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

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

PROCEEDINGS
of the XI International Scientific Conference
for students and young scholars
«SCIENCE AND EDUCATION - 2016»

2016 жыл 14 сәуір
Астана

ҚАЗАҚСТАН РЕСПУБЛИКАСЫ БІЛІМ ЖӘНЕ ҒЫЛЫМ МИНИСТРЛІГІ
Л.Н. ГУМИЛЕВ АТЫНДАҒЫ ЕУРАЗИЯ 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
for students and young scholars
«Science and education - 2016»

2016 жыл 14 сәуір

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.

Accordingly, for a more effective vocabulary learning, it requires a combination of didactic(consciousness ,visibility, interdisciplinary coordination), linguistic (Minimization of the language, concentric features), psychological(the gradual formation lexical skills) and proper methodologically(accounting the native language) interconnected learning of vocabulary and types of speech activities, differentiated approaches depending on the purpose of vocabulary learning, professional orientation) principles, acting in close connection with each other.

Making the conclusion, it should be noted, that vocabulary is an extremely important aspect of language, and from the level of formation lexical skills rested on the ability of communication in foreign language. Learning vocabulary - it is a huge and long objective and the correct application of teaching principles can ensure positive results.

Literature

1.   Quotes in Lewis, 2000. P.111
2.   Mirolyubov A.A. Istoria otechestvennoy metodiki obucheniya inostrannym yazykam. – M.: STUPENI, NFRMI-M, 2002 . P. 41
3.   STERN, H. H., 1975. What Can We Learn from the Good Language Learner?. The Canadian Modern Language Review, 31(4), 304-318
4.   O'MALLEY, J. M. AND CHAMOT, A.U., 1990. Learning Strategies in second Language Acquisition. CambridgeUniversity Press. p.1
5.   OXFORD, R. L., 1990. Language learning strategies: what every teacher should know. Boston: Heinle & Heinle OXFORD, R. AND SCARCELLA, R. C., 1994. Second language vocabulary learning among adults: state of the art in vocabulary instruction. System, 22(2), 231-243
6.   SÖKMEN, A. J., 1997. Current trends in teaching second language vocabulary. In N. SCHMITT, AND M. McCARTHY, eds. Vocabulary: Description, Acquisition and Pedagogy. CambridgeUniversity Press, 237-257. p.239
7.   Nation, I.S.P. (2003) Vocabulary. In D. Nunan. (ed.) Practical English Language Teaching. McGraw Hill, New York: 129-152.

UDK 371.322
STRUCTURES TO INCREASE INTERACTIVE COMMUNICATION BETWEEN SCHOOL STUDENTS

Nurassylova Ziya Kanatovna

zikoku@mail.ru
Student of Foreign Language: Two Foreign Languages specialty, Philological Faculty,
L.N. Gumilyov Eurasian National University
Supervisor - Gauriyeva G.M.

Interactive skills are the communicatory skills used by individuals on a daily basis to interact with other people, both personally and in groups. According to L. Goertz the term interactive derives from English 'inter' - between, among, and 'active' - engaged, meaning that interactive communication is mutually or reciprocally active communication between people. [1] Lebedeva I. S., Pavlova E. B. are of the idea that the concept of 'interaction' in its authentic sociological meaning refers to actions of two or more individuals who are mutually interdependent. [2] To develop interactive skills in educational process teachers have to use a number of different techniques and approaches. Various methods, means and forms of active pedagogy have been perceived as «interactive». In the process of interactive skills development, all participants of the educational process interact with each other, exchange information, simulate situations, collaborate in solving problems, assess their peers' and their own behaviors thereby immersing themselves in the atmosphere of real cooperation and problem solving. [3]

People who have worked on establishing strong interactive skills are commonly more prosperous in both their professional and personal lives. [4] Interactive form of education indicates that both a teacher and a student are equally involved. However, Sopova E. thinks that compared to the classic lecture-discussion model a student has more independency. [5] The modern educational process is characterized by qualitative changes in the existing approaches, placing new demands on interactive skills development.

There are different modern educational techniques for interactive skills development. They all have multiple benefits. The instructor can quickly assess if students truly mastered the material and, if necessary, plan to dedicate time to it. The process of measuring student understanding in many cases is also practice for studied material - often students do not actually learn the material until asked to make use of it in assessments. [6] Finally, the very nature of these techniques drives interactivity and brings several benefits. Students are revived from their passivity of merely listening to a lecture and instead become attentive and engaged. These techniques are often perceived as more 'fun' activities. However, they are frequently more effective than basic lectures at enabling students learning. [7] Some of these techniques include: ranging, rating, classification, true/false, search for matches, benefits/drawback, find suitable examples to the given rules, role-play, brainstorming, debates, discussion, etc. Obviously, there is a wide variety of other educational techniques designed to develop interactive skills. However, the selection of them is up to a teacher's lesson plan, experience, and creativity.

As a method of increasing interactivity between students we suggest implementing Kagan Structures. Kagan's publications and workshops are based on a research program conducted by the author beginning in 1968. Dr. Kagan and his associates discovered that children of all ages in many parts of the world acted quite differently when placed in certain types of situations. He could manipulate the interaction patterns of children and make them more cooperative or more competitive. Dr. Kagan applied his findings to education and was a pioneer in the cooperative learning movement. He has dedicated his life's work helping educators create more cooperative, interactive classrooms that produce smarter, more caring and interactive students. [8]

Schools and teachers use Kagan Structures to increase academic achievement, enhance self-esteem, create a more harmonious classroom climate, reduce discipline problems, and develop students' social interactive skills and character virtues. These Structures engage every student. The more students interact with their peers and with the curriculum, the more they learn. [8] Students participate frequently and approximately equally. The Structures close the achievement by creating dramatic gains for struggling students. But the gains are not bought at the expense of high achievers; they too are engaged in a richer, more interactive learning environment. As brain-research is proving, meaningful engagement is just a better way to reach and teach all students.

The following techniques represent the ways of using Kagan Structures for increasing interactivity among students and teaching them special communicative skills. These structures help to build self-esteem, improve social skills, engage students actively and develop higher level thinking that resembles 'Real Life' social and work environment. [9]

Line-Ups (class building)
Students discover that they each occupy a unique position in the class, and the class can see at a glance where everyone stands.
1. Teacher describes how students should line up (e.g. alphabetically by first name, by birth date, shortest to tallest)
2. Students must find out where they stand relative to classmates.
3. Students may talk to a partner next to them to share how they feel about their position in the line-up. "How do you feel about your name?" "What do you wish your name could be?"
4. The teacher may then call for a different line-up.

Inside-Outside Circle (class building, mastery, thinking, information sharing)
In concentric circles, students rotate to face new partners and answer questions.
1. Students stand in two concentric circles, facing a partner. The inside circle faces out; the outside circle faces in.

2. Students use flash cards to ask questions of their partner, or they may take turns responding to a teacher question(s).

3. Partners switch roles: outside circle students ask, listen, then praise or coach.

4. After each question or set of questions, students in the outer or inner circle rotate to the next partner. (Teacher may call rotation numbers: "Rotate three ahead.")

Simultaneous Roundtable (teambuilding, mastery, thinking, communication, information sharing)

In teams, students simultaneously generate responses, then pass their list or product clockwise so each teammate can add to the prior responses.

1. Teacher assigns a topic or question.

2. All four students respond simultaneously by writing or drawing.

3. Teacher signals time, or students place papers/pens down thumbs up when done with the problem.

4. Students pass papers one person clockwise.

5. Students continue writing or drawing, adding to what was already on the paper.

6. Continue, starting at step 3.

Alternative: Students may build their responses with manipulative rather than draw or write.

Fan-N-Pick (teambuilding, mastery, thinking, communication)

Students play a card game to respond to questions.

1. Student 1 holds question cards in a fan and says, "Pick a card, any card!"

2. Student 2 picks a card, reads the question out loud and allows five seconds of think time.

3. Student 3 answers the question.

4. Student 4 restates the answer.

a. For right or wrong answers, Student 4 checks and then either praises or coaches.

b. For higher-level thinking questions which have no right or wrong answer, Student 4 does not check for correctness, but praises and paraphrases the thinking that went into the answer.

5. Students rotate roles one clockwise for each new round.

Showdown (teambuilding, mastery)

This activity can be used to check for mastery of concepts and skills, as a review before a quiz or test, or to assess student skills.

1. The teacher distributes materials to each group: a deck of question cards, one small basket and think pad slips (small slips of colored paper) for each team member to each group.

2. The teacher selects one student in each group to be the Showdown Captain for the first round and asks him/her to turn the question cards face down in the center of the group's table and pass the think pad slips to each team member.

3. The teacher explains that the Showdown Captain will turn over the card with the first question (cards can be numbered on back) and read it aloud for all team members. Then each team member will answer the question individually on their think pad slips and turn their answers face down on the table in front of them.

4. When the teacher gives the Showdown signal, all team members will reveal their responses at once. If all are correct, the team will get 5 team points. If not, the team will coach their team members to correct their answers and will then receive one team point.

5. Team members will celebrate.

6. The student at the left of the Showdown Captain will become Showdown Captain for the next round.

7. Repeat from step 2 for each round.

Carousel Feedback (communication skills, information sharing)

Teams rotate from project to project to give feedback to other teams.

1. Teams stand in front of their own projects.

2. Teams rotate clockwise to the next project.

3. For a specified time, teams discuss their reactions to the other team's project – no writing at this time.

4. Person #1 records feedback on feedback form.

5. Teacher calls time.

6. Teams rotate, observe, discuss, and give feedback on next project. Anew recorder is selected each round.

7. Teams continue until each team rotates back to its own project or until the teacher calls time.

8. Teams review the feedback they received from the other teams.

Jigsaw (interdependence, status, equalization)

This is a great way for students to feel like experts and share information about what they know!

1. Each student on the team becomes an "expert" on one topic by working and sharing with members from other teams assigned the corresponding expert topic.

2. Upon returning to their teams, each one in turn teaches the group about his/her expert topic. Works well for acquisition and presentation of new material and review.

Think-pair-share (thinking, communication, information sharing)

1. Students think to themselves or write on a topic or question, preferably one demanding analysis, evaluation, or synthesis, provided by the teacher.

2. After 30 seconds, students turn to partners and share their responses, thus allowing time for both rehearsal and immediate feedback on their ideas.

3. Then they share their thoughts with the class. Through this structure, all students have an opportunity to learn by reflection and by verbalization.

This works well for generating and revising hypotheses, inductive reasoning, deductive reasoning, application.

In conclusion, cooperation and qualitative interaction is the key to successful discussions, group work and learning process in general. Interactive skills development should be infused in English language learning because of the role that it plays in all of life's experiences. Students will learn important life skills by working together and collaborating their ideas. Interactive learning infuses social skills training into the academic curriculum. An ideal scene in a classroom would have students in their groups, coordinate roles and resources, and celebrate mutual accomplishments. Students will see the benefits that come from working in cooperation and accomplishing tasks that otherwise would have been significantly more difficult if attempted alone.

Literature:

1.   Goertz L. «Wie interaktiv sind Medien? Auf dem Weg zu einer definition von Interaktivität». Rundfunk und Fernsehen. p. 477-493. 1995

2.   Lebedeva I. S., Pavlova E. B. «Definitions of interactivity: creating interactive learning models» Вестник МГЛУ. Выпуск 25 (711). 2014

3.   Shodieva K.S. «Interactive learning for the improvement of higher education.» 2010

4.   «What are Interpersonal Skills? » Web.http://www.skillsyouneed.com/interpersonal-skills.html

5.   Sopova E. «Tehnologii interaktivnogo obujenija na urokah inostrannogo jazyka». 22 March 2013

6.   «Academy for Teaching and Learning Excellence.» Web. ATLE. http://www.usf.edu/atle/teaching/interactive-techniques.aspx

7.   Tazhibayeva A.B. «The use of interactive methods of teaching Russian in Kazakh schools.»KazNU Bulletin. «Pedagogical Science» series. №2 (39). 2013

8.   Kagan Publishing & Professional Development. Web. http://www.kaganonline.com/about_us.php

9.   «Cooperative Learning Quick Reference Guide of Kagan's Structures. » Web. http://www.melodyshaw.com/files/Cooperative_Learning_Kagan_Quick_Reference_Guide.pdf