



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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атты XIII Халықаралық ғылыми конференциясының
БАЯНДАМАЛАР ЖИНАҒЫ**

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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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to go into the red – приносить дефицит, стать убыточным, показывать дефицит;
to put in the red – привести к банкротству, сделать нерентабельным, убыточным.[4. С. 624].

We would like to underline the words that are associated with red color only in their secondary meanings and can be correctly understood only in context. For example quite often this color is associated with fire and blush on the cheeks, so the following words arise, which also can be attributed to red:

to flame – покраснеть (основное значение – пылать, разгораться), *ruddy* – красноватый (основное значение – румяный), *hot* – красный (основное значение – горячий).

The next result of our analysis is that color designation can be used in the text both in its direct meaning as well as in the figurative one and there are also lexical units that can be attributed to color-meaning only by their contextual meaning. Color designations can be expressed in different parts of speech, along within the works there were descriptive and comparative constructions denoting this color. Their number is not so great but they are quite expressive and give the texts a figurative character.

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MOBILE TECHNOLOGIES IN TEACHING ENGLISH

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1 Introduction

Today's world is characterized by a conscious interest in improving the quality of education through the use of modern information technology. The rapid development of mobile technologies necessarily entails their subsequent effect on all spheres of life. We argue that rational use of mobile technology in education activates the cognitive interest of students, allows students and teachers to enhance the effectiveness of the learning process, reduce restrictions for education regardless of location [1; с.93].

President of the Republic of Kazakhstan Nursultan A. Nazarbayev, in his "Annual Address to the People on the "Kazakhstan-2050 strategy", attaches great importance to the modernization of teaching methods and the development of online education systems. We believe that the use of mobile technologies and mobile applications will have a positive effect on the teaching/learning process.

Many scientists and educators believe that the future of education with the support of ICT depends on the use of mobile communications, the popularity of smartphones and iPhones, the emergence of a large number of educational applications and programs, as well as new technologies that expand the capabilities and quality of education.

2 Advantages of using mobile technologies

Doubtless advantages of the use of mobile devices and technologies are:

- mobile devices have a lighter weight and a small size compared to books, computers, etc.;
- quick access to authentic learning and reference resources and applications at any time and in any place;
- continuous feedback from the teacher and the educational community;
- can be useful if it is used as a tool for students with disabilities;
- provide an opportunity to demonstrate the lecture material.

Today, not all audiences are equipped with modern facilities for demonstrating educational material: projectors with a connected computer, monitors, interactive whiteboards. Mobile devices allow teachers to display lecture material by transferring data directly to student phones or to a projector or TV screen. In the latter case, the teacher does not need to carry a laptop or contact the administration of the school with a request to provide a computer.

However, mobile training comes with its own set of problems: technical problems (connection; short battery life of mobile devices; the size of the screen and keyboard; information throughput; the number of file formats supported by a particular device; content protection; several standards and operating systems), social and educational problems (weak methodical training of teachers for the introduction of mobile devices in the learning process; the fact that mobile devices provoke students and schoolchildren to entertaining activities during the educational process (games, communication, viewing video and audio resources); availability and cost of mobile devices for end users; tracking of results and correct use of the received information).

The problem in the field of pedagogical design, which lays the foundation for educational content, is connected with the limitation of free space on the screen. This restriction includes an exhaustive detailed text, image or document. In addition, mobile devices have less processing capabilities than computers or laptops, therefore, large video files or documents with graphics are not always compatible with the screen format of the device.

3 Readiness of modern students to use mobile technologies in education.

Today, most modern students are technically and psychologically prepared for the use of mobile technologies in the learning process, and it is necessary to consider new opportunities for more efficient use of mobile devices. This requires organizational efforts on the part of teachers, research and methodical work of teachers in the implementation of policies, forms and methods of mobile learning in the educational process of higher education institutions [2; c.78]. Teachers can no longer ignore the obvious fact - the popularity of mobile communications among youth; why should analyze how these forms of communication can help to optimize the learning process in high school [3; c. 241].

There are several ways to use mobile devices in the educational process:

- for playback of multimedia educational Web resources (audio, video, podcasts, graphics, maps, images);
- for quick access to educational sites, resources, reference books, dictionaries;
- a promising area of application of mobile technology to support traditional teaching process is to give students access to educational information contained in online courses through the Education Portal training organization, adapted for mobile devices.
- Organization of distance learning

Distance learning is a way of organizing the learning process, based on the use of modern information and telecommunication technologies, as well as special pedagogical methods and methods that allow for distance learning without direct contact between the teacher and the student. For the organization of distance learning has already appeared its own class of products-distance learning systems (DLS). These systems are a complex software product that enables to fully conduct a course of training students in the electronic environment, including such moments of the educational process as:

- the learning process itself (both the mastery of theoretical material and the formation of practical skills);

- teacher consultations;
- control access to classes according to the curriculum.

The learning process in the DLS is based on three main definitions.

- Electronic textbooks - provide background information.
- Control systems - control the quality of the knowledge gained by the user.

• Using mobile devices to provide visualization of lecture material- the development and use of special applications for mobile devices will allow the transfer of data from the teacher's device directly to the listeners' phones.

Organization of performance of laboratory works requiring the availability of computer facilities. Modern tablets and smartphones allow you to run the same or similar applications as conventional computers, so if there are not enough computers in the lab or lack of computers, students can perform tasks using mobile devices. In addition, tablets and smartphones are less dependent on the power source and are able to perform their functions in the event of a power failure or disconnection in the network.

Organization of testing: Testing is widely used by teachers as one of the methods for testing the knowledge of trainees. For more than two decades, computer technology has been used to perform testing functions. Mobile devices can significantly expand the ability to perform test tasks. For example, test tasks can be placed on a server that, through the Internet, will provide access to them from anywhere in the coverage area of GPRS, Wi-Fi or other type of communication. Prepare test tasks can be using special test constructors, placed on the Internet. They offer free to create any test of any complexity with any logic of counting the results. From the user does not need any special knowledge, because the test designer has an intuitive interface and contains tips on how to create tests [4; c.1]. It is convenient to use the following test constructors: Test Designer Online Test Pad (<http://onlinetestpad.com>), Socrative Application (<http://socrative.com/>).

Organization of a survey and questionnaire: At the present time, software tools are being developed and implemented that allow for questioning and questioning using means of modern communication. Such a survey takes less time, does not require additional printing of questionnaires or questionnaires on paper, and can be organized outside of classrooms [5; c.1].

To create and conduct a survey or questionnaire, you can use the following sites: <http://virtualexs.ru>, <http://webanketa.com>

In addition, students may be given the opportunity to receive mobile notifications, reminders, and test results. In support of the mobile devices in full-time training, they can also be used for a short test at the end of class, fixing critical information (using the record feature and the camera), real-time access to reference and informational and educational materials in the classroom. Mobile devices are indispensable for practical training outside the computer room[6; c.421].

4 Conclusion

Thus, the introduction of mobile technologies in the educational process will allow:

- 1) to ensure the continuity and integrity of the educational process due to the possibility of continuous access to reference materials and educational resources;
- 2) improve the quality of teaching due to the operational implementation of feedback (for example, by carrying out a short test at the end of a class, that will allow teachers to get information about the assimilation of the students the material (which part of the training material assimilated students better which sections should be given more attention, and how to maintain contact with audience), based on the information the teacher can adjust the presentation of the material;
- 3) provide information and methodological support for practical training;
- 4) provide better services in terms of learning organization: remote access to the training plan, sending out various news and updates.

To conclude, the use of mobile technology in the educational process can improve the overall quality of education and the attractiveness of educational services for students. Education becomes dynamic, adequate and personalized.

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EXPLORING CRITICAL THINKING SKILLS THROUGH AWARENESS OF DIGITAL LITERACY

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One of the basic forms of preparing to successful activity in informational society of the XXI century is the formation of critical thinking. This process is actual educational problem today.

Academic journals and the mass media have presented critical thinking skills as being essential for the growing workforce of the 21st century. Critical thinking skills have been also recognized as vital for students’ academic success. Currently, there is a growing demand for superior critical thinking skills, problem solving, and negotiation skills as well as highly developed communicative competence (Gervey, Drouot & Wang, 2009; Halpern, 2004; Zare & Moomala, 2013, Zare & Mukundan, 2015). Critical thinking skills have been identified as a logical, purposive deep thinking approach (Rudd, 2007) and/or as a doubtful or skeptical approach (Mason, 2007) employed in making decisions, mastering, concepts as well as solving problems.

The theme of our article is “Exploring critical thinking skills through awareness of digital literacy”. Critical thinking requires active and interactive learning. School attendees learn many transferable skills while pursuing their studies. Critical thinking for school students helps them analyze information in a way that may predict a desired outcome. Schools have recognized that there is a distinct advantage to teaching critical thinking to school students. Even our president Nursultan Nazarbayev once mentioned: “The principal task of the modern education system is training people that can *think critically* and are capable to steer in the information flows” In an age of technology, information changes so rapidly and is disseminated so fast that some form of mental analysis is required to sort through it all. Sources of knowledge on the Internet are not necessarily reliable, and they must be evaluated on an individual basis. Students who learn how to think critically will be able to do this in every aspect of their lives, from buying consumer products to choosing the right career path. If we want to develop critical thinking in our foreign language class, we need to include some specific lesson components into the lesson plan, in addition to traditional components of the lesson description such as prerequisites, instructional objectives, supporting activities, and assessment. This can be done by relying on the students’ previous experience, by asking question for clarification in order to make the issue clearer, more accurate and precise, by comparing opinions, by identifying the underlying factors, etc. All this has an effect on the quality of arguments and thinking, thus becoming personal practice in using a foreign language and thinking critically at the same time. The best way to become a critical thinker is by engaging students in