



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»**



12<sup>th</sup> April 2018, Astana

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

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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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- Support for students through access to online help and tutoring, which may include provision of supporting materials such as Frequently Asked Questions (FAQs) and communication with other students.
- Management and tracking of learners, which links course participants to administrative information and ensures that only registered students, can access the course.
- Learner-centered tools, for example personal blogs within the course or digital drop boxes for easy upload of coursework.
- Standard user interface with customizable look and feel that is easy to use for both teachers and learners with a consistent navigation structure, usually supported by a standard navigation toolbar.

### **Benefits of e-learning platforms**

E-learning platforms widen the teacher and learner access from both on and off the school premises to learning resources which become available at any time and in any place. It provides support for different learning styles and self-paced learning that enables learners to work at their own pace, which is particularly important to those with special educational needs. It also enables learners to revisit learning activities, which help those who were absent to catch up with work that had been missed. Learners gain easy access to a wider range of up-to-date attractive learning materials (including hypertext, audio, video, interactive programs, etc.) and can use a wide range of communication tools to interact with peers and experts in the field they study. It may also help less confident students to participate in discussions, for example through virtual worlds[4].

E-learning platforms can help teachers to manage the assessment and monitoring of learners. They can be used for automatic tracking of student work to determine the current level of progress. Finally e-learning platforms provide teachers with convenient communication tools to both support their learners and collaborate with their colleagues.

In conclusion, Findlay claims that the key to success in e-learning is moving beyond an understanding of e-learning as simply providing learning content, to thinking about technology as essential to modern teaching and learning processes, and seeing e-learning as part of the range of resources available to educators.

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## **MOTIVATION AND CLIL**

**Aitzhanova Kamila**

[kamilakamila2696@gmail.com](mailto:kamilakamila2696@gmail.com)

4<sup>th</sup> year student in “Foreign Languages: Two Foreign Languages”

L.N.Gumilyov ENU, Astana, Kazakhstan

Scientific supervisor – D.K.Anasheva

CLIL (Content and Language Integrated Learning) is a term in the field of education created by David Marsh in 1994, which has spread around the world as a practical and innovative approach to foreign language teaching along with the subject content. As an approach, it is intended to supply learners with curricular contents by using an additional language as an agent for communication,

and to improve language competence of the students as well as their cognitive skills and cultural awareness. [1] As a quite innovative methodology in Kazakhstan, CLIL has a lot to improve on a way of its successful implementation. In this article, such significant and crucial aspect of the approach as a motivation is considered. It is regarded especially carefully through the prism of contemporary world tendencies and secondary education in Kazakhstan.

Being an essential part of language learning, motivation has two basic types: integrative motivation (a desire to be part of the target language culture for affective reasons) and instrumental motivation (a desire to learn language for a personal gain) [2]. In the L2 motivation field, one of the most widely known concepts of Gardner's (1985) theoretical framework is integrative motivation. This concept was defined by Gardner and Lambert (1972) as "reflecting a sincere and personal interest in the people and culture represented by the other group" [3]. Languages are learned in order to interact, respect and learn about the second language community. Gardner (2001) distinguishes integrative motivation into three constructs: motivation, which includes effort, desire, and positive affect; attitudes towards the learning situation such as the teaching material, one's classmates, school, teacher, and so forth; and integrativeness, the openness and respect for the culture and the language and an interest to become closer to it. [4] Instrumental motivation has also been widely researched and discussed. The main driving force in this type of motivation is the usefulness of learning a second language as a means to achieve higher aspirations such as getting a better job. [5]

CLIL, with its integration of language and non-language content, can boost motivation by providing a legitimate and authentic context for language use. In CLIL, the language becomes the means and this leads to a significant reduction in the amount of anxiety expressed by learners [6]. The content-led nature of the lessons allows the learners to engage with them at a more creative and challenging cognitive level and provides opportunities for genuine interaction with others, oneself and the world over a varied range of contexts [7]. CLIL proposers also mention the possibility of the so-called "double effect", i.e., positive attitudes towards the content subject may transfer to the language subject [8].

CLIL, on its own, cannot solve the motivation problems associated with learning languages. The motivation to learn the content cannot be taken for granted, but neither is content on its own the source of all motivation. Motivation is an environmentally sensitive entity that needs to be created, but also maintained and reviewed [9]. In their book, Williams and Burden (1997) argue that teachers play the critical role for dynamically changing students' motivation to accomplish the task. For example, teachers are the ones to raise the interest and curiosity of students, generate awareness of the value of the tasks, and present the task or instruction and interact with learner while they are performing the task and give feedbacks. That means teachers exist in all stages of learning tasks. According to Williams and Burden (1997), students' attitude toward teacher and the interaction between teachers and them influence on students motivation to involve in accomplishing activity. Teacher can increase motivation and by giving clear instruction facilitate the learning process. On the other hand, they also can decrease students' motivation by giving inappropriate feedbacks, praise, reward, or punishment. This implies that the role and action of teachers is significant to keep students motivated. [10]

CLIL does not exist in a vacuum, but in the social and cultural contexts of different countries. The research on the motivational impact of CLIL has been carried out within the context of CLIL in English in Europe, where learners feel a strong instrumental motivation. Most learners know they will have to (and probably already do) use English as an instrument to do other things, from accessing knowledge to cultural products. Learning another subject through English reflects realistically their needs as learners. It is doubtful that the same considerations could apply necessarily to the context of schools where languages other than English are used as vehicular languages, such as in Kazakhstan. Research suggests that the globalisation of English as a lingua franca has resulted in a deviating trend between English and other languages, which are becoming an increasingly marginal field of specialisation across Europe [11]. Learners are unlikely to see the instrumental need of learning a content subject in a foreign language other than English beyond

providing a more authentic communication context. The danger is that CLIL could be perceived as an ultimately artificial communicative situation [12].

Finally, if integrative motivation remains the main determinant of attitudes towards languages, the impact on motivation of the wider social attitudes towards foreign language and culture is guaranteed. In schools where people in key management positions overtly support languages, pupils are more likely to carry on with languages learning beyond the compulsory level [13]. If CLIL has a chance of success, the whole Kazakhstani school community must engage in shifting social attitudes to language learning beyond the classroom.

There is a potential drawback in Kazakhstani school education system which might affect students' deterioration of results because of poor motivation. Thus, external and internal determinants, such as interest, relevance, expectancy and outcomes, may affect the motivation of students. The lack of relevance of current foreign language lessons and a wrong interpretation of the communicative methodology of language teaching are main factors of the problem.

In order to check the motivation of secondary school student, a scant survey was conducted among a group of students of secondary schools. Data was collected from students who learn English as a second language and have subjects taught in English. The survey method was used to measure students' integrative and instrumental motivations. 20 secondary school pupils participated in the survey. Questions were posed so, that they reveal potential motivation type. According to whether a student is "learning English to get a job in future" or just "enjoys English and explores a culture and a language", the main motivation that drives students is analyzed.

What responses suggest is that overall students are motivated to study by CLIL methodology, yet some of them are driven by instrumental motivation: learning English to study abroad or get a job on an international arena. Moreover, the importance of learning a language is supported by its usefulness when it comes to obtaining a job. As students like learning a language along with the content, the results of CLIL implementation in school might have prospective success, no matter what motivation drives them. It is crucial to maintain and enforce motivation and interest of students to learn a language through content.

To sum up, the school students tend to have positive attitude towards CLIL. However, it should be born in mind that CLIL classes are different from typical English language classes due to the fact that language is the medium of science subject instruction. The students have to learn both language and content of the subjects and therefore, it is more difficult to keep them motivated. The CLIL students are aware of benefits of CLIL. When being asked about advantages they mostly enumerate better opportunities in the future. It seems that CLIL could be treated as a way towards achieving goals. However, on the other hand, the main disadvantage, that is teachers' lack of knowledge concerning methodology of CLIL, lack of proper didactic materials or difficulty with the language, should not be omitted. CLIL is a challenging process and in order to gain more students who would like to study subjects in a foreign language and help them to keep positive attitude towards CLIL and stay motivated throughout the studies more work needs to be done on the educational process. Moreover, research on motivation of Kazakhstani secondary school students and teachers, and their perception of CLIL methodology needs to be conducted. The issue is under investigation in our senior thesis.

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## **PORTFOLIO OF A TEACHER AS A MEANS OF REFLECTION AND SELF-ASSESSMENT OF PROFESSIONAL DEVELOPMENT**

**Akatayeva Balzhan**

[\*akataeva.balzhan@mail.ru\*](mailto:akataeva.balzhan@mail.ru)

2<sup>nd</sup> year master student in “Foreign Languages: Two Foreign Languages”

L.N.Gumilyov ENU, Astana, Kazakhstan

Scientific supervisor – G.M.Gauriyeva

The most important role in the context of changes caused by the introduction of the general education and other modernization changes in the education system of Kazakhstan is acquired by the support of the personal and professional development of the teacher. It can be defined as a set of measures aimed at studying, organizing, analyzing information on the tasks, content and results of the teacher's activities, and developing recommendations for improving its effectiveness.

In the system of support and professional development of pedagogical demand, several types of activities are distinguished 1,[34]:

- adaptation to the existing norms of activity;
- training in a new norms for the organization of professional activities;
- assistance in the formation and manifestation of initiatives aimed at modernizing of own professional activities.
- development of new standards of professional activity;
- support and promotion of professional ideas developed by the teacher;
- evaluation of work activity.

The organization of support of personal and professional development of a teacher can be presented in the form of a set of conditions necessary to ensure the continuous development of his activities.

Providing conditions for personal and professional development of the teacher presupposes the actions of the heads of educational institutions in order to put them together, in one place and at the same time. To increase the position is one of the key motivating factor in the promotion of