



Студенттер мен жас ғалымдардың
«ҒЫЛЫМ ЖӘНЕ БІЛІМ - 2018»
XIII Халықаралық ғылыми конференциясы

СБОРНИК МАТЕРИАЛОВ

XIII Международная научная конференция
студентов и молодых ученых
«НАУКА И ОБРАЗОВАНИЕ - 2018»

The XIII International Scientific Conference
for Students and Young Scientists
«SCIENCE AND EDUCATION - 2018»



12th April 2018, Astana

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

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**СБОРНИК МАТЕРИАЛОВ
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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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- Counter - a special data type for unique (not repeated in the field) natural numbers with automatic build-up. Natural use - for order numbering of records.
- Logical - a type for storing logical data (can take only two values, for example, Yes or No).
- The OLE object field is a special data type intended for storing OLE objects, for example, multimedia objects. In reality, of course, such objects are not stored in the table. As in the case of MEMO fields, they are stored elsewhere in the internal structure of the database file, and only the directives to them are stored in the table (otherwise the work with the tables would be extremely slow).
- Hyperlink - a special field for storing URL addresses of Web-based Internet objects. When the link is clicked, the browser automatically starts and plays the object in its window.
- The substitution wizard is not a special data type. This is an object whose configuration can automate the input in the data field so that you do not enter them manually, but choose from the drop-down list.

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REVIEW ON AN ORGANIZATION OF SELF-STUDY WORK OF A LEARNER AND ITS FEATURES

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In 19th century, German educator and thinker F.A. Diesterweg while considering the idea of developing the mental forces of learners, noted: "Development and education cannot be given or communicated to any person. Everyone must achieve this through his own activity. A thing that a man has not acquired through his independence is not his." Based on aforementioned, the importance of the role of self-work in the learning process began to be realized long time ago. According to the experience of European universities, a student majorly gets an education not from solely attending lectures, and taking seminar hours, but mainly from a self-work, and a self-study of recommended materials, via writing essays and doing critical thinking exercises. Therefore, Self-Study Work (further - SSW) of a learner is becoming a leading tool in an educational process, as a result of modern requirements in educational system. As SSW helps a learner to effectively gain and expand her knowledge in an individual manner, and to solve problems, so its organization should be done in a concise and thorough way.

It is worth to mention that the problem and advancement of organization of SSW of a learner is constantly discussed in local and foreign platforms of pedagogical literature, scientific conferences, Internet forums and more. According to Russian researchers as K.J.Babanski, A.V.Usova SSW is considered as a method of learning; while Kazakhstani pedagogues B.N.Yessipov, T.I.Shamova give it a definition as a form of organization of lessons, and another group of scientists led by M. Martinez-Pons and F. Weinerg sees it as an element of the model of

knowledge acquisition process. Even though there exist differences in the definition of self-study work, the main forms of its organization in domestic and foreign higher educational institutions, in essence, have no differences and are determined by the following parameters: the content of the academic discipline; the level of education and the degree of preparedness of students; the need to reflect the workload of students in self-work.

For the appropriate organization of self-work of students it is necessary: to form a sufficient degree of preparedness of students for self-work, a certain level of self-discipline; to carry out calendar planning of the progress and control of the self-work of students; to develop standards for determining the amount of out-of-class self-work of the teacher and student; have special educational and methodological literature, other traditional materials, and their electronic versions, and so on.

Modern forms of SSW are: outlining; annotation of books, articles; literature referencing; in-depth analysis of scientific and methodological literature; experimentation; work on the lecture: monitoring the lecture reading plan, developing the lecture's summary; reading of a summary of recommended literature; participation in the seminar: preparation of abstracts of speeches at the seminar; completion of assignments; laboratory and practical classes work done in accordance with instructions and methodological instructions; the research and research tasks; obtaining a result; testing work; completion of tasks under supervision and materials gathering in the course of practice.

Self-work involves igniting creative processes in the activities of a student. Depending on this, three levels of SSW are distinguished: reproductive (training); reconstructive; creative, search.

1. Individual training works are carried out on the basis of: solving problems, filling tables, schemes, etc. The student's cognitive activity manifests itself in recognition, comprehension, and memorization. The purpose of this kind of work is to consolidate knowledge, and to form skills.

2. Individual reconstructive work. In the course of such work, there is a restructuring of decisions, drawing up a plan, abstracts, and annotations. At this level, primary sources can be studied, and abstracts can be performed. The purpose of this type of work is to teach students the basics of independent planning and organizing their own educational work.

3. Individual creative work requires an analysis of the problem situation, obtaining new information. The student should independently make a choice of means and methods of the decision (study-research tasks, course and degree works). The purpose of this type of work is to teach the basics of creativity, long-term planning, in accordance with the logic of organization of scientific research.

Thus, for the organization and successful functioning of the self-work of learners, followings are necessary:

1. Comprehensive approach to the organization of the SSW (including all forms of auditor and extracurricular work).

2. Ensuring control over the quality of implementation of the SSW (requirements, consultations).

3. Use of various forms of control.

Following statements give a picture of the features of SSW. Self-work of students within the framework of the current curriculum presupposes independent work for each academic discipline included in the curriculum. The volume of self-work (in hours) is determined by the curriculum.

In the course of independent work the student can:

- master the theoretical material on the discipline under study (individual topics, individual topics, individual provisions, etc.);

- consolidate the knowledge of theoretical material, using the necessary tools, in a practical way (solving problems, performing tests, tests for self-examination);

- apply the acquired knowledge and practical skills to analyze the situation and develop the right decision (preparation for group discussion, prepared work in the business game, written analysis of a specific situation, project development, etc.);

- use the acquired knowledge and skills to form their own position, theory, model (writing the final (thesis) work, doing research work).

To sum up, we see that the role of SSW is crucial in the higher education institutions, and it is shifting from being a secondary method of learning to the leading position. As the international experience shows us that the key to encourage students to be successful learners is to master the methods of SSW, and coordinate them in the right direction.

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IMPORTANCE OF TESTS IN STUDENT KNOWLEDGE ASSESSMENT

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Assessment of knowledge, skills and abilities of a student is a fundamental part of the learning process, since it allows to correctly evaluate the effectiveness of academic education. For that reason, tests attract constant attention as arguably the most effective method of knowledge examination.

The initiator of a creation of the system of testing was Wilhelm Wundt. While being the head of the first laboratory of experimental psychology, his main idea was the possibility of the application of experimental methods to the study of the psyche. American psychologist James Cattell, who was also his disciple and follower, was the first to coin the term "Test" in his work called "the Intellectual test and measurement" published in the year 1890. He proposed the idea of studying large number of individuals through tests, subject to the standard conditions, that allowed psychology to be modified into an exact science [1].

The first test that fitted his quite «modern» understanding of the new type of examination was conducted in 1904 by the French psychologists A. Binet and T. Simon. It contained 30 questions, that were put together at the increasing level of difficulty.

Progress in the military and industrial areas at the beginning of the twentieth century gave rise to the further developments of testing methods. Special tests, that possessed ability to implement professional distinction and selection into the different sectors of production and services, were created. This led to the appearance of the group testing. Later tests that were used in the army were applied, for civilian purposes, to preschoolers, schoolchildren, and students.