

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
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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The IB programmes' emphasis on intercultural awareness prepares students for a world where diversity has become a feature of everyday life. As George Walker, the former Director General of the IB, has pointed out, we are increasingly living next to, working alongside, sharing our leisure with, choosing our partner from, people with different cultural backgrounds [4].

Thus, it is becoming apparent that we need to encourage students across the world to become open-minded and teachers play a vital role in doing so.

Michael Worton, Vice-Provost of University College London, has been quoted as saying: "To learn another language is quite simply and profoundly one of the best ways of learning to recognize the world and to see how others and otherness inhabit it. It is an education in difference as a pathway to understanding how to contribute to [...] global citizenship" [5]. Investigating the possible interpretations of any communication and consequent available choices is part of being interculturally aware. With this awareness, learners are able to become decentered from any unilateral cultural-based assumptions and continually question their borders of identity.

Earlier our President N.A. Nazarbayev has already set a high bar to the domestic education. It should become a competitive, high-quality, so that graduates of the Kazakh schools could easily continue their education abroad. That is why we need to seek only best programmes to apply to our schools. Even though it might seem that it is virtually impossible to make every school to adapt these programs, we should try to learn from them. If possible, come up with our own vision of how schools should be run and what programmes will fit best our schools. We should also bear in mind that knowledge should not be limited to a select few. The store of knowledge expands throughout the world and all of the world's people should have as much access as possible.

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CHOOSING AND USING VIDEO / FILM ACTIVITIES FOR TEACHING AND LEARNING ENGLISH

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Video technique or video tapes have a great importance in the teaching process. Using this aid helps the teacher to explain lessons and to motivate students more and more. Nowadays, every teacher and every student knows the need for using video technique as educational aid, but the problem is how to use that technique in classroom. Dudeney and Hockly (2008) note that, "teachers are often far less skilled and knowledgeable than their own students when it comes to using current technology".

In order to use films and videos fully in classroom, EFL (English as a Foreign Language) teachers should integrate pre-viewing, viewing, and post-viewing activities into the lesson. The nature and length of these activities depend on the selected film / video, student needs, students' ages, and instructional objectives. A teacher may choose to integrate all three activities in a given film / video lesson while planning only two for another lesson. Before presenting the video, the teacher should engage the learners' interest in what they will be doing and prepare them to do it successfully.

The primary purpose of pre-viewing activities is to prepare students for the actual viewing of a film / video. Because comprehension is partially determined by a student's own background knowledge, an effective pedagogical strategy is to devise activities that access this knowledge. A previewing activity is meant to acquaint students with the material that they are going to view and facilitate easier and better comprehension thus achieving successful results in language teaching. Consequently, the teacher may design this activity to help students with their language skills. Indeed, it is obvious for both the teacher and students to work cooperatively, deliberately, and simultaneously with the intention to develop the four skills (i.e. listening, reading, writing, and speaking). The activities listed below should be viewed as possible suggestions for pre-viewing activities.

Problem Solving. Students can be given a problem that highlights issues from the film or video. In small groups, students can discuss and attempt to solve the problem, later reporting possible solutions to the class. For example, if students were to view a video about women's roles in our society, the following questions could be provided to start a discussion for a problem-solving activity. Therefore, students discuss a particular woman's problem in their group and come up with a list of suggestions for her.

- a) Do you have any suggestions?
- b) What do you think are some options for (the woman's name)?

Brainstorming Activities. The teacher can pose questions or elicit information that link students' past experiences with the film / video. For instance, if the students are going to see a film that accompanies a unit on "Professions", students could participate in the following activity: Individually, think of five professions that can be dangerous or have risks. Write down the risks of those professions. Then, in groups, compare and discuss lists. Choose the three most dangerous professions listed and substantiate your point of view. After that, students could be asked to interview three students from other groups about the three most dangerous jobs selected in their original group. For example, "Would you like to be a _____? Why? Why not?"

Film Summary. Students can skim a written summary of the film / video for the main idea(s) and / or scan the summary for specific details. Teacher-generated questions help students locate the information for viewing comprehension. The teacher can also present a short lecture summarizing the main points of the film. To facilitate note-taking, a "skeleton" of the lecture notes can be distributed, with blanks for students to fill in missing information. Then the students can present their summaries verbally in groups or for the whole class. The next step in this activity is to see the film / video, thereafter the students choose the best speaker who presented the summary before the film. To terminate the given activity, the winner's speech can be presented before the audience.

Information-Gap Exercises. After introducing students to the topics of the film / video, they can fill in a grid similar to the one below with the following discussion of the information they noted down.

What I know about the topic	What I am unsure of about the topic	What I hope to learn about the topic

The primary purpose of viewing activities is to facilitate the actual viewing of a film / video. More specifically, these activities help students deal with specific issues and focus on character or

plot development at crucial junctures in the film / video. The activities listed below can be regarded as possible options to be used while showing a film / video.

Directed Listening. Students can be asked to listen for general information or specific details considered crucial for comprehension. Similarly, students can be asked to consider a particularly relevant question while viewing the film. This activity can be further transformed into discussion of what the students have found out by listening for general information and / or specific details.

Film Interruptions. The film can be interrupted in progress to clarify key points in the thematic development of the film. In addition, a film can be interrupted so that students discuss the content of the film up to that point or predict what will happen in the remaining portion(s) of the film. The latter exercise is especially effective in dramatic films / videos.

Second Screening. Films can be shown in their entirety a second time. However, the length of the film and the pre-viewing and post-viewing activities may make this option undesirable. It is important to keep in mind that if films / videos are primarily used as springboards for other classroom activities, it is not necessary for students to understand all aspects of the film / video. Second screening activity may also be used to focus students' attention on some particular information that can be a source of the following discussion.

Post-viewing activities stimulate both written and verbal use of the target language, utilizing information and / or insights from the film / video. Because the entire class now has a shared experience, designing post-viewing activities that extract main ideas, concepts, and / or issues from the film / video is effective. Post-viewing activities can easily lend themselves to writing and / or speaking practice. Ideally, the two skills can be linked, allowing students to use the information from a speaking activity, for example, in a writing assignment.

In-Class Polls or Interviews. Students can interview classmates to find out reactions to the film or to explore issues raised in the film. Students can report findings verbally (either to the entire class or to a small group) and / or in a written essay.

Film Summaries. Students can work alone or in small groups to identify the main points of the film / video. Students can then summarize main issues raised in the film in a written and / or spoken form.

Alternative Endings. Especially with dramatic story-lines, students can work together to come up with an alternative ending and report it in an verbal and / or written activity.

Discussion. Film-related questions focusing on issues, personal experiences, and / or cultural observations can be raised to stimulate small group discussion. Similarly, students can examine problems central to the topic of the film / video; working together, students can share insights, propose solutions, and later report them in spoken and / or written form.

Comparisons. Students can compare what they knew about the film / video topic before the viewing with what they learned as a result of the viewing in the form of discussion.

Agree / Disagree / Unsure Activity. Students can react individually to a series of statements related to the film / video. For example, during a unit on "Media", students can complete the following exercise:

Do you agree (A), disagree (D) with or are you unsure (U) about these statements?

- 1) Television is a wonderful educational tool.
- 2) Watching television is a waste of time.
- 3) Selective television watching is crucial.
- 4) People read less because of television.

After comparing answers in small groups, students select a statement that they either agreed with or disagreed with and comment on it in their discussion or dialogues.

Ranking / Group Consensus. By ranking various characters, issues, etc., of a film / video, students can attempt to reach a consensus.

Speech Organization. A number of exercises will help students with speech organization:

a) After eliciting the main ideas of the film / video, students can list details that support those major issues; and then the supporting details can be used to prepare a speech.

b) Teachers can cut printed film summaries into “strips”, comprising one sentence or an entire paragraph. Students can practice organizing their speeches by assembling the strips into logical order, thereby reconstructing the summary which can be presented to the group or class.

c) Based on a close examination of an introductory paragraph of the speech, focusing on certain features of the film / video, students can identify ideas to be developed in subsequent paragraphs. Once the main ideas of subsequent paragraphs are identified, students can compose those paragraphs.

d) This activity can also be presented in the form of the game called “Snowball”, in which the students can present one by one sentences or even paragraphs if their level of English is high enough.

Speed Speaking. After introducing a topic related to the film, students are asked to speak about it for a short period of time. The emphasis here would be on speaking fluency rather than accuracy.

Using Notes for Speech Practice. If students have taken notes while watching the film / videotape, students can pool their notes to obtain a more complete set of notes. Then, using these notes, students can prepare a brief summary or examine a particular aspect of the film / video.

Role plays / Simulation Games. Students can role-play characters or a situation from the film / video.

Debates. Students can hold a formal debate concerning an issue raised in the film. Such formal activities take careful preparation.

The pre-viewing, viewing, and post-viewing activities listed above represent a sampling of the types of classroom activities that can be utilized with films and videos. Teachers who recognize the needs of their students and have clear instructional objectives should be able to make productive use of these and other activities.

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MOTIVATION TO THINK CRITICALLY THROUGH POETRY USING MULTIMEDIA TECHNOLOGIES

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Poems and poetry based on activities seem to be effective in using in EFL classrooms [1, c11] for several reasons: (1) the use of poems is motivational raising certain dilemmas and, therefore, emotional responses [2, c 164]; (2) it expands learners' language awareness [3, c 37]; (3) it develops learners' interpretive abilities; (4) its brevity and comprehensiveness provide learners enriched data for discussion in classrooms [4, c 2].

Actually, poems can be studied in several ways: from linguistic features (when phonological, lexical, and syntactic features of the poems are discussed), semantic features (when different metaphors are discussed), stylistic features (whether the poetic expressions are colloquial or archaic), and thematic features [5]. This flexibility of poetic genres provides EFL teachers with