

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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while consonants in some languages are incapable of doing it. But in a number of languages, English included, some sonants are also syllabic because they have strong vocalic features.

Accordingly, a syllable is a complicated phenomenon, which can be studied on four levels:

1. acoustic;
2. auditory;
3. articulatory;
4. functional.

We have come up to the conclusion it should have been investigated more deeper.

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BENEFITS OF IMPLEMENTING DIGITAL STORYTELLING IN EFL CLASSROOMS

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“There is no society that does not highly value fictional storytelling. Ever.”

Orson Scott Card

Stories are considered as an essential tool for the passing and imparting knowledge and values across generations from the first pictures on the wall. It is natural and effective way of communication and exchanging knowledge and experience. Stories were told to model values and behaviors, to explain the purpose of mankind, to celebrate rituals and ceremonies, and for elders to share their knowledge with the community (Koki,1998). The Gere defines storytelling as “the act of using language and gesture in colorful ways to create scenes in a sequence”(Gere, 2002). By word of mouth: A storytelling guide for the classroom. Honolulu, HI: Pacific Resources for Education and Learning). Since storytelling represents a crucial form of delivering knowledge, its integrating into leaning process is inevitable.

In 21st century rapid evolving of modern technology and CMC gave stories and storytelling a fresh start and became a digital storytelling movement. The Digital Storytelling Association defines digital storytelling as “the modern expression of the ancient storytelling using digital media-rich stories to tell, to share, and to preserve. Digital stories derive their power through weaving together images, music, narrative and voice, thereby giving deep dimension and vivid color to characters, situations and insights. (Digital Storytelling Association, 2002)

The subject of a digital story may be as diverse as the used multimedia devices. Robin points that The Educational Uses of Digital Storytelling Web site at the University of Houston sorts example digital stories into three major categories: personal narratives, stories that inform or

instruct, and stories that examine historical events. (Robin, 2008) The flexibility and manifold possibilities for subject matter allow digital storytelling to fit into diverse curricular areas, including EFL. Digital storytelling is used as an embodiment of multimedia production for education purposes. Therefore, this is becoming a part of our lives, and is on the threshold of becoming an important part of teaching and learning as well. All of this is being facilitated by ready access to hardware, such as digital cameras and scanners, in conjunction with easy to use software. Many educational institutions have already been exploring the application of digital storytelling for the past few years (Robin, 2008).

Digital storytelling can thus facilitate teaching and learning, enhance motivation and offer students plethora of possibilities. It can be a helpful educational tool as it provides a vehicle for combining digital media with innovative teaching and learning practices. Apart from building on learners' technology skills, digital storytelling encourages additional educational outcomes (Dakich 2008,) Scholars have identified that storytelling is an effective instructional strategy for promoting learning motivations and improving the learning performance of students (Schank, 1990). Thus, it enhances learners' motivation, and helps teachers in building constructivist learning environments that encourage creative problem solving based on collaboration and peer-to-peer communication. In addition, digital storytelling can be used to facilitate integrated approaches to curriculum development, and engage learners in higher order thinking and deep learning (Dakich, 2008).

Digital storytelling is developing as a communication, teaching, research and personal reflection tool. There is a growing volume of literature and application emerging from worldwide. Many developers provide teachers with free application and online tools for convenient creating digital stories.

1. ZooBurst

ZooBurst is digital storytelling tool that will allow both teacher and students to create their own 3D pop-up book. The tool provides 10,000 free images and materials available within the built-in database. ZooBurst authors can share their books with others using hyperlinks or embedding in any blog or website. This tool is the most suitable for young learners. It is free, while premium version is paid with some advanced features.

2. StoryBird

StoryBird is one of the most popular tools among teachers and learners due to its clearness and user-friendly interface. By using StoryBird, you can write, read and share stories. Animators and illustrators from around the world have made their artwork readily available so that writers of any age can use the artwork and turn them into innovative, creative and exciting stories.

3. UtellStory

UtellStory is a free multimedia storytelling and sharing community. It allows you to create and share stories. The story can be a simple image or a combination of multiple images, video, audio recording and background music to engage your audience and make an impact.

4. The Art Of Storytelling

The Art of Storytelling is a project created by The Delaware Art Museum. It invites online visitors to use and utilize the collections housed by the museum in an innovative and creative way to create stories. Then, they can share these creations by either emailing them to a friend as well or by publishing to the site, so that other visitors can see them too.

5. Story Maker By The British Council

Created by a reliable developer, the British Council, this tool proves to be quite good for the purpose of storytelling. There are 3 genres of stories that you can create: fairy, horror and science-fiction. It has a simple easy to use interface which allows you to create stories by using built-in characters, answering the questions or by using the drag-n-drop function.

Using digital storytelling as a teaching tool can allow students multiple ways to explore language, identity, and their place in schools, all the while acquiring language skills that are vital to educational and career opportunities.

Recently, digital storytelling has become a subject of wide speculation. In the last decade many scholars and methodologists conducted research to ascertain the effectiveness of digital stories in school.

Miller points, that many students, especially struggling readers and writers, will be highly motivated by the personal nature of storytelling and the integration of technology. As they construct their stories, students will be reading for depth and understanding, and gaining proficiency with the technical aspects of language (Miller,2009).

According to Gregori-Signes research, stories could be developed as part of subjects such as History and Culture of English-speaking countries, Pragmatics, and Sociolinguistics and may also help in grasping genre and subgenre conventions (Gregori-Signes, 2007)

Furthermore, During her investigation Brenner indicates student collaboration of digital production or peer editing of narrative text reveals moments of engagement, leadership, and students taking control. Furthermore, digital media production provides a meaningful vehicle for assessment (Brenner, 2014)

Abdolmanafi-Rokni & Qarajeh emphasize, that digital storytelling not only enhances the speaking ability of learners but also has a considerable effect on students' motivation toward language learning in general and speaking skills in particular. Digital storytelling and story making provide opportunities for sharing thoughts and ideas as a class, group or individually. It is a motivational tool which encourages learning, good communication skills and engagement in writing (Abdolmanafi-Rokni&Qarajeh, 2014).

Moreover, Smeda in by the research proves, that to use digital storytelling to integrate instructional messages with learning activities to create more engaging and exciting learning environments. This teaching approach enhances emotional interest and cognitive attention, and reflects consistent and reliable transfer of knowledge in line with modern learning theories (Smeda, 2014).

Considering Barrett's findings, it can be concluded that digital storytelling combines student engagement and effective integration of technology into instruction, which are student-centred learning strategies (Barrett 2006).

Thou, numerous investigation in the area of implementing digital storytelling demonstrate benefits of utilizing digital stories in EFL classrooms and prognosticate its further progress. Storytelling today is increasingly recognized as having important theoretical and practical implications.

One of the reasons for using the technique of storytelling in the classroom is that it allows the modeling of language patterns. Learners can imitate the structure and the sounds they hear (Abdolmanafi-Rokni & Qarajeh, 2014). While the teacher is reading, he/she can infuse the syntactic order of the written language with pitch, juncture, stress and other paralinguistic uses that contribute to the interpretation of the passage. Imitation of the sounds has the influence on the enlarging vocabulary that is a result of hearing stories and poem. Also, hearing words in contexts gives a leaner a clear picture of relevant usage of the receptive vocabulary and gives the listener alternative ways to express him/ herself.

In conclusion, the usage of digital storytelling in EFL classrooms benefits significantly compared with the traditional teaching. Digitals stories do have a positive impact on the learners' performance. They arise interest in the reading process, stimulates discussion, and enhances self-confidence in the participants. Digital storytelling also allows students use language in a spontaneous, conversational and communicative way. It serves to improve self-awareness, visual imagery, and cultural knowledge.

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USING NEW INFORMATION TECHNOLOGIES IN GRAMMAR TEACHING AT THE ENGLISH LESSON: THE COMPUTER PROGRAM “TELL ME MORE”

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In recent years, the question on the application of new information technologies in secondary school has been raising more often than ever before. This is not only new hardware, but also new forms and methods of teaching, new approach to teaching. The research work will examine the benefit of using “Tell me more” computer program. The experiment described in this work will increase students’ level of grammar.

Keywords: Computer program, secondary school, teaching English

Using a computer at the English lessons can solve a series of didactic objectives: to shape the skills of reading, using materials of the global network; improve writing skills of students; to widen students’ vocabulary; form students' sustained motivation to learn English. [6]

Thus, the topicality of the research work can be argued by the significance of the problem and at the same time its insufficient development for use in most secondary schools.

1. New information technologies in teaching English

Currently, a significant transformation in the field of education has affected teaching foreign language at school. In particular, new information technologies such as the use of Internet resources, educational computer programs, etc. have been intensively introduced in the field of education.

Researchers such as Polat E.S., Dmitreeva E.I., Novikov S.V., Polilova T.A. Tsvetkova L.A. are actively engaged in development and implementation of new information technologies in the educational process [5].