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«ҒЫЛЫМ ЖӘНЕ БІЛІМ – 2017»

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XII Халықаралық ғылыми конференциясының
БАЯНДАМАЛАР ЖИНАҒЫ

СБОРНИК МАТЕРИАЛОВ
XII Международной научной конференции
студентов и молодых ученых
«НАУКА И ОБРАЗОВАНИЕ – 2017»

PROCEEDINGS
of the XII International Scientific Conference
for students and young scholars
«SCIENCE AND EDUCATION - 2017»



14th April 2017, Astana



**ҚАЗАҚСТАН РЕСПУБЛИКАСЫ БІЛІМ ЖӘНЕ ҒЫЛЫМ МИНИСТРЛІГІ
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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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As it is seen in the graph, dialogue education prepares students to cultural, professional and personal contacts, develops their imagination and thinking, stimulates interest, keeps them highly motivated. Therefore, it teaches children to acquire knowledge independently. We live in an information society and the main asset – the ability to extract information that is most valuable. In other words, it clearly shows the change in the essence of education “from the education of lifetime – to education throughout life”.

The essence of the dialogue education is to provide to the students problem situations needed to perform certain tasks difficult to overcome that requires creative thinking. That is problem-based learning - is a form of training sessions, in which knowledge is passed on to students not in finished form, and in the process of independent cognitive activity in the conditions of problematic situations. Problematic situations, used for training purposes, must have training character.

«Intellectual storming» method helps students form the communication skills necessary for communication in the educational and labor sphere, develops the ability to independently find and use relevant information to develop skills of self-control and mutual control, as well as improving such moral qualities as mutual tolerance and cooperation.

In our lessons dialogue education created an atmosphere of easy communication, where our role as a teacher is changing. It contributes to the educational process of new techniques, enlivens and activates them, eliminates the most enduring and tenacious weeds formalism in training, eliminates mindless memorization and retelling of "book" knowledge, introduces active thinking, creative independence in the process of understanding the world.

Ultimately, dialogue education promotes personal activity of the students, and it provides a proactive approach to knowledge, and systematic persistence of students, and, of course, positive results in training and education.

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SOME APPROACHES TO OVERCOME LISTENING AND SPEAKING DIFFICULTIES IN LEARNING ENGLISH

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Nowadays, English is one of the most widely used languages around the world, and people learn English for educational, economic, or personal progress. Many students of non-language specialities of the L. N .Gumilyov Eurasian National University (ENU) try to do their best to learn English at the lessons of the disciplines “Foreign Language” and “Professionally Oriented Foreign

Language” in order to get new opportunities that permit them to improve their lifestyle and become better professionals.

Learning English has become an important part of our society because it is medium by which people have new opportunities to incorporate to the society as professionals. As well as learning English as a foreign language and professionally oriented foreign language has its pros, it also has cons. In this way, when students learn a language, they also learn different culture; it means different accents, intonation, and other features of the language. These elements can be seen as difficulties for the learning and acquisition of a foreign language. So, the researchers tried to study listening and speaking difficulties to know how they will be overcome.

Aims

The purpose of this paper is to identify different approaches used by students of non-language specialities of ENU who have English course to develop listening comprehension and speaking skills. Another purpose is to find out what ways these approaches are effective for students at the time they have their lessons. Also we would like to pinpoint daily problems of English speech and listening skills and ways to solve these problems. The aim of this paper is to show the importance of listening and speaking skills in the English language classroom in order to get a perfect acquisition of the foreign language.

Defining the problem

Development of listening and speaking skills is one of the most difficult situations that students face while they are learning English as a foreign language. We mention it as a problem even speaking and listening skills are most used in the classroom and daily life. Every day, students face many difficulties to understand the messages due to many factors or difficulties.

What kind of problems might a student face?

According to Underwood, there are seven causes or obstacles to efficient listening comprehension, but the researchers have taken into account five of them[1]:

First, students cannot control the speed of the delivery. It is the greatest difficulty students face in listening comprehension because the listeners cannot force or ask the speakers to speak slowly.

Second, students cannot always have words repeated; this is a serious problem in learning English as a foreign language because, in the classroom, students cannot say to the teacher to play the audio once again or again and again: for this reason, students fail to carry out their listening activities because there are words that they cannot understand clearly.

Third, students have limited vocabulary. In this case, sometimes the comprehension of a listening activity depends on students’ vocabulary background because when students listen to new words, they stop listening trying to understand the meaning of the words. This situation causes students to miss what follows in the activity. They do not concentrate and focus on task.

Fourth, lack of contextual knowledge. The teacher needs to share the knowledge about the passage together with students before carrying out the listening task; this helps students to have knowledge of the passage in which they will work on. In other words, when students have previous knowledge about the passage that they are listening to, it is easier to comprehend the message completely.

Fifth, to achieve the concentration in listening activity, it is important for students to concentrate before starting it. Concentration helps them to receive, to construct meaning, and to respond regardless the different accents or pronunciation that students hear. When students achieve concentration, they are not distracted by what happens around and have success performing the tasks.

Also it is important to notice that difficulties such as unknown vocabulary, unfamiliar topics, fast speech rate and unfamiliar or different accents influence on speaking and listening skills.

Despite this teachers play a big role in learning English because ways of teaching influence on students background.

Methods and Results

In order to prove that listening and speaking skills are quite difficult than other ones we did

qualitative and quantitative research. We took some qualitative information from scientific papers and made survey by using online applications under the name 'Survey Monkey'. We chose it because of modern society such kind of online survey is convenient for us. Students of different non-language specialties of ENU, our group mates and teachers have participated in this survey. In daily life we also shared opinions on this question. To make some solutions we will give our own suggestions according to the daily experience[2].

Survey was taken from respondents whose ages are: 17-18 years old – 17.65%, 19-21 years old – 76.47% and 25-30 years old approximately 6%. About 88.24% of respondents have difficulties with speaking and listening, while 12% of them do not. It proves that these sections are difficult. For 60% of respondents, confidence and motivation are good strategies to improve their skills. Most of them think that they should have more practice and co-operate with international teachers.

Bar chart-1. Some answers from respondents

To summarize, the participants of our survey gave us useful tips in order to improve speaking and listening skills:

1. Connect what you are teaching to real life
2. Use students' interests and fascinations
3. Give students choice
4. Present information in multiple formats
5. Teach students self-monitoring skills
6. Play games
7. Co-operate with native speakers.
8. Speak only in English during the lessons
9. Watch films and movies without subtitles, listen to audio and communicate with international people with different accents by using programs like Skype and so on.

Solution

Now we know about actual problems of learning English as a foreign language especially about speaking and listening skills. As solution to this problem we should use some strategies. Let us see how they are effective for students.

According to Vandergrift, strategy development is important for listening training because strategies are conscious tools by which learners can guide and evaluate their own comprehension and responses[3].

On the other hand, listening strategies are steps taken by students to improve and develop their own learning; also they are important tools for language learning, Oxford. Oxford identifies five general types of learning strategies: Memory strategies, cognitive strategies, metacognitive strategies, affective strategies, and social strategies. Moreover, O'Malley & Chamot, showed that strategies and the ability to use them effectively were particularly important in foreign language listening. For O'Malley & Chamot, there are three main types of listening strategies: Cognitive, metacognitive, and social-affective strategies. Mendelsohn and Robin pointed that listening strategies are techniques or activities that contribute directly to the comprehension and recall of listening input.

In this paper we would like to consider and characterize *cognitive*, *meta-cognitive* and *social-affective strategies*.

Cognitive strategies

Cognitive strategies are useful tools in assisting students with learning problems. The term "cognitive strategies" in its simplest form is the use of the mind (cognition) to solve a problem or complete a task. Cognitive strategies may also be referred to as procedural facilitators, procedural prompts or scaffolding. Cognitive strategies are classified in two types: Bottom-up and top-down strategies.

Bottom-up strategies are text based ones; the listener relies on the language in the message, that is, the combination of sounds, words, and grammar that creates meaning. Also, bottom-up strategies include listening for specific details, recognizing cognates and recognizing word-order patterns.

Otherwise, top-down strategies are listener based ones; the listener taps into background knowledge of the topic, the situation or context, the type of text, and the language. The background knowledge activates a set of expectations that help the listener to interpret what is heard and anticipate what will come next. Also, top-down strategies include listening for the main idea, predicting, drawing inferences and summarizing. Cognitive strategies help students feel them confident.

Meta-cognitive strategies

According to Oxford, the conscious use of meta-cognitive strategies helps learners get back their focus when they lose it. Meta-cognitive strategies involve our knowledge and our own cognitive skills to recognize and evaluate what we have learned and what we need to learn. This strategy teaches us to plan, check, evaluate and make decisions. In other words, it helps us to focus on necessary points of task. All in all meta-cognitive strategies allow us to learn new things, use our knowledge to solve problems in different situations[6].

Social-affective strategies

Social-affective strategies involve the students' social relation with their classmates. In this case when students communicate and help each other, they help them to learn better. O'Malley & Chamot, pointed that social - affective strategies create and promote positive emotional reactions and attitudes towards language learning. The emotional and psychological situations also help learn better. When students are too worried they lose concentration. In other words, when students are too worried, their affective system does not function normally, and it interferes with listening comprehension. Therefore, students should know how to reduce some kind of stress in order to be confident while they do listening and speaking activities. The main feature of this strategy is that it allows to co-operate with each other, work in groups, share with opinion or answers and be tolerant to each other[4].

To assist students in acquiring new knowledge in a better way, the teacher should develop learning strategies. According to Harmer developing new learning strategies includes teaching students to:

- Use textbooks: This involves guiding students; show them how to work with their textbooks.
- Use the communicative approach. Teachers should not permit students to use the mother tongue during speaking activities.
- Read for the gist. Teachers have to explain and show their students how to mark with texts. This helps students to read only the most important parts from the texts.
- Deal with unfamiliar vocabulary. Teachers are supposed to provide their learners with the suitable context.
- Use a dictionary. Teachers ought to explain how to make the best use of the dictionary[5].

Conclusion

In accordance with qualitative and quantitative data we can conclude that listening and speaking skills of English language are quite difficult rather than other ones. Therefore, we defined main statements of problem, factors that affect on learning English and give some solutions from professionals and our own suggestions in order to overcome listening and speaking difficulties in learning English.

So, we should use cognitive, meta-cognitive and social-affective strategies. We have considered about each of them (benefits and differences) deeply. When you do listening task you should focus on the task, read it properly and then listen to. It is important to make notes, because it will help to improve your answer. Also, grammar and reading play a big role in understanding question and giving answer. As we discussed before, there are too many strategies and methods of learning English. And in order to make them effective we should use them in the right way. Students should not stop on one thing; they should develop their skills and should do self-study for new things. On the other hand, not only student can solve this problem, also teachers should teach them by using new methods and effective strategies in order to interest and motivate students. From another point of view, government should use the right techniques in school and university programs. It will be better, if they give us gold opportunities to learn language. In other words,

create some exchange programs for students and teachers, share with their experience and invest into teachers in order to have high qualified and competitive teachers in education area.

Another suggestion is co-operation with international teachers. Native speakers will help to develop speaking and listening skills. Communication with them can help us to understand their accents and other elements of the language. In some universities, students study together in spite of their knowledge level of English. Therefore, educational places should provide a good environment for the students in order to motivate, attract and interest them. In other words, they should divide students into the groups by their level. Otherwise, a student whose knowledge level of English is lower than another student has, the first one will feel himself uncomfortable and shy and lose concentration.

In spite of the difficult process, in this paper we tried to suggest some approaches to overcome listening and speaking difficulties in learning English. Therefore, speaking and listening skills will be improved and become better than the students have now.

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A STORY BASED FRAMEWORK FOR TEACHING A FOREIGN LANGUAGE

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Currently particular attention is paid to the new approaches and innovations in teaching pupils through a foreign language. Substantially, using the trivial methodologies during learning the languages, do not give an effective outcomes in real life communication due to the lack of