ЕУРАЗИЯ ҰЛТТЫҚ УНИВЕРСИТЕТІ

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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.

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UNIVERSITY STUDENTS` PERSPECTIVE ON BLENDED LEARNING

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This research explored students' perspective of the appropriate mix of online and face-to-face activities at an Eurasian National University. Identifying aspects that students evaluate as supportive,challenging and efficient in their learning is important for the design of an appropriate mix in blended learning courses. Twenty-three students responded to a questionnaire containing 15 open-ended and closed questions. Applying both statistical and content analysis provides a deeper understanding of students' responses. Students like the flexibility and the convenience of online learning, but also the possibilities that derive from face-to-face interaction with teachers and peers for building personal learning networks. Students expect equal quality from all forms of learning delivery and were critical of the quality of online participation and lecture recordings. Blended learning is an approach that supports a range of learning styles and life styles.
Keywords: blended learning; design; learning delivery; students' experience; students'motivation; students' perception

Higher education institutions have long recognised that holding onto past learning and teaching practices is not congruent with the needs of our knowledge society. Universities have been challenged to position their institutions for the twenty-first century.This is not simply about applying new software or developing online learning modules,but rather it is about assisting learners to take advantage of web technology and community resources and to facilitate increasingly effective learning strategies [1,78].The teaching and learning literature reports a discrepancy between students' pLiterature: for flexibility and unsatisfactory experiences that can arise from engaging in a mode of study that provides flexibility through the inclusion of synchronous and asynchronous online components.Loneliness and isolation,lack of motivation, poor communication, fear of online communication and lack of guidance by teachers are reported as issues in online learning [2,34]. The literature provides some insight into a number of questions related to a successful blend. What is the right blend? How much face-to-face interaction and how much online interaction? What specific learning strategies and approaches should be used and in what proportions?We sought to explore these questions by asking students about their experience of blended learning at the Eurasian National University. In this programme, all students–both internal

and external – have equal access to all online tools and materials, as well as the option of attending face-to-face activities. Students can mix the activities and tools to suit their needs.

For the purposes of this study, blended learning is defined as the integration of useful aspects of online and face-to-face learning environments, where students and teacher interact both with and without the use of technology [3,12]. Blended learning is an approach that combines different delivery methods – online and face-to-face–and caters to different styles of learning [4,78]. The 'blend' can involve use of any form of instructional technology in combination with classroom teaching. Tselios et al.argued that 'blended learning provides the opportunity to integrate advantages offered by online learning with the best practice and benefits of traditional learning'. Blended learning is more than a simple integration of new information and communication technologies with face-to-face activities[5,68].Effective blended learning plays on the strengths of face-to-face and online learning and combines the best of both approaches to facilitate the best learning outcomes for students.It is an 'organic integration of thoughtfully selected and complementary face-to-face and online approaches and technologies'.The literature reports particular aspects of blended learning that students enjoy, including flexibility in terms of scheduling, online interaction and the teachers' availability.Students appreciate the higher quality and quantity of interaction with teachers and peers that blended learning can facilitate.The almost round-the-clock online availability of teachers and students, on the one hand, and the physical presence of the teacher for work guidance and interaction, on the other hand are found to be beneficial. The blended learning mode can bridge the gap between students and their teachers, as well as students and their peers. Effective blended learning can facilitate the development of a learning community,which promotes interaction between teachers and students and facilitates students' enjoyment of learning experiences.

Another aspect is students' and teachers' lack of the requisite skills in using technology effectively.Spencer specified this by stating that reading in digital format might not be beneficial for students' achievement[6,90]. In the case of the programme considered in this article, where online and face-to-face cohorts are taught simultaneously, learning design is more complex. In this context, the 'blend' is not just about the use of traditional and technology-assisted teaching practices, but also about the mix of synchronous and asynchronous learning experiences. In the early days of offering the programme externally, online students were simply provided with recordings of face-to-face classes. However, teaching staff quickly realised that it is not enough to format-shift face-to-face classes into the online environment. Approaches to teaching must be rethought for the online environment. Online environments provide a level of flexibility that cannot be found in a classroom environment, while face-to-face interaction provides the social interaction that is important for learning.

Participants were enrolled as full-time or part-time students.A self-administered online questionnaire was used to collect data from students who were geographically widely spread. The questionnaire contained 15 open and closed-ended questions that were used to collect both quantitative and qualitative data. Students' responses to closed questions based on a scale provided information about the frequency, effectiveness and enjoyment of learning tools' and resources' usage. Students also had the opportunity to respond in their own words to a majority of the questions, providing a better understanding of their feelings, motivations and satisfaction in regard of the programme.Statistical analysis and content analysis were applied to quantitative and qualitative data, respectively. Content analysis applying the inductive approach was used to analyse data from students' responses to open-end questions and students' comments at the end of each closed question. While the study yielded rich data about student experiences, the number of participants is too small to make a significant statistical claim and to generalise the findings for other higher education courses or institutions.

Students were asked about their pLiterature: for a particular mode of study (online or face-to-face), and about half of the participants indicated they prefer a fully online study mode. Of those students, two-thirds favoured asynchronous online learning exclusively, indicating they wished to engage with the material at a time that suits them best rather than at a specific time and date.

Flexibility, convenience and independence are characteristics of online learning that students indicated they value. Participants enjoyed the advantages of having permanent online access to materials. A third of the participants indicated their preference for face-to-face study. One student commented that frequent meetings with peers and teachers in class supported the development of a strong personal learning network. Students expressed that they prefer to ask their question directly to the teacher in the class. Two students mentioned that being on campus is good for engaging with peers and teachers. Lack of self-motivation was given as a reason for face-to-face learning by another student, explaining that there was an enforcement to do the work at class time on campus and that real time interaction assisted with students learning. Seventeen per cent of respondents indicated that they preferred the blended mode. These students found the mix of face-to-face and online mode to be beneficial to learning. One student stated that the flexibility is helpful as it allows study to be fitted around other commitments including work and study, while still providing opportunities to engage with peers in synchronous activities when possible. Another participant responded 'I like the ability to not to go to class, if for some reason I can't make it, but still find information online to compensate for that. I like [the fact] that I don't have to travel into the city all the time to complete my course'. On the whole, students with a preference for the blended mode value the freedom of choice in regard to ways of learning. The most common factors that cause students to prefer a blended mode are flexibility, convenience, interaction with peers and teachers, independence and balancing work commitments. Students were asked to indicate which of the methods and tools commonly used in the course aid their learning and which they enjoy using. As shown in Table 1, students may enjoy a particular method or tool, but not find it particularly beneficial, and similarly, they may find tools that aid their learning, but not enjoy using them. Students reported that short videos and screencasts were the most enjoyable tools (enjoyed by 91 per cent and 87 per cent of students, respectively), and the majority reported that these aided their learning (87 per cent and 91 per cent, respectively). Students reported short videos and screencasts were quick and easy to engage with and could be accessed in a variety of ways. One student stated that these kinds of tools make learning more valuable and support students with a preference for visual learning. It reflected the value students place on convenience, flexibility and the ability to use materials whenever and how often they want. The preference for short videos and instructional screencasts indicates a preference for short, concise learning materials, an idea that was supported by student comments. Three-quarters of students indicated that they found audio recordings of face-to-face lectures as an aid to their learning, but less than half of respondents reported enjoyment of this format of material. Similarly, only 57 per cent of respondents indicated they enjoyed using video recordings of face-to-face classes (although 65 per cent of students reported they aided their learning), indicating a low level of satisfaction with format shifting face-to-face classes. Reasons for this included technical issues such as recording failures and poor quality recordings.

Table 1. Students' experience with tools.

Material Aids	my learning (%)	Enjoy it (%)	No enjoyment (%)
Short videos	87	91	0
Instructional screencasts	91	87	0
Audio recording of lectures	74	48	17
Video recording of lectures/tutorials	65	57	13

Finally, students were asked to indicate whether they thought the blended mode was appropriate for their field of study. Eighty-five per cent of participants agreed that blended learning is an appropriate mode of study for their field.Despite a strong preference for internal study and only a 17 per cent preference for the blended mode, students were cognisant of the advantages of blended learning for their field of studies.The results of this study do not provide guidance on what

the 'right blend' of online and face-to-face learning might be. Instead, the results indicate that the 'right blend' is different for each student, dependent on their learning style and circumstances.
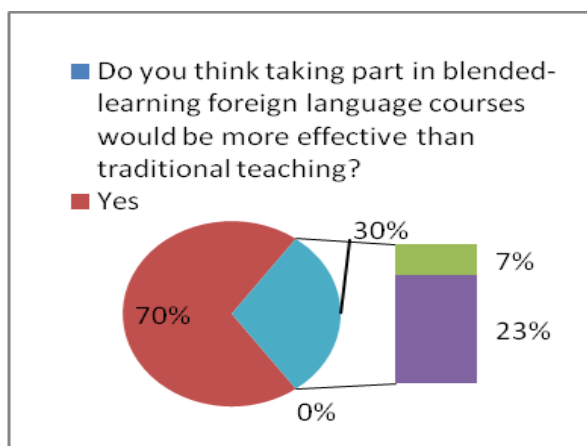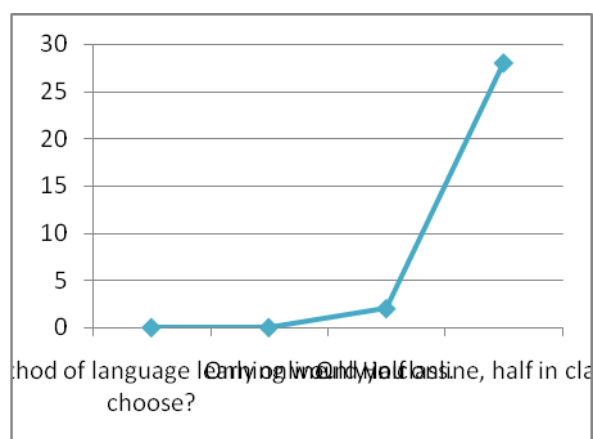

Diagram 1

Diagram 2

In this case, we made a questionnaire about using blended learning form from foreign(English)language learners.Data was collected from students of Eurasian National University and Opole University.This questionnaire was replied by 60 participants. The summary of the results are the followings;

-Gender of participants 14 of participants are men and 46 of them are women.

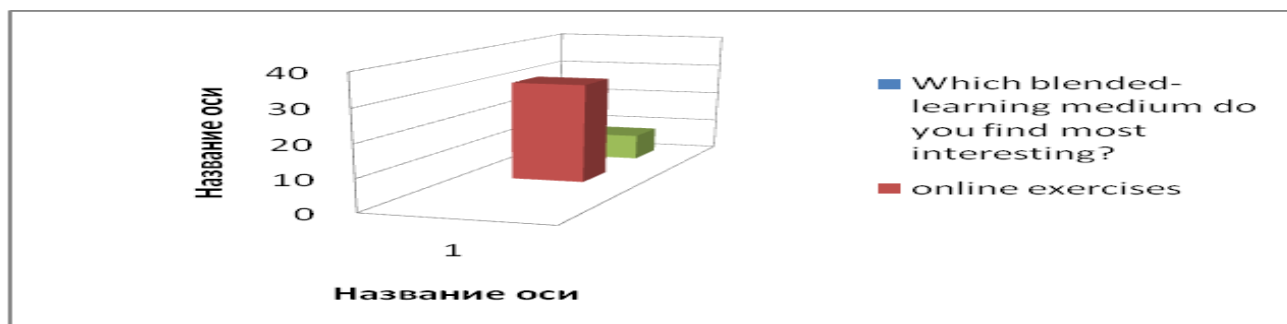-Graduation all of the participants are graduated from University.

Diagram 3

In diagram 1 we can see that 70 percent of teachers think that taking part in blended learning foreign language courses would be more effective than traditional teaching. Minority number of educators prefer the method of teaching only in class, but most of them choose half online, half in classes. It was clearly seen from the diagram 2.Online exercises the most interesting medium in teaching the English lesson in the form of blended learning than other mediums as:e-mail communication between peers or multi devices.Students' preference for individual and independent learning was found as an advantage in the blended mode. Both online as well as face- to-face students appreciate the flexibility of choosing between both learning environments in the programme. Identifying these pLiterature: is important for the further improvement of the blended approach meeting students' different learning styles.

In conclusion, teaching process in the form of blended learning lessons provide language teachers and learners with an effective method multiplying the time allocated to individual work and independent learning, trying out real life scenarios, and even building self-confidence in speaking a foreign language.

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УДК 81
КОНЦЕПТЫ «НАРОД», «НАЦИЯ», «ЭТНОС» В СОВРЕМЕННЫХ РУССКОМ И АНГЛИЙСКОМ ЯЗЫКАХ

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В последние десятилетия XXв сформировалась когнитивная лингвистика. В центре ее внимания — «процесс отражения сознанием человека окружающей действительности и преобразование этой информации в сознании» [1]. Предметом изучения и исследования данного направления является концепт.

В современной лингвистике термин «концепт» стал основным для многих лингвистических наук, в том числе и для лингвокульторологии. Фундаментальное и многоаспектное изучение концепта предполагает обязательное обращение учёных к анализу самых разных уровней или ярусов языка. Приоритетным, в данном случае, признаётся лексико-фразеологический уровень языка, так как именно на здесь наиболее ярко фиксируются в знаковой форме факты материальной и духовной культуры человека, отражаются ценностные ориентации того или иного социума, иллюстрирующая особенности менталитета конкретного человеческого сообщества, его лингвокультурную индивидуальность.

Заимствованный лингвистами из математической логики, концепт, со временем, изменил своё первоначальное значение, и в лингвистическом понимании концепта наметилось три основных подхода. В первом, концепт понимается в самом широком смысле, а в число концептов включаются лексемы, значения которых составляют национальное языковое сознание и формируют 'наивную картину мира' носителей языка. Д.С. Лихачев предполагает, что совокупность таких концептов и образует концептосферу языка [2], в которой собрана вся культура нации. Во втором направлении, концепт представлен в более узком понимании. Ю.С. Степанов и Нерознак к числу концептов относят семантические образования, отмеченные лингвокультурной спецификой и тем или иным образом характеризующие носителей определенной этнокультуры [3]. Такие концепты не образует концептосферы, но занимают в ней определенную часть, называемую концептуальной областью. В третьем случае, к числу концептов относят только семантические образования, список которых ограничен, и которые являются ключевыми в национальном менталитете его