ЕУРАЗИЯ 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»

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Астана

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

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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.

the train departures, prices, etc. they role-play the interaction without looking at each other's cue cards.

Too often, a 'new' approach appears to completely dismiss the previous one. This is not always the intention, but probably more a result of the enthusiasm of practitioners exploring and implementing fresh activities or opportunities. Also, throughout the CLT debate, there seem to be dichotomies which are employed to argue for its irrelevance. "It is evident that CLT has gathered a range of characteristics, perhaps more through misunderstanding or by association, but it is actually not as incompatible with other valued practices as it is sometimes made to appear. In practical terms, whether assisting mixed-ability classes, aiding motivation, leading from a focus on form to one of fluency, or supporting learning, it has a lot to offer the EFL teacher.

Now that the initial wave of enthusiasm has passed, however, some of the claims of CLT are being looked at more critically" [11]. The adoption of a communicative approach raises important issues for teacher training, materials development, and testing and evaluation. Questions that have been raised include whether a communicative approach can be applied at all levels in a language program, whether it is equally suited to ESL and EFL situations, whether it requires existing grammar-based syllabuses to be abandoned or merely revised, how such an approach can be evaluated, how suitable it is for non-native teachers, and how it can be adopted in situations where students must continue to take grammar-based tests. These kinds of questions will doubtless require attention if the communicative movement in language teaching continues to gain influence in the future.

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IMPLEMENTING GAMES TO CONTENT ADOLESCENT ENGLISH LEARNERS' NEEDS

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Games being an efficient teaching tool are often underestimated by many instructors who presume that they are appropriate only for primary school learners. Notwithstanding, we should not consider games as just child's play, but rather as a medium that can be utilized for teaching English

learners at all ages. Games encourage learners to interact, cooperate, and be creative as well as spontaneous in using the language in a meaningful way.

This article provides new perspective on this age group's typical behaviors and examines games and techniques that help adolescents stay focused and succeed in learning English.

The benefits of games range from cognitive aspect of language learning to more co-operative group dynamics. Consequently games are highly motivating, they are amusing and at the same time challenging. Ersoz states that games can be used to give practice in all language skills and they can be used to practice many types of communication [1].

Huyen identifies the following advantages of using games to learn vocabulary in the classroom:

−games add relaxation and fun, so the learners retain words more easily;

−games involve friendly competition, so it keeps learners interested and motivated;

−vocabulary games bring real world context to the classroom [2].

Likewise Mei emphasizes game's positive impact asserting that it encourages active learning, as well as collaboration and interactivity. Interactive learning techniques also hold memory, performance, and social benefits [3]. According to I-Jung, the advantages of implementing games in language learning comprise: learner-centred approach, encouragement of creative and spontaneous use of language, and facilitation of participatory attitudes of the learners [4].

Hong proposes a few questions to keep in mind when considering which game to opt for diverse age groups:

−Which language does the game target?

−Which skills does it practice?

−What type of game is it?

−What's the purpose for using it?

−Does it fit the students?

−How could I simplify or make it more complex if necessary?

−How much interaction and participation is there?

−Do I like the game myself? [5]

Before addressing these questions characteristics of adolescents' development should be delineated to have an explicit understanding of the specific age group peculiarities.

Working with teenagers has never been an easy task. This seems to be a notion shared by language teachers all over the world. While some instructors are very keen on working with this special age group, others are not fond of the challenge [6]. According to recent research in the neurosciences, the reasons may lie in the maturing brain of the adolescent. At their age teens are undergoing many physical and cognitive changes that manifest themselves in the classroom.

A lot of crucial changes occur in young people's life. They shift from the carefree childhood to the more intricate adult world [7]. This is a time of physical, emotional, and moral development. First characteristic feature of adolescence is physical change. Teenagers experience growth spurts, which relate to the rapid skeletal enlargement, muscle and brain development, along with sexual and hormonal maturity.

Another major characteristic worth to mention is socialization. Adolescents start to socialize with their peers rather than with the family. During childhood, kids treat their parents as adult role models, but it changes through the adolescence time. Nevertheless, it does not mean that the family is less important for teenagers. They simply try to be more independent and define who they are, and that is more possible with an interaction of the peers. According to Bishop and Inderbitzen peer groups serve a number of important functions throughout adolescence, providing a temporary reference point for a developing sense of identity [7]. Through identification with peers, adolescents begin to develop moral judgment and values. Adolescents are conscious of the fact that they may be judged by the others through their behaviour and appearance, that is why they pay the huge attention to the clothes and other things just to fit to "their society".

Teenagers' way of thinking and reasoning also undergoes some transformations. They begin to comprehend the abstract things, develop their language skills as well as verbalization that enable them to communicate in a more extensive way. Abstract thoughts help teenagers in developing a sense of social consciousness and justice; moreover, they make it easier for teens to decide if their choices are right in accordance with their moral constituent. Following Piaget, adolescents have an ability to consider situations logically, taking into account their cause and effect concepts and use symbols through the means of broad imagination [8].

Adolescents' emotional state is exposed to alterations as well. Adolescence is a period when teenagers are going through the so-called "emotional storm". Parents and teachers may observe aggressive behaviors and some discipline problems. Adolescents become irritable and moody, their curiosity and willingness to experiments increases. The fact that adolescents have more independence is one of the reasons for their insubordinate actions. As the parents do not have constant control of their life anymore, teenagers start to take advantages of that. Behavioral problems might result in depression, unwanted pregnancy or even crime troubles.

Yet the obstacles to teaching teens are not insurmountable and can be managed to a large extent by understanding the underlying causes of teen behavior and making pedagogical choices designed to deal with their physical and emotional state. Teenagers have specific needs and recognizing them helps teachers establish a meaningful learning environment. Among the most significant needs Patricia Lauría de Gentile and Ana María Leiguarda de Orué accentuate the following five:

–the need for play and social interaction;

–the need for rest;

–the need for physical activity;

–need to learn in a stress-reduced environment [9, p. 17].

Unfortunately, to most teenagers, being in class will hardly seem as exciting as hanging out with peers. They also generally find it rather difficult to postpone what they find more fun and usually have to make an effort not to fall asleep. However, we can deal with these problems by developing appropriate game activities. Suggested activities and techniques that support physical movement, encourage social interaction, and reduce stress are depicted below.

Game 1: Card game

Goals: To include physical movement to fight sleepiness and boredom and to reinforce grammar or vocabulary points.

Materials: Two sets of 30 numbered cards to be divided among the players; each numbered card contains half of a sentence.

In the card game groups of students match two parts of a sentence together to form one grammatically correct sentence. Depending on the size of the groups, each player is given six or eight numbered cards containing half of a sentence. All cards used by each group must have a corresponding card with the same number. The players sit or stand around a table and place a card under their right hand. Players pass one card at a time to the player on their right and quickly snatch the card that they get from the player on their left. If a player gets a card with a number that matches one of his or her cards, the player shouts "Pig!" and slaps the two cards down on the center of the table. The rest of the players have to quickly put their hands on top of the hand of the player who shouted "Pig!" Next, the student has to readout both halves of the sentence correctly. If he or she fails, the player on the left gets a chance to form the correct sentence. The player who says the sentence correctly keeps the pair, and the player who can form the most correct sentences is the winner.

Students should try to form a sentence only when the cards match. If the cards are not numbered, the game can slow down—and the fun slips away—because players have to spend too much time reading the cards and thinking of possible combinations. In order to involve teenage students as much as possible they can prepare the cards themselves with examples and the materials needed to complete the task. This activity is optional, but it can engage students and, at the same time, reduce teacher's preparation time.

Game 2: Whiteboards

Goals: To practice vocabulary, grammar, and spelling; the activity can be adapted to different English proficiency levels.

Materials: A whiteboard, a marker, and a disposable tissue (e.g an eraser) for each group; inexpensive homemade whiteboards can be prepared by placing a white piece of A4 cardboard inside a clear plastic sheet holder.

In this activity, students sit in groups of four to six and quickly write an answer to a question from the teacher or another student on their team's small whiteboard. This activity can be used for a wide range of topics. Thus, if working with beginners, for example, the teacher may read the sentence "*The ball is between the chair and the table*," and students must draw the scene in no more than 30seconds. At the time limit, students put their whiteboards up to show their answer, which can be checked by the teacher and/or other students. The same is done to practice spelling: words are called out and the students write them down on the whiteboard. With more proficient learners, a gapped sentence is read and learners write down the word that best fills in the blank. Teens generally welcome the opportunity to manipulate a whiteboard and markers, as the activity involves movement and adds variety to the class.

Summing up, teaching teenagers a foreign language is a challenge that requires a teacher to be both flexible and resourceful. Adolescents' disobedient behavior is strongly related to the fact that adolescents go through a very stormy period, including significant psychological and physical transformations. Recent brain-based research throws light on why teenage students need to move, play, and interact with peers, and why, despite all our best efforts, they sometimes doze off in class. A teacher who realizes why teenage students maybe drowsy in class, seem unmotivated, or have rash reactions will be better able to deal with these issues and be a more effective teacher.

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