



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**

**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, 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.

УДК 378

ББК 74.58

ISBN 978-9965-31-997-6

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

**VISUAL AIDS IN TEACHING SPOKEN ENGLISH****Baishova Korkem***korkema\_@mail.ru*1<sup>st</sup> year master student in “Foreign Languages: Two Foreign Languages”

L.N. Gumilyov ENU, Astana, Kazakhstan

Scientific supervisor – Zh.A. Beisembayeva

Teacher training nowadays is one of the most demanded major in universities of Kazakhstan and abroad. A lot of Kazakhstani universities today have education programs that allow training highly qualified teachers for secondary and higher education institutions.

But what is most important in training teachers? We believe that it is a good education program that includes such modules as 1) module of basic foreign language (here it is English), 2) module of a second foreign language (Chinese, Spanish, Italian, German, French, Turkish, Arabic, Korean, etc.), 3) module of linguodidactics and methods of teaching, 4) module of foreign language theory.

Module I encompasses all courses in practicing four aspects of the English language: reading, writing, speaking and listening. These can be ‘Basic English’, ‘Developing Speaking Skills’, ‘Critical Writing’, ‘Critical Reading’, ‘Business English’, ‘Professional English’, ‘English for Specific Purposes’, ‘English for Academic Purposes’, ‘Business Letters’, ‘Public Speaking’, etc. Here we should also include such important courses as IELTS and TOEFL preparation as today all programs of studying in Kazakhstan and abroad set it as a requirement to have a certificate in these two international exams of the English language. Academic writing helps students acquire skills in applying for different programs and job places where motivation letter or supporting letter is required. They already know the structure of the document and items that are mostly needed.

Module II covers practices in a second foreign or acquired language with a B2 level at the end of the course. The second foreign language is studied by BA students during the four year of studies at university but, unfortunately, not as often and in particular, as the first one. The range of languages to choose as a second foreign language in ENU is quite wide. Students can choose from among Chinese (which is very popular with modern students), Korean (less often preferred), Spanish and Italian (are also in great demand and are taught by native speakers in ENU), French and German (having fewer and fewer students every year), Turkish and Arabic (almost never chosen by FLT students).

Module III is a set of courses in teacher training: we mean various and numerous courses in teaching methods, innovative approaches in FLT, including gaming, multimedia, Web, creative approaches, etc. This module is as important as the previous two as it form in a student a future teacher and enriches them with teaching techniques and skills so that they become modern, smart and innovative lecturers and EL instructors. Knowing the history of teacher training and teaching methods is also considered extremely significant in forming a future English language teacher.

The last module overlaps theoretical aspects of the English language: theoretical phonetics, theoretical grammar, lexicology, history of the English language, stylistics, English etymology, phraseological aspects, English literature, linguistics, etc. These courses, I believe, give students a good theoretical basis which is fairly important when you teach a foreign acquired language.

There are of course many more disciplines that were not mentioned here. Yet we consider the ones mentioned above most demanded while teaching an English language teacher.

Now let’s discuss any courses that can be used to teach students to speaking skills. It can be 1) Developing speaking skills, 2) Public speaking, 3) Discussions and debates, etc. How do we teach these courses at universities today? As a newcomer in teaching English I can suppose that any teacher wants to make their classes as interesting and productive as possible. One of the ways to achieve that is to use visual aids which are numerous in modern teaching culture. But before we start discussing them we find it important to understand the meaning of the term ‘visual aids’.

Merriam Webster Dictionary provides the following definition: **visual aid** is an instructional device (such as a chart, map, or model) that appeals chiefly to vision, especially an educational motion picture or filmstrip. For example, *'Council did agree to allocate up to \$75,000 to retrofit the council chambers with cameras to livestream meetings and to better display visual aids used by presenters at council meetings'* [1].

One of the popular online dictionaries, Dictionary.com runs the following explanation: **visual aid** is an item of illustrative matter, such as a film, slide, or model, designed to supplement written or spoken information so that it can be understood more easily [2].

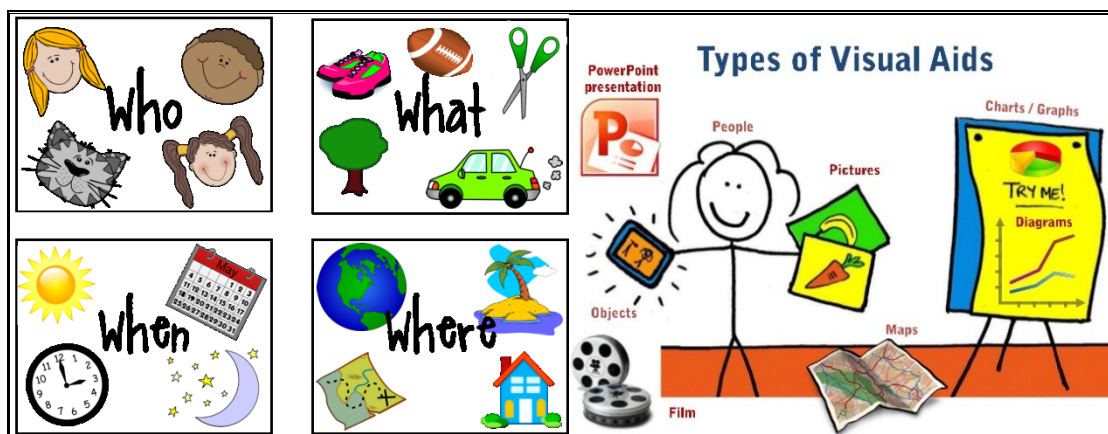
FluentU English Educator Blog [3] demonstrates on their site 7 types of visual aids which we can easily use in everyday English teaching:

- 1) **pictures** (you can ask your students to fetch their family photos and speak on them; you can also borrow pictures from popular magazines and use them in class);
- 2) **timelines** (you can always draw long arrows that might represent the whole period of time when something will happen, is taking place or occurred. Timelines are widely used in teaching English tenses which are not that few);
- 3) **charts and graphs** (can be widely used, especially in bright colours while teaching various aspects of the English or any other foreign language. A good example here can be the percentage of use of most popular English words on the internet sites where you can show your students most and least popular words and word groups).
- 4) **FluentU** or any other platform that gives you and your students a database of videos in a foreign language, here in English. All the videos are authentic and can correspond to a level of your students' fluency: from pre-intermediate to advanced. Another good platform is VoA where any English-learner can download a wide range of videos on all possible topics and areas of human activities. Listening to a natural spoken English language allows improving your students' comprehension and pronunciation skills.
- 5) **Opposites** (which means learning English through antonyms. The English language is rich for opposites. We can single out some most popular opposites here: active – passive, attentive – inattentive, clever – stupid, cruel – kind, dangerous – safe. Synonyms can be called a visual aid if we present them to our students in cards or tables.)
- 6) **Gap fills** (quite commonly used nowadays in many English textbooks and manuals. This visual method of teaching English is also considered helpful as students watch the gaps and imagine the possible variants. Namely this process provokes different associations in them and they readily remember the wording.
- 7) **Realia** (or things from our real life and surrounding, everything around that can be actively used in the teaching process. These are hotel brochures, advertisement texts, family albums and trees, train or plane schedule and hours, menus, weather reports borrowed from the internet, etc. A very good example of using realias in class is serving a table in an English style which will be remembered by your students for a long time ahead.).

We can also call as visual aids Power Points that are widely used today at schools and in universities while reading theoretical courses. If it is "English Literature", we can present to our listeners photos of the authors and writers and the hardcovers of their books.

Flipchart, blackboards and whiteboards also belong to visual aids as they are watched and the things being written on them are remembered better. Especially if you stick colorful some pictures, graphs, photos and tables on them.

Paper handouts are acknowledged to be very effective in the teaching process. They are visual aids that are used as cards or plans or as a number of exercises. Handouts have been used since post-war times and still very popular today.



In teaching spoken English we can use visual aids in the following activities:

- 1) We give our students a graph / a photo / a picture and ask them to describe it.
- 2) We show our students a list of new words on a flipchart and ask them to speak using all of them.
- 3) We ask students to work out a Power Point and speak relying on it.
- 4) We can watch a video and another prompt and discuss it in group.
- 5) We can provide our students with a map or an atlas and discuss in English the locations of various destinations.
- 6) We can distribute among our students cards with gap fills and solve them together in speaking.

Summing up, we can confidently say that visual aids have been used in English (or any other foreign language) teaching traditions for centuries. We mainly mean handouts and blackboards. Nowadays English teachers and instructors are free to use a much wider range of visual aids that were enumerated and described in detail above. Experienced and young teachers – beginners in this noble profession try to make their lessons as interesting and instructive as possible and thus use and invest new types of visual aids.

#### References:

1. <https://www.merriam-webster.com/dictionary/visual%20aid>
2. <http://www.dictionary.com/browse/visual-aid>
3. <https://www.fluentu.com/blog/educator-english/esl-visual-aids/>

UDC 378.147:811.111

### PECULIARITIES OF TRANSLATION IN THE CASE OF I.A.KRYLOV'S FABLES

**Gulbekova Kamilla**

[kamilla\\_2605@mail.ru](mailto:kamilla_2605@mail.ru)

3<sup>rd</sup> year student in “Foreign Languages: Two Foreign Languages”,

L.N. Gumilyov ENU, Astana, Kazakhstan

Scientific supervisor – N.M. Narmukhametova

The notion of “Dialogue of cultures”, which is widely used nowadays as to reflect complex and dynamic structure of international communication, as a key component involves the translation of literary material, hence its **novelty**. The **topicality** of this research is resulted from increasing interest of linguists to translation issues. Owing to literary translations Russian literature turned into global heritage, and the vast majority of foreign readers became aware of these versions of Russian Classic masterpieces. One of those who attracted the continued attention of the European audience was Ivan Andreevich Krylov, whose Fables were repeatedly translated into leading