



ҚАЗАҚСТАН РЕСПУБЛИКАСЫ  
ТҰҢҒЫШ ПРЕЗИДЕНТІ - ЕЛБАСЫНЫҢ ҚОРЫ

**«ҒЫЛЫМ ЖӘНЕ БІЛІМ – 2017»**

студенттер мен жас ғалымдардың  
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»**



14<sup>th</sup> April 2017, Astana



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

**«Ғылым және білім - 2017»  
студенттер мен жас ғалымдардың  
XII Халықаралық ғылыми конференциясының  
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**2017 жыл 14 сәуір**

**Астана**

**УДК 378**

**ББК 74.58**

**Ғ 96**

Ғ 96

«Ғылым және білім – 2017» студенттер мен жас ғалымдардың XII Халықаралық ғылыми конференциясы = The XII International Scientific Conference for students and young scholars «Science and education - 2017» = XII Международная научная конференция студентов и молодых ученых «Наука и образование - 2017». – Астана: <http://www.eni.kz/ru/nauka/nauka-i-obrazovanie/>, 2017. – 7466 стр. (қазақша, орысша, ағылшынша).

ISBN 978-9965-31-827-6

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 978-9965-31-827-6

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ұлттық университеті, 2017

degrees, this can be attributed to the six phytonyms [laurel, raspberries, myrtle, fruit, growth, color]; in other denominations celebrated pejorative component [strawberry, cranberry, mold, weeds, mud, grass].

Proposed in this paper phytonymic classification can serve as a base for their further studies in comparative aspect of cultural linguistics and lexicography

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UDC 39.015.2

### **FEATURES AND FUNCTIONS OF THE SUBSIDIARY EDUCATION**

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The rapid changes and increased complexity of today's world present new challenges and put new demands on our education system. There has been generally a growing awareness of the necessity to change and improve the preparation of students for productive functioning in the continually changing and highly demanding environment. In confronting this challenge, it is necessary to consider the complexity of the education system itself and the multitude of problems that must be addressed. Clearly, no simple, single uniform approach can be applied with the expectation that significant improvements of the system will occur.

According to Cummins [1, 27–34], a common underlying proficiency (CUP) exists between two languages; concepts, skills, and ideas learned in a student's first language will transfer to a student's second language. The more similarities exist between the home language and English [2]. Language development is interconnected by a positive correlation; if teachers can increase a student's home language reading proficiency, the student's English language reading proficiency will increase as a result [3]. Cloud and associates further explained that "linking literature instruction in English with the home language engages ELLs in the learning process because they can demonstrate what they know long before their competence in English is fully developed" [3, 86]. In addition, students who know how to read in their first language have numerous advantages when learning to read in English. According to Freeman and Freeman [4, 102-116] "Students who read in their primary language ... understand reading is a process, ... subconsciously use cues from the linguistic cueing systems," and have a clear understanding of both the text's organization and text features [4, 104]. Therefore, it is beneficial to encourage ELLs to use their home language to assist with English language acquisition. When teachers value the home languages of their students, it strengthens the linguistic identities of their learners. While there are certainly students who come

to school with little or no literacy knowledge in their first language, teachers can still make connections between instruction and the students' life experiences [5]. Although it is beneficial to link a student's first language with English literacy instruction, the challenge for middle grades educators remains to implement this instructional task in their classrooms.

*Aim of project:* Creating the conditions for the organization of educational process based on the integration of the basic and subsidiary education, providing health, maximum assistance to the development of the individual.

For the integration of the both types of education are widely used material and technical opportunities of the institutions.

*The role of the teacher in the project:* educational assistance and child support in the development of the individual that is self-development. In the educational support system are included the psychological, social and medical support, because all of them are integrated educational institution.

*The priority ideas are:*

1. Free choice of the child forms and fields of activity
2. Focus on personal interests, needs, abilities of the child
3. The possibility of self-determination and self-realization of the child
4. Unity training, education and development
5. Practical basis of the educational process
6. The idea of collaboration, networking, co-creation
7. The idea of creativity, a continuous search and check the content, forms and methods of training and education.

*The main stages of the project implementation:*

**The first stage.** The definition of theoretical positions based on an analysis of scientific literature and teaching practice; preparation of pilot experimental basis in the conditions of integration of the primary and secondary education.

The second stage is creation of a pedagogical model that promotes creativity in the context of the integration of the primary and secondary education.

The third stage - Comparative analysis of the levels of development of students, the creation of the system and research activities of students. The implementation of the research project.

**The fourth stage- Lessons.**

*Project implementation conditions.*

To achieve the objectives proposed to use the following methods:

- Creative;
- problem-search (the teacher poses a problem, and with children finds a solution, or the children themselves solve the problem, and the teacher concludes);
- heuristic (teacher statement + creativity of children);
- reproductive (reproducing);
- illustrative (accompanied by an explanation of the demonstration of visual material).

Thus, we consider the integration of the primary and secondary education as a set of agreed conditions to ensure:

- Development in the chosen direction;
- Optimization of the organization the activities for students and teachers;
- Load reduction due to the individualization of education;
- Improving the quality of education;
- Optimization of the relations in the school community.

*Incentive Methods:*

- promotion;
- endorsement
- rewarding;
- granting of privileges.

By the changing of socio-economic system in our country there have been changes in all

spheres in people's life, for instance: conditions and the nature of life, activity, opportunities of self-manifestation of people. We see how in the last 5 years has changed around us social world. What kind of person does well in it? Intellectually has developed, freely and independently-minded, creative, adventurous, active in achieving goals person. "Everlasting" mystery of children's art pedagogy is very urgent problem.

Due to changes in different spheres of modern life it is necessary to prepare a competitive person that is the person, who capable of critical and creative thinking, of making assertions and defend them. Regardless of the chosen profession this person must able to engage in social relations with confidence, achieving high performance with minimal amount of time and resources, capable to self-improvement, self-change, an active adaptation to labor-market. Education should be built so that graduates can independently set earnest socially significant goals and achieve them, respond to different life situations skillfully.

Concerning this issue, various types of educational institutions have great importance, including the institutions of a supplementary education of children, and their interaction. The main goal of such cooperation is creation of a common educational space, which is formed based on a harmonious relationship with the educational standards and opportunities of supplementary education intended for comprehensive development of the personality of each child in miscellaneous activities, thus for the gradual onset of the needs and capacity for creative self-development.

Education as a complete system involves two objectives - socialization and individualization. For the effective and successful implementation of each of them is necessary, on the one hand, to have two goals, that free-standing by their objectives and scope of educational activities. On the other hand, the integration of these areas into a single educational space is can be productive for student. These two areas are autonomous basic and subsidiary education as equal spheres of general education, ensuring its integrity. Here the main task is the development of the child as a subject of life and pedagogical support as the main activity. An attention must be focused on the child within his/hers capabilities and needs of self-realization as Man and moreover who possesses huge resource potential. To do this, you must discern the interconnection of basic and supplementary education, and then it is necessary to identify their peculiarities to understand what the meaning of "apart existence" is and at the same time, why they are part of a single.

The study, analysis and accounting of value orientations of students, and their abilities allow to be more focused on planning educational system work. In general, the system of basic education is focused on the socialization of the individual, civic education, hard work, respect for human rights and freedoms, love to nature, homeland and family.

Between the primary and secondary education is a direct relationship. The higher the school level, the more the needs of students in the additional education, and vice versa: the richer and more meaningful forms of organization of the additional education, the greater the opportunities for implementation of basic education programs in schools.

The main directions of additional education: sports, artistic and aesthetic content, intellectual, economic, labor, education and training, which means it is focused on certain area.

Thus, the integration of the basic and additional education allows actualizing a strategy for the development of the child's personality, to track personal growth and if necessary to carry out remedial and development activities.

There exists a direct relationship between the basic and supplementary education. The higher the school level, the more the needs of students in further education, and vice versa: the richer and more meaningful organization of forms of additional education, the greater the opportunities for implementation of basic education programs in schools.

The tunable ordinary school focuses primarily on the intellectual development of the child, especially its theoretical education. It makes emphasize on the educational process is based on the subordination of the child's need, which is also important for the development of a growing personality. But the additional education provides the child an alternative free choice, particularly current necessary quality for the formation and it is aimed at the development of practical and

technological knowledge and skills of the children.

**Table 1.** Referring to the comparative analysis of the main orientation of the basic school and additional education of children:

<b>Basic</b>	<b>Subsidiary</b>
- is aimed on building a scientific and rational view of the world and ways of appropriate regulatory action;	-the disclosure of the value-semantic components of the peace and development of the children's performances;
- the assimilation of subject knowledge and methods of their use;	- the disclosure of personal interests and inclinations, which school subjects are one of the means of teaching practical and technologically to think and do something with their hands;
- is focused on the development of age-regulatory space, mono age education, standards of social group development;	- on building a space of self-development, to various aged education, personal standards, providing individual development trajectory;
- the socialization of children, formation of socially-adapted person;	- on the individuation, free education, distinctive personality;
The main landmarks of the school - a common human experience of knowledge, learning other people's creativity, common cultural and scientific experiences, the development of the "right of samples", the predominance of theory over practice, where the child - student; where the predominant thought-knowledge and verbal and logical activity.	Major landmarks of additional education institutions are practical personal experience of life of the child, the development of specific and practical experiences to create their own designs, the prevalence of the practice over theory, amateur. Here, the child is already a creator, researcher. And the activity is dominated by concrete and practical having emotional and imaginative content that promotes versatile, creative, holistic, including moral and aesthetic development.
	Another feature of the additional education system - the compensatory (or psychotherapy). Children enrolled in the regular school are given an opportunity to improve the individual abilities, because some students do not always receive the support in the educational process at school. Supplementary education creates "a situation of success", helps the child to change their status (even if the child is lagging behind in school). Emotional intensity training - another very important factor of the additional education. Its importance is due to the need to confront stressful situations and psychological comfort of the child.

All supplementary schools contribute directly to achievement of children and young people. Most have a role in supporting parents and promoting community cohesion. But there are other shared characteristics that may lead to a workable definition of a supplementary school. Schools may:

- offer a range of learning opportunities, including national curriculum subjects (English, math, science and others), faith-based studies, mother-tongue classes, cultural studies and other activities, such as sport, music and dance;
- run after school, in the evenings or at weekends;
- be managed by local community groups, and rely on volunteers for staffing and financial contributions; 0
- operate from a 'community' venue – for instance, a youth club, a place of worship, mainstream school or community center.

**Common goals for most supplementary schools include:**

- raising attainment, often through study support in national curriculum subjects or the

teaching of community languages;

- engaging parents in school and learning;
- providing positive role models, reinforcing positive identities and boosting children's self-esteem;
- keeping students safe and positively occupied;
- contributing to integration and cohesion.

At the same time, despite the significant differences in the conditions and content of the educational process in institutions of the general and supplementary education, in teaching science was created a common understanding of the goals the primary and secondary education. Moreover, in recent publications is reflected by the fact that "the system of additional education of children can and should play a significant role in the implementation of the new goals of education, as it helps to expand the content of the general education by studying the areas of culture, which are not represented to a lesser degree in the school curricula". Yes, the school provides basic education. But the supplementary education - an essential link in the education of a multi-faceted personality, in its formation in early vocational guidance. And if, as a rule, all children receive the general school education that is determined by the basic curriculum and standards, then additional education is very different in directions, and more variably.

The value of the additional education is that it enhances varieties component of the general education and help to realize the knowledge of the learners obtained in the basic component - at school. Principles of the general and additional education are united. But the methods, techniques, technology have own peculiarities. The fact that the main contents of the additional education is practice-oriented activity. There the student acts himself in searching the situation, learns from the interaction with the objects of labor, nature, cultural monuments, etc. There are situations when the student needs to extract knowledge from the outside world. Such education is only creativity, because motivates a child to find his own way.

For any teacher who teaches should understand that teaching is an art, it requires somebody who is very creative in establishing the subject matter to be applied in teaching several topics.

Supplementary schools are vital to children's education, providing culture, heritage, language and study support and the National Resource Centre is committed to working with them. But there are challenges that they all face.

The solutions to these challenges lie in a balance between support and independence, with partnership-working acting as a bolster for sustainability. While support from local authorities is not to be underestimated, and while there is much to be gained from strengthening links with mainstream education, we also feel it is important that a supplementary sector should maintain its independence, as this is such a strong feature of many schools. For example, many parents and children value the fact that their supplementary school offers something 'other' and something 'extra' than mainstream education. It may be because they are independent and run by community members; or because they don't have the authoritarian view that mainstream schools are perceived to have. Whatever the reasons, supplementary schools succeed in attracting families and children and make a positive contribution. They are amazing organizations run by communities for communities, meeting the needs of their children and providing opportunities for parents to learn about and engage with their children's education.

The interaction of the basic and supplementary education is based on the formation of the integrity and unity of the educational process and on synergetic principles of environmental approaches. This cooperation is necessary for a holistic and comprehensive development of the child in line with the competence-based approach, and the both of the institutions in the same cultural and educational space becomes a mechanism to overcome the discrete nature of educational processes in individual's formation, creating a space of its self-determination, identity and socio-cultural activities.

As we can see, basic and supplementary education mutually complete each other, at the same time supplementary schools help student to expand and deepen their skills in formation features. The reliance on the content of basic education is the main feature of the development of



the additional education of children; also, correlation can be privileged in upbringing, learning and developing processes.

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UDC 812.115:16.042.25

#### **CROSS-CULTURAL ISSUES IN FLT**

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In the age of globalization English language learning becomes an inevitable part and objective necessity of contemporary society, and consequently, of the system of secondary and higher education. International integration, and, in particular, foreign policy of the Republic of Kazakhstan strengthen the importance of English language as the main language of international and intercultural communication, and widen the range of its application.

For years, many ideas and perspectives concerning language and the role of culture in the process of language teaching have come, and then been taken over later by others throughout the history of foreign language teaching. The different approaches to the issue of the integration of culture in language teaching in various ways were considered by scholars who emphasized different aspects of culture to be included in their teaching program. It is clear that every method in language teaching is a product of its times and it also a reflection of the requirements the society imposed upon the language teaching at that time. Stern considers language teaching as an art which through the ages has pursued three major objectives: social (language as a form of communication), artistic-literary (language as a vehicle for artistic creation and appreciation), and philosophical (linguistic analysis). He maintains that these broad aims have, in different periods in history, been emphasized to varying degrees. [1, 25]

One of the most significant changes in language learning and teaching over the past two decades has been the recognition of the intercultural competence as a key component. This change has transformed the nature of the experience of teaching and learning languages to a great extent. As stated by Byram, the success of interaction implies not only an effective interchange of information, as was the goal of communicative language teaching, but also the “the ability to decenter and take up the other’s perspective on their own culture, anticipating and where possible, resolving dysfunctions in communication and behavior”. [2, 3]

Cross-cultural/intercultural approach is considered to be the modern paradigm of foreign