ЕУРАЗИЯ ҰЛТТЫҚ УНИВЕРСИТЕТІ

ЖАС ҒАЛЫМДАР КЕҢЕСІ

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
for students and young scholars
«SCIENCE AND EDUCATION - 2016»

2016 жыл 14 сәуір

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.

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CAMBRIDGE TEACHING TECHNOLOGY FRAMEWORK COMPONENTS

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Abstract: Cambridge English Teaching Qualifications have achieved wide recognition and acceptance by constantly evolving to reflect and encourage good practice in language teaching and teacher training. As part of that evolution, this framework has been developed to help explain clearly to teachers and their employers how our teaching qualifications map onto a core syllabus of competencies and how teachers are supported by our increased range of professional development opportunities. The Cambridge English Teaching Framework has been designed to encapsulate the key knowledge and skills needed for effective teaching at a variety of levels and in different contexts.

It aims to:

help teachers to identify where they are in their professional career ,,

help teachers and their employers to think about where to go next and identify development activities to get there.

Keywords: education, cultivation, learning, educational framework, an individual educational plan, teaching assistant, teacher, a pupil with special educational needs.

Each category and sub-category of the framework is made up of components. The explanations below set out what is meant by these components in the framework. They are intended to be indicative of the key principles and concepts relevant to each component and are not meant to be comprehensive.

1. Learning and the Learner

The following areas of knowledge and competence are grouped under the heading 'Learning and the Learner', and are important in that they provide a conceptual and theoretical basis on which teachers consciously or unconsciously develop their personal understandings of teaching and learning.

Learning theories; this refers to:

general learning theories (i.e., constructivism, humanism, behaviourism, social-constructivism)

concepts (such as multiple intelligences, motivation, scaffolding, experiential learning, higher order

FLA and SLA; this refers to:

-	theories of first (FLA) and second language learning (SLA)

-	concepts (such as critical period, immersion, information processing, implicit/explicit learning, comprehensible input, etc.)

-	demonstration of practical application for language learning and teaching.

-	Teaching, Learning and Assessment

-       The following areas of knowledge and competence are each important in their own right, but have been grouped together under the six sub-categories within the overall heading 'Teaching, Learning and Assessment' for ease of reference.

2.1 Planning language learning

Lesson planning; this refers to:

-       key concepts and principles (i.e., identifying learner needs, setting aims, anticipating learners' difficulties, staging and timing, selecting appropriate activities/materials/resources etc.)

-       following/adapting appropriate templates for individual lessons and a series of lessons

-       awareness of how effective teaching leads to learning

2.2 Using language-learning resources and materials

Selecting, adapting, supplementing and using learning materials; this refers to:

-       key principles for critically evaluating, selecting, adapting, supplementing and exploiting coursebook and supplementary materials

-       the demonstration of how to apply these principles to a selected coursebook unit or set of learning materials for a specified context in order to achieve desired learning outcomes

-       demonstrating the ability to improvise when certain learning materials, resources and technology are limited, unavailable or not working.

Using teaching aids; this refers to:

-       core techniques for using the board, visuals, realia and audio/visual equipment, as well as techniques for teaching without such aids

-       core techniques for using digital teaching aids (i.e., interactive whiteboards, PowerPoint, etc.)

Using digital resources; this refers to:

-       familiarity with key concepts related to digital teaching/learning (i.e., blended learning, flipped classroom, etc.)

-       core principles and techniques for selecting and using digital/online resources, where available, as a resource for learning (i.e., digital videos, podcasts, learning platforms such as Moodle, downloading tasks onto mobile devices, etc.)

-       key practical skills (i.e., computer skills, typing, searching the internet, finding web-based materials, use of social media, etc.)

2.3 Managing language learning

-       *Creating and maintaining a constructive learning environment*; this refers to:

-       key concepts and principles for learner-centred teaching, establishing rapport, classroom management, maintaining discipline (especially in large classes and/or with young learners).

-       demonstration of practical application through a variety of appropriate teaching techniques in a specified context in order to achieve desired learning outcomes.

Setting up and managing classroom activities; this refers to:

-       key activity formats for starting and ending lessons (such as warmers, fillers, etc.) key principles for giving and checking instructions, demonstrating activities, giving preparation time before activities, grouping learners, monitoring and checking learning, encouraging interaction with and between learners, etc.

Providing feedback on learner language; this refers to:

-       key principles and techniques for providing positive and corrective feedback:

-       -on learners' spoken language (i.e., teacher-led correction, reformulation, etc.)

-       -on learners' written language (such as use of drafting, error codes, etc.)

-       demonstration of practical application through a variety of appropriate teaching techniques in a specified context in order to achieve desired learning outcomes.

2.4 Teaching language systems

-       *Teaching vocabulary*; this refers to:

-       key principles and techniques for introducing and practising vocabulary (i.e., inductive/deductive presentation, creating a context, form/meaning/use, concept-checking, drilling, controlled/freer practice, etc.)

-       understanding of corpus linguistics and frequency, learning strategies (such as vocabulary journals, dictionary skills, etc.)

-       concepts such as synonymy / antonymy / hyponymy,lexical phrases, etc.

Teaching grammar; this refers to:

-       key concepts, principles and techniques for introducing and practising grammar (i.e., inductive/deductive presentation, creating a context, use of timelines, form/meaning/use, etc.)

-       understanding of different lesson shapes (such as Presentation Practice Production (PPP), Test Teach Test (TTT), Task-based Learning (TBL, etc.)

-       key terms for describing grammar

Teaching discourse; this refers to:

-       key concepts, principles and techniques for raising awareness of and practising discourse features (i.e., genre, coherence, cohesion, turn-taking, etc.)

-       key terminology (such as substitution, ellipsis, conjunction, etc.)

2.5 Teaching language skills

Teaching listening; this refers to:

-       key concepts, principles and techniques used in teaching listening skills (such as top-down vs. bottom-up processing, genres and text types, sub-skills, etc.)

-       understanding of different genres, types of listening texts and their purposes

-       difficulties learners face

-       ability to select appropriate texts

Teaching speaking; this refers to:

-       key concepts, principles and techniques used in teaching speaking skills (such as genres and text types, sub-skills, strategies, etc.)

-       key principles and techniques for correcting learners' spoken language.

-       understanding of different genres, types of speaking and their purposes, levels of formality, differences between spoken and written English

Teaching reading; this refers to:

-       understanding of different genres, types of reading texts and their purposes

-       „„„difficulties learners face

-       ability to select appropriate texts

-       dictionary skills (mono- and bi-lingual)

-       demonstration of practical application through a variety of appropriate teaching techniques in a specified context in order to achieve desired learning outcomes.

Teaching writing; this refers to:

-       key concepts, principles and techniques used in teaching writing skills (such as genres and text types, pre-/while-/post-writing activities, sub-skills, strategies, etc.)

-       key principles and techniques for supporting and giving feedback on learners' written language (i.e., process writing stages, peer-checking, drafting, use of error code, etc.)

-       ability to select appropriate models and tasks

2.6 Assessing language learning

Assessment principles; this refers to:

-       key concepts and principles (i.e., formative vs. summative assessment, validity and reliability of items, direct/indirect testing, etc.)

-       terminology (such as multiple choice, impact, etc.)

-       familiarity with a range of external examinations (such as *Cambridge English: Preliminary*, *Cambridge English: First*, *IELTS*, *TOEFL*, etc.)

-       Language Ability

-       The following aspects of teacher language are grouped together under the heading 'Language Ability', and are important in that together they constitute teachers' ability to use English effectively and appropriately in their daily work.

Classroom language; this refers to:

- demonstrating the practical ability to fluently and accurately use classroom language (such as introducing the topic of the lesson, instructions for activities, classroom management, explaining language, helping learners with their learning problems in class, talking with learners about their progress, etc

- demonstrating the practical ability to respond to learners' output in class (whether answering learners' questions or correcting their utterances), in both planned situations as well as the ability to respond spontaneously to unexpected learner output during the lesson.

Language models; this refers to:

- demonstrating the practical ability to provide accurate examples of the language points being taught (such as model sentences), to highlight the form, meaning, use and pronunciation of the target language.

Communicating with other professionals; this refers to:

- demonstrating the practical ability to interact in English with colleagues and other teaching professionals in a variety of contexts (such as the staffroom, staff meeting, lesson planning with teaching partners, workshops, seminars, conferences, etc.).

- demonstrating the practical ability to use language effectively when giving advice and making suggestions to other teachers, when meeting new teachers and talking about themselves, when presenting a task, when reflecting on and/or evaluating their lessons, and when participating in face-to-face and/or online discussions.

- *CEFR level*: while a certain level of language proficiency is clearly required in order to teach language effectively, the minimum language level required of any teacher is likely to vary depending on the teaching context and language levels of the group of learners being taught. See CEFR levels1 for guidance

- on language proficiency.

- Language Knowledge and Awareness

- The following areas of knowledge and competence, presented together under the heading 'Language Knowledge and Awareness', provide the linguistic basis on which teachers develop their personal understandings of teaching and learning, and also play a critical role in how teachers make sense of and facilitate learning in the classroom.

Language awareness; this refers to:

- the ability to analyse spoken and written language form, meaning and use at sentence, word and discourse level, when planning, teaching and marking learners' written work

- the awareness to be able to analyse classroom language used by the teacher and learners

- demonstrating the practical application of this ability and awareness for language learning and teaching when planning and in class.

Terminology for describing language; this refers to:

- key terms used to describe language form, meaning, use and phonology at sentence, word and discourse level

- demonstration of practical application for language learning and teaching when planning and in class.

Reference materials; this refers to:

- awareness of a range of relevant print and digital resources for researching language form, meaning, use and pronunciation

- demonstration of practical application for language learning and teaching when planning and for guiding learners both in class and outside class

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ШЕТЕЛ ТІЛІН ОҚЫТУ БАРЫСЫНДА ОЙЫН ЭЛЕМЕНТТЕРІН ҚОЛДАНУДЫҢ МАҢЫЗЫ

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«Ойын – бала үшін өмірлік тәжірибе»
М. Жұмабаев

Ойын дегеніміз – жас ерекшелікке қарамайтын, адамның көңіл-күйін көтеретін, ойландыратын үрдіс. Ойын – төзімділікті, алғырттықты, тапқырлықты, ұқыптылықты, ізденіпаздықты, іскерлікті, дүниетаным өрісінің көлемділігінің, көп білуді, сондай-ақ, басқа да толып жатқан сапалылық қасиеттердің қалыптастыруға үлкен мүмкіндігі бар педагогикалық, тиімді әдістерінің бірі.

Ойын туралы орыс педагогы А. Макаренконың айтылған сөздері орынды: «Оқушы өмірінде ойынның маңызы зор, ересек адам үшін еңбектің, жұмыстың, қызметтің қандай маңызы болса, нақ сондай маңызы бар. Жеке адам ойында қандай болса, өскен соң жұмыста да көп жағынан сондай болады. Сондықтан келешек қайраткерлерді тәрбиелеу алдымен ойында басталады. Ойын оқушылар үшін- айналадағыны танып- білу тәсілі»- деп тұжырымдайды.

Сонымен қатар, ойын әрекетінің теориясы мен практикасын отандық және шетелдік педагогтар, психологтар, социологтар зерттеуде. Мысалы: Иохан Хейзинганың «Ойыншы адам», Д.Б, Элькониннің «Ойын психологиясы», Эрик Берннің «Адамдар ойнайтын ойындар» атты еңбектері жазылды. Ойын теориясын зерттеуші Ресей ғалымдары А.В. Вербицкий, И.П. Пидкасистый, қазақстандық ғалымдар арасында Н.К. Ахметов, Ж.С. Хайдаров, т.б.

Педагогикалық үрдісті жетілдіруде ойынның маңыздылығын қазақстандық ғалым Н. Құлжанова да зерттеп, «ойын бала үшін еліктеу, инстинкт, күнделікті басты әрекет және оның жеке өмірі болып табылады» деп дәлелдеген.

Н. Құлжанованың айтуы бойынша ойын әрекетіндегі басты педагогикалық мақсаттары- баланың алдағы өміріне түзу жол салу, үлкендерге еліктеуі және өмірдің талаптарына сай бейімделуі ойынды әдептілік, тәрбиелік мақсатта пайдалануды көздедйді. Осы тұста ғалым бала ойын әрекетнде ғана тынығып, жұмыс жасап, өсіп жетіледі, оның ойлау қабілеті жетіліп, қарым- қатынас жасау мүмкіндігі артады деген пікірді білдірген.

М. Жұмабаев «Ойын- бала үшін өмірлік тәжірибе»- деп атап көрсетсе, ал, шетелдік ғалым Ж. Пиаже «ойын- баланың рухани дамуының негізі»- деген, сонымен қатар, К. Левин, Л.С. Выготский, Д.Б. Эльконин сияқты ғалымдар да өз еңбектерінде ойын әрекетінің оқу үрдісінде маңызды құрал болып табылатындығын атап көрсеткен.

Бастауыш мектеп педагогикасының қорында балаларда тұрмыстық сөздіктің, сөйлеу байланысының байытылуы және бекітілуіне ықпал жасайтын ойындар; сандық