakers.

It is important to define the purposes for which we are going to use its capabilities and resources. For example:

- to include materials of the network in the lesson;
- for independent information search of students as part of the project.

Using the information resources of the Internet, it is possible, to deal more effectively, integrating them in the educational process of teaching, with a number of problems in the classroom:

- to develop reading skills using online materials of various difficulty directly;
- to develop listening skills through authentic audio texts on the Internet, also suitably prepared by the teacher;
- to develop monologue and dialogue skills on the basis of the discussion of the problem presented by a teacher or someone from the students' network of materials;
- to enrich vocabulary both active and passive one of modern foreign languages, reflecting a certain stage of development of people's culture, social and political structure of society;

- to get acquainted with the cultural studies, including speech etiquette, especially verbal behavior of various people in terms of communication, especially the culture and traditions of the country of studied language.[16]

The optimum decision is to provide multimedia Power Point presentations. The use of computer presentations in class allows to introduce a new lexical, regional studies material in the most fascinating way, the principle of clarity is realized which promotes lasting assimilation of information. Independent creative work of students in the creation of computer presentations expands active vocabulary the best.

Conclusion

Aims of modernization of education can not be solved without the optimal implementation of information technology in all its spheres. Use of information technology gives impetus to the development of new forms and content of the traditional activities of students, which leads to their implementation at a higher level. Work with the computer must be organized so that the lessons, from the first stage of primary education, has become a powerful psycho-pedagogical tool of formation of need-motivational plan of pupils' activities, tool to maintain and develop their interest to the subject further. Properly organized work of pupils with a computer can contribute in particular the growth of their cognitive and communicative interest, which in turn will contribute to the revitalization and empowerment of independent work of students on mastering the English language, both in the classroom and outside the school.

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