

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
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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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BLOGS IN EDUCATION

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Blog is a frequently updated web site consisting of personal observations, excerpts from other sources, etc., typically run by a single person, and usually with hyperlinks to other sites; an online journal or diary.” On the Internet, a blog is a personal or professional journal that is frequently updated and intended for general public consumption. The essential characteristics of the blog are its journal form, typically a new entry each day, and its informal style. Many blogs include photo, audio, and video information. Even though weblogs have been in existence since the very beginning of the world wide web itself, free, commercially available “blogging software” of the type discussed in this article seems to have made its first appearance in July of 1999 (Blood, 2000). Because of the relative quickness and ease of publishing this type of software affords, the number of users has grown tremendously since then, and we can now observe blogs being used for personal, educational, journalistic, and commercial purposes. A blog has geography just like any static website and features several specific “territories” that in combination create the uniqueness that is a blog. It can be discussed from following factors: z Blogs do not require sophisticated software or knowledge of computer programming. Everyone can participate with a variety of different easy-to-use, free blog accounts available on the Internet. Blogs offer several security options, such as limiting access for reading and posting. You have total control of who is authorized to view sensitive or confidential information with Blogware’s easy to use security tools. Many blogs are written by only one author and visitors can not make posts or edit posts, but they can add comments to an existing post. Some blogs are community blogs, where all members of the community can make posts. Blogs disregard the status of users - all users are equal. Users often use screen names rather than their actual names. Sometimes anonymous posting is allowed.

Blog entries are generally written like a letter to someone: oriented to an audience, informal, first person narrative. It often reflects the author’s perspectives on issues. Comments to posts can act as a form of discussion. Blog entries can consist of text, images, audio, video, and hyperlinks. No need to email photos anymore - just tell people to go to your blog! Through hyperlinks, readers can be sent directly to other resources. Hyperlinks are used as supporting information for any claim. Hyperlinks can bring news, pictures, and other information from the outside to the blog’s readers. Blog has an auto-archiving feature. All posts are archived. Archives can be searched by keyword, or by date. Reverse chronological order of posts allows readers to identify the most recent posts made since the last time they read the blog. Blog content can be distributed via subscriptions. A person can subscribe to many blogs and have the content aggregated in one place. RSS aggregators gather entries from many blogs and send them to the reader instead of the reader going to each individual blog. Aggregators allow readers to sort through more blog entries in less time.

Educational Blogs An E-learning bog is a blog which is designed to educate the reader in the art of E-learning. E-learning is pedagogy empowered by digital technology. Digital Chakie is an e-learning blog focused on allowing educations using ICT to discuss ideas that will help to facilitate the best educational outcomes for their students. Founded in 2006 by a group of educators Digital Chakie is an open group blog is to allow geographically separate educators to collaborate This blog allows users to register so they can comment on blog posts to supply more information. Their goals are to:

- Openly discuss educational issues, particularly related to learning technology
- Allow individual bloggers the opportunity to share their posts with an audience beyond their own blog

- Share discoveries, resources, accomplishments, excitement and areas of interest
- Present ideas for integration of learning technology into the curriculum
- Provide technical assistance to other teachers and trainee practitioners

There are numerous reasons for using blogs in education, such as to provide a real audience for student writing, to provide extra reading practice for students, to increase the sense of community in a class, to encourage students to participate, to create an online portfolio of student written work (Stanley, 2005). The novelty factor creates student interest in starting to use blogs. It is claimed that blogs work best when learners get into the habit of using them. If learners are not encouraged, blogs can quickly be abandoned.

Blogs are well suited to serve as on-line personal journals for students, particularly since they normally enable uploading and linking of files. Language learners could use a personal blog, linked to a course, as an electronic portfolio, showing development over time. By publishing the blog on the Internet, the student has the possibility of writing for readers beyond classmates, not usually possible in discussion forums. Readers in turn can comment on what they're read, although blogs can be placed in secured environments as well. Self-publishing encourages ownership and responsibility on the part of students, who may be more thoughtful (in content and structure) if they know they are writing for a real audience. This same degree of personal responsibility is lacking in discussion forums.

Helpful pointers to facilitate using of blog for English writing

1) Promoting Comfortable Interaction for Students

Most of the students prefer blogging interaction to face-to-face interaction because it is a more comfortable learning environment for them. Some students maybe feel very comfortable with the blogging interaction because they don't not like interacting face-to-face with their classmates. They indicate that they do not understand the accents and pronunciation of some of their classmates when they speak and read in English, which make them feel that the class interaction is a waste of time.

2) Motivating the Students'

Writing and Interaction Publishing in blogs motivates some students because they want to make an impact on the readers with topics that were important for her. Posting makes they feel emotionally connected, happy, and eager to get audience responses. For most students, publishing their work has been proved to be a motivational incentive to write using blogging. It especially empowers them because they felt in control of their writing, and as such they were "intellectual explorers."

3) Giving Students the Self-confidence

This is a finding that emanated from the students' lack of trust or lack of confidence in their classmates because they are ESL students and not proficient enough in English. One aspect of trust and confidence pertains to how the students viewed their classmates' ability to critique their work. The acceptance or rejection of feedback is based on the students' trust in the reviewer and confidence in their advice, and they have the least amount of trust in their own classmates because they are nonnative speakers of English just as they are. However, blogging has provided the students with a broader audience with whom to interact, they believe that they could learn and improve their writing skills from those who are more knowledgeable than they are. On the other side of the issue, the students' degrees of self-confidence affect their judgment to accept or reject the comments of others. This is a factor that blogging and its ability to reach an outside audience for feedback could not overcome. For example, Rahila feels insecure in her knowledge of English, whereas, Mei-Li is very secure in her abilities to the point that she feel she is always correct. In fact, she often says she does not make changes on her writing because she always thinks everyone is wrong and she is right. Nestor is an enigma because he does not have confidence in his writing skills, but he is the best writer in the class. Several students feel comfortable with his suggestions because they recognize his good writing skills. However, he is insecure about the advice he is giving to his classmates.

Influences of using blog for students in English writing

1) *Facilitating the Students' Critical Thinking Skills* The students engaged in collaborative learning through their interactions with others which serves as a catalyst for critical thinking. Blogs foster critical thinking by encouraging students to evaluate what they read and write. Writing blogs offers students a way to improve their writing skills and encounter new ideas through interaction with other students. Blogs allow students to easily link to resources that support their assertions, and thereby encourage critical thinking.

2) *Providing Examples for Students to Model and to Learn Publishing* reflective commentaries on the Internet is an effective way for students to share each other's reviews. Not only will readership increase, when students see each other's works, they can learn from one another, thereby motivating them to produce better reviews. Furthermore, the creation of online portfolios on the web amounts to a showcasing of their works over the development period of their learning. Such knowledge artifacts are a display of learner's growth and reflection on their learning. When a sizeable number of interested visitors give comments and input to a blog, a community of learners may be formed.

3) *Affecting the Students' Quality of Writing* The quality of writing is manifested in several ways. Some students who study English state that they are always aware of their audience, and, as a result, write with their audience in mind. They don't know whether they are right or wrong. The permanent nature of publishing online encourages students to pay more attention to the content and language in their blogs. And the feedback received from the various sources as well as the different types, critical and non-critical; also affects the quality of their writing. The students also enhance the quality of their writing by adding visual representation to their blogs. This helps to clarify concepts for the reader. Visual literacy, visual thinking, and visual learning are concepts related to the purpose of Constructing Meaning. Multimedia research shows that students with visual learning styles can benefit from technology with a multimedia format. In other words, adding visual associations to their blogs helps the students express their points of views.

4) *Facilitating Meaningful Learning for Students* Blogging facilitates meaningful learning for the students because they explore other blogs and links to learn more about other countries, cultures, and the people who write to them. In foreign language classes, the benefits of blogs include language gains and furthering cultural understanding. Some students even use blogs exchange different culture with some foreigners. By participating as active readers of blogs, students can gain the insider's perspective on various cultural topics, thus leading to better understanding of other cultures and what shapes them.

5) *Giving Students a Purpose for Writing* Blogs increase students' interest and ownership in learning. Students direct their own learning about topics important to them, while receiving feedback from others. Students take ownership in blogging activities by actively searching for information. The use of blogs gives students chances to participate in a community. They learn that posted content can be read by people other than their teacher and classmates. The world can provide encouragement or feedback on student writings. Students interact with an authentic audience.

Conclusion

Blogs allow pupils to get in contact with each other for educational reasons yet this could also lead to cyber bullying or other people leaving threatening comments on children's blogs. The creation of a private network of blogs for a school would allow each pupil to have their own personal blog that only allows members of that school to contact them. Teachers sharing ideas through blogs is a promising way to communicate teaching ideas and allows multicultural teaching methods to be disseminated. The blogs that tell the educator how to use technology within the classroom are informative as many teachers would have no idea about such teaching methods. Research based blogs allow users to see different educational topics discussed in more depth. Educational blogs are a sub form of weblogs. For many years in the past and possibly for some in the future, it has been hard for bloggers to agree on a term that best describes weblog; they are continually re-defining and debating the correct term to illustrate this genius invention. However, the typical definition of weblog which is commonly used is that a weblog is a live journal or application which can be updated immediately without any problems. Blogs can range from all sorts

of things such as, a diary of personal events or thoughts; a list of fascinating websites; a list of exciting computer games and so on, the list is endless, it allows individuals to communicate about certain topics of interest.

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COMMUNICATIVE APPROACH IN TEACHING ENGLISH FOR ESL STUDENTS

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The ability to communicate effectively in English is now a well – established goal in ELT [English language teaching]. It is by no means the only possible goal for all ESL [English as second language] students for studying English. However many adults can identify personal needs to communicate in spoken and written English and many schoolchildren are aware of future needs for international communication and mobility. Even in contexts where it is harder to see future purposes for English language communication among schoolchildren, it is often nevertheless thought to be sensible to build potential for this.

A brief review of statements from syllabus specifications and introductions to course books will demonstrate the extent which communicative ability has become a goal and communicative exercises have become part of classroom procedure.

“To be able to operate effectively in the real world, students need plenty of opportunity to practise language in situations which encourage them to communicate their needs, ideas and opinions” [1]. “To develop an ever improving capability to use English to communicate with others; to acquire, develop and apply knowledge; to think and solve problem; to respond and expression to experience; and within these contexts, to develop and apply an ever-increasing understanding of how English is organised, used and learned” [2].

Where possible, language practice should resemble real life communication with genuine exchange of information and opinions [3].

Note that reference is made here to both spoken and written English to producing as well as receiving language. The effusive movement in ELT encompasses all modes of language use. It has, as one of its bases, a concept of what it means to know a language and to be able to put that