



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

P. 2.

2. Schmitt N. & Schmitt D. A reassessment of frequency and vocabulary size in L2 vocabulary teaching. – Cambridge: Cambridge University Press, Language Teaching, 2014. – P. 484-503.
3. Okamoto. Is corpus word frequency a good yardstick for selecting words to teach? Threshold levels for vocabulary selection. – M., 2015. – P. 1-10.
4. McCarten J. Teaching Vocabulary. Cambridge: Cambridge University Press. 2007.
5. <https://www.slideteam.net/mind-map-for-healthcare-sector-flat-powerpoint-design.html>

UDC 378.147:811.111

## **PSYCHOLOGICAL AND PEDAGOGICAL BASES OF USE OF DESIGNING METHODS IN THE PROCESS OF TEACHING FOREIGN LANGUAGES**

**Demeuov Yerzhan**

*erzhan.demeuov.97@mail.ru*

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

L.N. Gumilyov ENU, Astana, Kazakhstan

Scientific supervisor – G.K. Tazbulatova

In the modern world, in the educational system of our country we notice a transform of paradigm of school formation which is related with the search for such techniques of teaching that would be able to prepare the young people to modern life. We need a technology that would allow a teacher to enter their students to the teaching process, to concentrate their search on the knowledge that favours the further development of trilingual personality, further development of communicative, socio-cultural and intercultural competence of the supposed methods of teaching, in our point of view, which has a deep potential for development, education and creating a full-educated person in modern society is the method of projects, which has already shown itself to excellence. We agree with E.Polat, who states, that the project method is not only a creative, but also it encourages communication activities of project's participants. According to it, we can speak about availability of its relation to learning foreign languages in a secondary school, is interpreted by methodists and teachers in different ways. We stick to the following determination of this method: «Method of projects involves a set of educational and cognitive techniques that allow us to solve a particular problem as a result of independent actions of disciples with the mandatory presentation of these results. If we speak about the method of projects as a method of teaching technology, this technology involves the collection of research, problematic methods which are creative by their nature». Most logical is to examine psychological and pedagogical bases of methodic of projects, taking into consideration specific properties of English language as a school subject. Object of study of English is a speech as the most important implement for cultural interaction in general.

According to I.L. Bim, cross-cultural interaction is possible only in the case when all components of communicative competence are if a school will be formed all the components of communicative competence are formed: language, speech, sociocultural etc. Method of projects, as a modern educational technology, ensures the successful formation of all these components. Popularity of the method of projects is the reason for the fact that, thanks to its didactic nature, it can solve the tasks of developing creative opportunities for disciples; improve their own skills and knowledge which can be used for the cognitive and practical tasks; orientate itself in the information space, analyze information, because at different moments in cognitive, experimental or applied, creative activities, pupils use the whole set of all the listed intellectual skills and abilities. Main purpose of teaching foreign language is the formation of communicative competence, which involves not only the practical knowledge of a foreign language, but also the ability to work with information: printed, audio in various forms, i.e. Proficiency in the skills of critical and creative thinking., we are talking about a specific organization of the maintenance of teaching, which would

help to get knowledge, enhance the process of teaching, give some advices which could be useful for excellent work of pupils and moreover we're talking about organization which would be able to form informational and communicative competence. In order to achieve the goals of modern education, the pedagogies all over the world have chosen personal-oriented approach.

In comparison with some methods such as teaching in the groups, discussion, role-plays of problem orientation, method of projects more fully reflects the fundamental principles of personal-oriented approach which is based on humanistic principles of psychology and pedagogy. To the characteristic of the methodology of projects, mentioned above, it should be noted that it perfectly suits to productive teaching methods of foreign languages, foreign cultures and intercultural communication, the essence of which is developing, personal-oriented teaching. We shouldn't forget that in order to intensify the process of teaching we need to use modern informational technologies equally with traditional methods. Information technologies are auxiliary incentive-based tools in teaching, then their usage transforms the whole mental activity. It's the same as if they were work tools which modify the natural activity of organs. Example, the usage of computer presentations in the educational process allows to intensify the process of teaching and hold classes at a qualitatively new level, using instead of the classroom board, slide films which are shown on a computer's screen or on a large wall screen or on a personal computers of pupils. Efficiency of educational material depends greatly on the level of illustrative material. The visual richness of educational material makes it clear, convincing and leads to the intensification of the process of its assimilation. Computer presentations allow students to focus on the important points and to create images in the form of illustrations, charts, diagrams, graphics, songs, etc. The presentation can influence on several types of remembrance: visual, aural, emotional, and, in some cases, motoric memory. Such peculiarity as interactivity, computer presentations can effectively adapt course material according to the features of pupils. The more interactive the process is, the more efficiency of perception of educational material can use presentations in the teaching process at various stages of the lesson, but its main assignment as a presentation tool remains the same, it just changes its forms, depending on the assigned purpose of its use. Software allows making presentations without programming and in the short term and if necessary, even modifying them.

One of the most effective programs for creating computer presentations, as we have already outlined above is Microsoft Power Point. It allows to create own presentations quickly and without any difficulties. When pupils make various tasks, using such type of software, they start the process of combination of practical and symbolic activity. Analyzing similar activities, we can come to conclusion, that a pupil, who memorize information with a help of supplement, building links differently than a child who memorize directly, because the child, who appeals to signs and auxiliary operations for memorizing information, requires not memory but the ability to create new connections, new structures, imagination, and sometimes well-developed thinking. [4] Anyway, in spite of all advantages of method of projects, mentioned above, we can see, that implementation of this method isn't so extensively as it deserves. This situation is due to the following discrepancy: High efficacy of method of projects and the limitedness of usage of this method in practice. Discrepancies and aspects, mentioned above, underline the urgency of our research. During the process of teaching foreign languages, method of projects gives significant results. It allows creating a special atmosphere during the whole lesson, where every student is involved in a cognitive process on the basis of methods of cooperation.

Main idea of such approach to teaching foreign language is to transfer an accent from different types of exercises to mental activity of pupils which requires knowledge of some specific language tools. Suppose that only method of projects in conjunction with modern information technologies can help to solve this problem and make lessons of English interesting and informative.

So, we can say that thanks to our research which touches the problem of the usage of computer technologies during the process of teaching English, we came to the conclusion the ability of teachers to organize lessons and correctly choose one of the means of modern computer technologies leads to a large efficiency of the educational process. Computer plays an increasing

role in modern education. The use of computers in teaching and overtime work is an effective way to improve motivation and individualization of instruction. Integration of usual lesson with a computer allows the teacher to shift part of their work on the computer, while the learning process becomes more interesting and intense. The computer does not replace the teacher, but only complements it. The use of computer technology makes the lesson more exciting and allows making an cognizant choice for best training analyzing theoretical scientific and methodological literature which deals with this problem, we made a conclusion that the usage of method of projects in the aggregate with innovational technologies can be correlated with main tasks of modern education. A great number of computer technologies, which are so widely spread nowadays, we have chosen usage of computer program Microsoft Power Point, since we have made the hypothesis that it's the most suitable technology for the process of teaching English, because it's rather effective, easy to use and it's based on the method of projects which gets only positive opinions.

Also we suggested that it would affect upon process of teaching in the best way and we were not mistaken. Experience of our research has shown that even those students, who during the standard lesson felt hesitant or didn't want to participate in educational process, were pleased to do the same work if computer programs were used. Their interest of learning English has increased, the percent of home task which were made right became much more higher than in comparison with beginning of integration this complex of lessons in practice. Proves the importance of the usage this computer program by teacher of foreign languages and teachers do not represent two opposing sides, they work together, side by side, moving towards achieving the general goal of getting knowledge. You can also use computer graphics abilities. This is particularly important when for entering new vocabulary, as well as the image on the monitor allows you to associate words in a foreign language directly from the action, rather than with words in their own language. All mentioned above it follows that the results of the usage of such computer program as Microsoft Power Point are individualization of teaching, raise of motivation of pupils during the process of learning English, gain feedback pupil-teacher, facilitating the collection of statistics, identification of blanks in knowledge and differentiation of instruction., the usage of computer technology Microsoft Power Point discovers new opportunities for learning English and allows to switch to a new level of quality in teaching, which we have got after our experiment show that usage of Microsoft Power Point helps to integrate new methods of teaching English and creates all conditions for work in teams. Thanks to this experience, pupils are involved in the world of forms and knowledge. It explains the importance of projects which require abilities to analyze knowledge, interpret them, and results of their own work. The usage of Microsoft Power Point, taking into account its "strong" and "weak" sides, can breathe new life into traditional plans of lessons.

#### References:

1. Куклина С.С. Коллективная учебная деятельность в группе на завершающих этапах овладения иноязычным общением // Иностранные языки в школе. – 2000. – №6.
2. Львова О.В. Системный подход к интегрированию ИКТ в преподавание иностранного языка /Информационно-коммуникационные технологии в преподавании иностранных языков: тезисы докладов II Международной научно-практической конференции 7-8 июня 2006 г. – Москва, 2006.
3. Синенко В.Я. Педагогическое проектирование как способ повышения качества образования // Сибирский учитель, 2004. – №1
4. Мартянова Т.М. Использование проектных заданий на уроках английского языка // ИЯШ, 1999 №4
5. Обухов А.С. Исследовательская деятельность как возможный путь вхождения подростка в пространство культуры // Школьные технологии. – 2001. – №5.
6. Витлин Ж.Л. Эволюция методов обучения иностранному языку в XX веке / Ж.Л. Витлин // Иностр. языки в школе. – 2001. – №2.