РУХАНИ ЖАҢҒЫРУ

20 АСТАНА

ЕУРАЗИЯ ҰЛТТЫҚ УНИВЕРСИТЕТІ

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

Студенттер мен жас ғалымдардың «Ғылым және білім - 2018» атты XIII Халықаралық ғылыми конференциясының БАЯНДАМАЛАР ЖИНАҒЫ

СБОРНИК МАТЕРИАЛОВ XIII Международной научной конференции студентов и молодых ученых «Наука и образование - 2018»

PROCEEDINGS of the XIII International Scientific Conference for students and young scholars «Science and education - 2018»

2018 жыл 12 сәуір

Астана

УДК 378

ББК 74.58
Ғ 96

Ғ 96
«Ғылым және білім – 2018» атты студенттер мен жас ғалымдардың XIII Халықаралық ғылыми конференциясы = XIII Международная научная конференция студентов и молодых ученых «Наука и образование - 2018» = The XIII International Scientific Conference for students and young scholars «Science and education - 2018». – Астана: http://www.enu.kz/ru/nauka/nauka-i-obrazovanie/, 2018. – 7513 стр. (қазақша, орысша, ағылшынша).

ISBN 978-9965-31-997-6

Жинаққа студенттердің, магистранттардың, докоранттардың 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.

УДК 378

ББК 74.58

ISBN 978-9965-31-997-6

©Л.Н. Гумилев атындағы Еуразия ұлттық университеті, 2018

ПОДСЕКЦИЯ 6.7 ШЕТЕЛ ТІЛІН ОҚЫТУДАҒЫ САНДЫҚ ТЕХНОЛОГИЯЛАР МЕН ЖАҢА ӘДІСТЕМЕЛЕРІ

UDC 378.147:811.111

STRATEGIES-BASED INSTRUCTION FOR TEACHING SPEAKING IN CONTEXT OF MULTIPLE INTELLIGENCES

Abeshova Gulnara
gulnaraabeshova@mail.ru
2nd year master student in "Foreign Languages: Two Foreign Languages"
L.N.Gumilyov ENU, Astana, Kazakhstan
Scientific supervisor – G.M. Gauriyeva

Some students can show outstanding performance in learning foreign language, while some students show individual learning behaviour in aquiring new information. This fenomena had provoked interests of researchers in the field of foreign language teaching and learning. It's fair to say, that educators in various contexts seek the ways of supporting students' efforts in learning foreing languages. Use of Language learning and language use strategies is viewed as one way of promoting students' success in learning. Moreover, the fact that teaching nowadays has become more student-centered resulted in deeper investigation of language learning and language use strategies.

The term Language Learning Strategies has been defined by various researchers. According to Oxford, Language learning strategies comprise specific tools or techniques that can be used to elevate learners' progress in aquiring foreing language skills [1]. O'Malley and Chamont state that strategies are tools for effective and active development of comunication skills [2]. Cohen characterize the Language Strategies as "processes which are consciously chosen by learners and which may result in activity taken to improve the learning or use of second or foreign language through capacity, review and application of dataabout the language [3]".

In case of Language Learning strategies, the fundamentalgoals of techniques application is helping studentsimprove their knowledge and understanding of target language, while Language Use strategies are based on communication and performing skills.

The core of Strategies-based Instruction method is the conclusion that the learners should be taught not only the language including grammar and functional language skills, but also directed what strategies could be useful for more productive learning. Rubin points out that one of the the main problems of poor students is their unawareness of how good students arrive at their answers[4]. Thefore, teaching them Language Learning Strategies can reviele the process and help them to progress in their learning.

Macaro stated that Strategy-based instruction is "gradual, recursive and longitudual process. Therefore, Strategies-based instruction should be considered as well-organized attempt to help students move towards their linguistic goals [5].

Examples of ***language use strategies*** consist of recalling material by visualizing past events, using mnemonic techniques, or calling up graphic organizers in their mind (lists, diagrams); practicing words and phrases in advance; methods like paraphrasing when the precise vocabulary isn't known, "steering" the conversation away from unfamiliar topics, or holding the floor while searching for the appropriate word or phrase; creating the impression of control over material to cover unpreparedness or lack of knowledge (using a memorized and not fully-understood phrase in a classroom drill, using only the understood part of a phrase, or using a complex paraphrase to avoid conjugating an irregular verb).

Cohen classified strategies according to four different approaches (Table 1) [4].

Table 1. Classification of strategies by Cohen

Classification approach	Types of strategies

Language learning strategies	Identifying material that needs to be learned
	Distinguishing the material to be learned from other material
	Grouping material for easier learning
	Practicing
	Monitoring the results of their efforts
Language use strategies	Retrieval strategies
	Rehearsal strategies
	Communication strategies
	Cover strategies
Strategies by language skill area	Listening
	Reading
	Writing
	Speaking
	Vocabulary and translation strategies (which cut across the receptive and productive areas)
Strategies by function	Cognitive
	Metacognitive
	Affective
	Social

According to the table, **strategies by language skill area can be divided into four groups: listening, reading, writing and speaking.** Strategies for becoming familiar with the sounds of the language and for listening to a conversation in it are the best way of training students' listening skills. Skimming and scanning considered being the best strategies for developing reading skills and the ability to summarize the text. Students could use strategies for planning, writing, and reviewing essays, allowing for multiple drafts of a paper.

Cognitive strategies usually concern the identification, retention, storage, or retrieval of words, phrases, and other elements of the target language. Cognitive strategies comprise using prior knowledge to understand new language material; summarizing language information mentally, orally, or in writing; and using visual imagery to learn new information or to solve a problem.

Metacognitive strategies deal with pre-planning and self-assessment, on-line planning, monitoring and evaluation, as well as post-evaluation of language learning activities (e.g., previewing the language materials for the day's lesson, organizing one's thoughts before speaking, or reflecting on one's performance). Such strategies allow learners to control the learning process by helping them coordinate their efforts to plan, organize, and evaluate target language performance.

Social strategies include the actions that learners select for communication with other learners, a teacher, or with native speakers (e.g., asking questions for clarification, helping a fellow student complete a task, or cooperating with others) [6].

Affective strategies serve to regulate learner's motivation, emotions, and attitudes (e.g., strategies for reducing anxiety, for self-encouragement, and for self-reward). For example, if students are preparing for a job interview in the target language, they might engage in positive self-talk focusing on their message rather than on the inevitable grammatical errors that will emerge. British psycholinguist Zoltan Dörnyei would further sub-classify what he calls the "self-motivating strategies," which learners can use to increase or maintain their existing motivation. Research shows that learners' self-motivating capacity is a major factor contributing to success. Even under adverse conditions and without teacher assistance, some learners are more successful at staying committed to the goals they have set for themselves than others. All students can succeed by self-motivation, especially if they are coached by their language instructors or their peers.

Strategies cannot be good or bad; it is basically neutral until the context of its utilize is conscientiously considered. A Strategy is valuable if the following conditions are present:

• the Strategy relates well to the given task;

• the Strategy fits the specific student's learning stylechoice to one degree or another;
• student utilizes the Strategy successfully and joins it with other relevantprocedures.

Oxford states that "the research indicates that factors influencing the student's choice of language learning strategies include motivation, career/academic specialization, sex, cultural background, nature of the task, age, learner beliefs and stage of language learning…". However, in recent studies it has been found that students' ability can vary in accordance with the level of Intelligences development [1, 23].

The theory Multiple intelligence was developed by Howard Gardner. In his book, "Frames of Mind" he sought to expand the scope of human intelligence beyond the IQ tests results. Gardner divided the variety of human abilities into eight complete categories: linguistic, logical-mathematical, spatial, musical, intrapersonal, interpersonal, bodily-kinesthetic and naturalist.

Each intelligence is illustrated through particularabilities, aptitudes, and interests. Linguistic insights is considered as capacity to utilize words successfully whether orally or in writing. The intelligence includes the capacity to control the language in differentlevels comprising rhetoric, description, explanation and metalanguage. Logical-mathematical intelligence is the capacity to manipulate with numbers successfully and to reason. Sensitivity to logic and relationships and functions are included in Logical-mathematical intelligence. Spatial intelligence includes ability to work with color, frame, line, shape, space and any relations that exist between these components. It incorporates the capacityto imagine and to comprehend the three-dimensional illustration and elements, Bodily-kinesthetic intelligence includes using one's body in highly differentiated and skilled ways, working skillfully with objects and controlling bodily motions and the capacity to handle objects [7].

The experimentcomprised of 30 students studying in intermediate-level classes at the Kazakh Universal College. Fifteen students were in the Experimental group and were given strategies-based speaking instruction according to their capabilities. Students were given tests to find out their strongest Multiple Intelligence type. Other fifteen students served as a Comparison group.

A background survey was planned to compare Experimental and Comparison groups. The groups were studied in various areas: language experience reasons for learning the target language; contact with native speakers (how, where, and why they had had contact), knowledge of target culture and average college grades. The survey hasshown that the two groups did not varymuch on any of the background characteristics.

Both the Experimental and the Comparison groups were taught in accordance with the same plan. The students in the Experimental groups followed the syllabus and instructions in a strategies-based formatduring 10-weeks. Rather than being presented as a separate learning task, the procedures were designed as standard classroom learning exercises.

SpeakingAssignment was planned and guided, and comprised of a series of three speakingassignments. All subjects from the Experimental and Comparison groups were asked to do the same three tasks on a pre-posttest basis to determine whether there were gains in speaking ability over the four-week term. The information was collected by audio-tapes. Assignments included the following speaking topics: Self-Description, Story Retelling, City Description.

With respect to the impacts of strategies-based instruction on speakingcapability, the results of investigation of covariance appeared that the Experimental group out-performed the Comparison group on the third of the three speakingassignments, the city description. This means that contrasts between the other two assignments were not significant. In this way, the explicit strategy training appears to have contributed to the students' capacity to utilize both their lexicon and words from a list to depict their favorite city. When analyzing execution of assignment by students, there was another noteworthycontrast, again in favor of the Experimental group. They were evaluated as higher in grammar use. It is likely that the direction Experimental group were given about how to arrange, monitor their speech, and reflect back on their execution, contributed to more grammatically accurate speech.

References:

1. Oxford, R.L. (1990). *Language Learning Strategies: What Every Teacher Should Know.* Boston: Heinle & Heinle.
2. Chamot, A.U. and O'Malley, J.V. (1994) The CALLA handbook: Implementing the Cognitive Academic Language Approach. Reading, MA: Addison-Wesley.
3. Rubin, J. (1975). What the "good language learner" can teach us. *TESOL Quarterly*, *9* (1), 41-51.
4. *Cohen, Andrew (2011). Strategies in learning and using a second language (2nd ed.). Longman.*
5. Hasanbegovic, Jasmina (2006). IGIP Course materials, Module 5 - Tutoring and Collaboration.
6. Richards, J.C.,Platt, J. T., & Platt, H.K.(1992).Longman dictionary of language teaching and applied linguistics. Essex, England: Longman.
7. Thomas Armstrong, *Multiple Intelligences in the Classroom*. ASCD, Virginia, USA., 2009 – 246 p.

UDC 371.3:81'243

E-LEARNING PLATFORMS IN LEARNING PROCESS

Abisheva Kulshat
guka_83@bk.ru
2nd year master student in "Foreign Languages: Two Foreign Languages"
L.N.Gumilyov ENU, Astana, Kazakhstan
Scientific supervisor – A.M. Abdykhalykova

Over the last twenty years the explosion of the internet has fundamentally altered the practice of computer assisted teaching and learning process. The Web has quickly changed from text-based content to one in which all forms of multimedia are available. We are now in the era of information and communication technologies and applications that facilitate interactive information sharing, user-centered design and collaboration.

The growing ease with which the online content can be updated and revised has resulted in the explosion of video-sharing, social-networking, online forums, wikis, blogs, video-conferencing, virtual worlds and user-friendly content management systems built into Web delivery. This trend comprise also the development of e-learning platforms such as MOODLE (http//moodle.com) or BLACKBOARD (http//blackboard.com), BILIMLAND (https://www.bilimland.kz/ru/) where teachers and learners can access, create and update learning content. [1]

E-learning is currently fashionable term used to describe the diverse use of Information and Communication Technologies (ICT) to support and enhance learning, teaching and assessment. As a subset of distance education it is concerned with providing access to educational experience that is more flexible and efficient than traditional education.

Different terms are commonly used to refer to e-learning, including ONLINE LEARNING, NETWIRKING LEARNING, INTERNET LEARNING, VIRTUAL LEARNING, WEB-BASED LERANING which makes it sometimes difficult to grasp a clear picture of the phenomenon. Nevertheless, they all imply that the learner uses networking technology to get the learning materials as well as to interact with tutor and other learners in the process of learning.

There are some main approaches to use e-learning within the organization teaching curriculum depending on the actual needs and available resources.

1. Posting course information and course materials online

The most rudimentary way of employing technology to support or supplement a traditional course is to administration notes and existing teaching materials online to create a useful resource easily accessible for learners. In this case the essential learning content is delivered traditionally in the classroom. The materials available online are provided for learners' convenience and are not