

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



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Студенттер мен жас ғалымдардың
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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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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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24% of the sampled slogans, while alliteration and onomatopoeia can be considered the rarest sound techniques used in slogans as they were found in 8% and 2% of the analyzed slogans respectively. Lastly, the most often used rhetorical device in the other rhetorical devices list is hyperbole, which was observed in 24% of all the sampled slogans, while the rarest is antithesis and comparison, which was identified in 4% of the analyzed slogans.

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ACTIVE VOCABULARY EXTENSION BY MEANS OF AUTHENTIC TEXT READING

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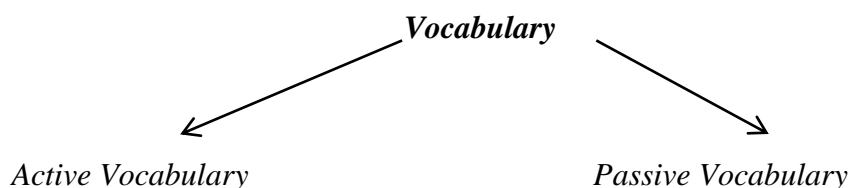
Vocabulary is the main building block of the language learning. The words arrange together on a grammar base and form the whole building of message. One cannot learn language without vocabulary. According to the Steven Stahl "Vocabulary knowledge is knowledge as well as the knowledge of a word not only implies a definition, but also implies how that word fits into the world"[1, 45].

Each teacher does know that it is impossible to build a solid language base of schoolchildren without assimilation of lexical material. Creative teachers are trying to find out best methods of teaching and test in practice their effective methods of lexical material control.

Lack of vocabulary is a feeling of uncertainty among students and unwillingness to speak a foreign language. Therefore, one of the main objectives of the foreign lesson is to expand their active vocabulary. Basically vocabulary of students is increased due to the vocabulary of the texts.

How can we teach it to our students, or rather, help them to be able to communicate by reading, speaking, writing, auding on the basis of good command of vocabulary? Foreign language teaching methodology specialists distinguish *active vocabulary* (for productive forms of speech activity—i.e. for speaking and writing), *passive vocabulary* (for receptive forms of sp. activity, i.e. for listening and reading) and *potential vocabulary* which implies knowledge of suffixes, prefixes, word- derivatives and conversion. By teaching vocabulary for active use we mean to enable

students to understand correctly the meaning of words, explain their meaning and freely use vocabulary (active, passive or potential), as well as to expand it.



The terms “active” and “productive” as they appear in the area of language skills and vocabulary, have often been used interchangeably with the terms “productive” and “receptive” respectively.

According to the Stuart Webb productive vocabulary is the words that the learners understand and can pronounce correctly and use constructively in speaking and writing. It involves what is needed for receptive vocabulary plus the ability to speak or write at the appropriate time. Therefore, productive vocabulary can be addressed as an active process, because the learners can produce the words to express their thoughts to others [2,33-52].

Active vocabulary consists of words which one can be used in speech and writing definitely and accurately. Active vocabulary refers to the productive part of language. It comprises the words one uses confidently because a student understands their meanings and usage.

Crow differentiates between the two concepts in the following manner in his book “Receptive vocabulary acquisition for reading comprehension”: productive knowledge of a word is traditionally defined as what one needs to know about a word in order to use it while speaking or writing (productive channels); receptive knowledge is what one needs to know in order to understand a word while reading or listening (receptive channels).[3,242-250]

Active vocabulary of a language calls for:

1. The use of a correct word in an appropriate place.
2. The spontaneous recall of words.
3. Grammatical accuracy i.e., use of correct tenses, inflections and word order.
4. In speech, fluency and ability to reproduce correct sounds, pronunciation, intonation, rhythm etc.

Passive vocabulary calls for:

1. Recognition of vocabulary in speech or writing.
2. An acquaintance with major grammatical items or forms.
3. The skill of stimulating rapidly the sense of large word groups

Mastering the complete lexicon of English is not possible for either second language learners or native speakers .[4,31] One may infer that even native speakers may not acquire a large vocabulary. A huge number of words cannot realistically be taught or learnt through explicit study. Thus, second language learners should pay attention to the most common words in their learning process since they may not learn the complete lexicon. Learners may benefit from knowing the most frequent words in any language since these words are the most useful and they give learners a basic set of tools for communication [5,149-163]. They can be high-frequency words many times in a text. It is very vital to pay attention to the 2,000 most frequent words because these words cover a very large proportion of the running words in spoken and written text and occur in all kinds of uses of the language, and learners should be taught these most frequent words [6,55]. Nation P. assumes that about 87 percent of the words in a text are high frequency words. If a learner knows the most frequent 2,000 words, then he may understand most of the words in the text, although this may not be enough for complete understanding of the text.[6,23]

Henriksen provides a description of the various aspects of incremental development in vocabulary knowledge. The first aspect is the partial-precise knowledge dimension. Here, learners may have vary degrees of knowledge. The second aspect is the depth of knowledge dimension.[8,303-317]. The author Read J broadly defines the concept of ‘depth’ as “the quality of

the learners' vocabulary knowledge"[9,355-371]. Depth of knowledge requires mastery of a number of lexical aspects. The third aspect is the receptive-productive dimension. The division between receptive and productive vocabulary is accepted by most researchers. They mainly agree that a learner firstly acquires a word receptively and then he uses the word productively.[10,23-26]

Taking into account the empirical aspect we would like to focus attention on the experiment conducted at School №56. The purpose was to investigate how reading skills can be effective for students to improve their vocabulary in using foreign language. Firstly, two diverse levels of groups (English) were chosen to pilot this study. The first group (lyceum class) was Class 9"A" and Class 9"B" in which Basic English (B1) was taught. Thus, these students' level was Pre-Intermediate. The second group was Class 8"B" which English language is taught deeply. Their level of English can be defined as Intermediate.(B2). They are taken 3 different skills as well as they have practiced reading comprehension, critical reading and essay writing. The new reading component was an appropriate material to the nature of the study. The research was conducted in three lyceum classes.

There were 46 students of diverse lyceum classes at School №56, 20 male and 26 female students whose age ranged from 13-16. 31 of them were students of the first group and the other 15 were the students of the second group. The reading passage task was done partially in English. The each 3 texts comprises of 190 words. According to the texts, several types of tasks were provided. It compiles 3 steps:

1. Reading the text.
2. Matching the words with the pictures.
3. Using the new words to complete the sentences
4. Reading the text and writing short summary according to the text

Dwelling on new vocabulary, students were divided into different groups, they did some exercises, making suggestions and using them in a monologue and dialogues. The students prepared special presentations of new words, the association carried out (which used pictures or other words). Knowledge of the use of words in their speech and in writing was tested.

As the level of English in two groups was mainly between Pre-Intermediate and Intermediate, they believed that reading texts was influential in increasing active vocabulary. Partially, first group asserts that short stories helped them to improve their vocabulary skills. Making picture stories, posters and drawing practices was the most beneficial group work for discussing reading passage. Especially, second group students (8"B" class) believed that drawing pictures was a great fun and playing vocabulary games gave them more opportunities to extend their vocabulary.

Lack of vocabulary triggers the uncertainty among students and unwillingness to speak a foreign language. Reading does not mean learning the language, an independent kind of speech activity as well teachers need to teach separately understanding of the text. However, according to the experiment, firstly, students need to focus on unfamiliar words used in the text, and then the actual reading, the control of understanding of the content, then students can understand the meaning of the whole text.

Nowadays, reading foreign language texts help people exchange information between different countries. Educated person is more attached to the reading of fiction, journalistic, technical literature, as well as newspapers and magazines in foreign languages. This requires appropriate skills and abilities such as active vocabulary as well as critical thinking and understanding. Therefore, one of the main tasks of learning a foreign language in high school is extension of active vocabulary by reading authentic texts.

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THE ROLE OF MOBILE PHONES IN TEACHING ENGLISH

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Our world today is obsessed with doing everything quickly, learning included. Self-study is obviously important in language learning. From my experience, as little as one hour a week of self-study can boost a student's progress immensely. Technology is transforming how we communicate, socialise, play, shop and conduct business. These profound changes place increasing pressure on the traditional models of language learning, such as teaching in a formal classroom setting. They also present us with amazing opportunities to re-design the way we teach and learn English. However, mobile devices allow us and our learners to interact seamlessly with each other, in both formal and informal learning contexts. For example, a teacher can encourage students to create a personal visual story about their daily routine. The student can take a series of snapshots of moments in their day — for example, their alarm clock, a toothbrush, a cup of coffee, their walk to work, etc. — and describe the actions to the teacher. For example, ‘I take a shower and get dressed...’ This will often highlight aspects of language that require teacher input.[7]

Normally teachers are good at organizing, managing and conducting activities. However they feel the heat at times. Apps can help to achieve better performance in organizing, managing, and monitoring classroom activities. A study “Living and Learning with mobile devices” by Grunwald Associates suggests that 28% of middle school and 51% of high school students carry a smartphone with them every day. “In my high school days I always had a difficult time managing all those lecture notes, assignment sheets and reading material. I would have loved to use Google Drive back then. Google Drive can even help teachers in sharing assignments, syllabuses, and reading materials through few taps and clicks” says the professor of research center LJK.[9]

A good bit of news for all the environmentalists and eco-friendly people out there; using apps for learning and teaching reduces paper usage and it is cost effective too. Count all those trees we can save by just assigning quizzes, assignments, reading materials, and books through Google Drive and Dropbox apps.

As the use of mobile technology is increasing, why not offer students the possibility to study anytime, anyplace and at their own convenience through their mobile devices? When we had our