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Әрине, ақпараттық-қатынастық технологиялар мұғалімді алмастыра алмайды және мұғалімге тән көптеген қызметтерді орындай алмайды. Бірақ, мұғалім сыныптағы әрбір оқушының жеке мүмкіндіктерін есепке ала алмайды және осы мүмкіндіктердің бәрін анықтауға мұғалімнің күші де келмейді. Сонымен қатар, мұнда сабақ үлгерімі нашар және орташа оқушыларға көмек көрсету, жақсы оқитын оқушыларға әрқашан қиынырақ тапсырма беруге көңіл бөлу мүмкіндіктері де жатады. Қолайлы режимде жұмыс істейтін мұғалімнің өзі бәрібір белгілі уақытта немесе оқу уақытының бір бөлігінде әрбір оқушының іс-әрекетін басқара алуы мүмкін емес, әрбір оқушыны оқытуы және дамуын қарқынды қамтамасыз ету жағдайы болмайды. Бұл жерде ақпараттық-қатынастық технологиялар мұғалімге де, оқушыға да маңызды көмек көрсете алады және көрсетуі қажет. Теориялық және әдістемелік әдебиеттерді талдау бастауыш сынып мұғалімдерінің аудио визуалді пайдалануға даярлығы жоғары, орта, төменгі деңгейде болып қалыптасатынын анықтауға мүмкіндік берді.

Ортаңғы сынып мұғалімдерінің аудио құралдарды пайдалануға даярлығының көрсетілгендей оқу үрдісінде тыңдалымды пайдалануда мазмұндық және психологиялық компоненттерді ескерумен ерекшеленеді. Қызығушылық ынтамен, себеп-салдарлық байланыстарды, заңдылықтар мен қарама-қайшылықтарды түсіндіре алады.

Ортаңғы сынып мұғалімдерінің аудио құралдарды пайдалануда теориялық білімді меңгергендігімен, бірақ жүйеленбегендігімен анықталады. Олардың кейбіреуі педагогикалық іс-әрекетті сауатты талдай отырып, оны іске асыру жолдарын ұсынса, кейбіреуі нақты білімі немесе ынтасы жоқ болғандықтан көпшілік жағдайларда кедергілерге тап болады [7,596].

Ортаңғы сынып мұғалімдерінің аудио құралдарды пайдалануға жасалған модель бойынша мазмұндық және психологиялық компоненттерінің мүлдем болмауымен, іскерліктерін дамытуға қызығушылық танытпайтындығымен айқындалады.

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FOR THE QUESTIONS HOW TO STIMULATE SPEECH OF SENIOR CLASSES

Abdimanapova Laila Saparbekkyzy

abdimanapova92@mail.ru

An IV-course year student of L.N. Gumilyov Eurasian National University, Astana,
Kazakhstan

Supervisor- A.O. Iskakova

Main purpose of foreign language teaching is to teach for universal form of communications which is presented in speech situations. Language is important at particular situations and initially occurred by speech situations which are associated with three sides of learning process such as constructing learning materials, method of presenting learning language material at the lesson and forms of organization activity.

English language is being as one of the pivotal discipline at school which provides multiple opportunities for learners. The main aim of teaching foreign language is to train learners at speech activities and prepare them to enter any communication.

The problem that creation conditions closer to real communication is still kept in the centre of foreign language teaching methodology for teaching oral speech of learners. The significance of real communication are presented in speech situations that include conditions and circumstances which are relevant for speakers which induce their speech act as well as speech situations identify program, content and formation of speakers' utterance.[1, 101]

Speech situations in the learning conditions are used as learning speech situation to activate and to optimize speech activity of learners. [2, 35]

Topicality of our article is based on how to stimulate speech activity of senior classes through speech situations. Foremost, practically teachers have been facing with standing of learners of senior classes in "silence" at the lessons that are dedicated to improve oral foreign language speech activity. The definition foreign language speech activity was given by Zakirova G.Sh. as unity of means and methods of oral foreign language communication.[3,50] In the methodology of FL teaching speech situations are used as teaching techniques to stimulate learners speech activity. Furthermore, due to the psychological feature of speech activity of senior classes, it is hardly to justify relevantly to their judgments, even though, there undergoes qualitative changes in senior class age i.e. speech of learners turns to more bookish, accurate than previous period. However, creation speech situation for senior classes encourages learners to produce argumentative speculation.

According to psycho-physiological feature of speech in foreign language depends on thinking and consists of three phase of verbal cognitive process such as motivation planning and implementing.[4,45] Taking into consideration usage of these features, foreign language teacher might improve foreign language speech and thinking skills of senior classes respectively, contribute their professional-career oriented development of learners who are at the age of career choice through creating critical thinking on their future career.

Moreover, creation and usage of speech situation coincide with didactic principles of teaching foreign language. Pochechnyaia has clarified four main principles of speech situation as a teaching technique of foreign language such as followings:

- Explanation of speech situations as form of organization learning process.
- Modeling speech situations by standards of teaching objectives and
- Correlations of allowance speech situations with teaching functions
- Applications of all types of speech situations for each stage of educational cognitive activity.

In order to generalize the didactic principles of speech situation, the following considerations are regarded. [5, 9]

There are five forms of speech situations (standard speech situations, variable speech situations, problematic speech situations,) are identified, however, from the point of view of designing typology of situations mean that general interrelations are used for modeling types of situations and for highlighting the types of situations such as social status interrelations, role interrelations, activity interrelations and moral interrelations. They should use in primarily three main components of situations: specific type problems of interrelation (discussion items) and communication tasks as well as any component of situations where it is dominant in the set

Using of all variants speech situations make to keep each students from missing themes and speech material and simultaneously stimulate students interest and encourage them with supporting.

Individualized instruction is assumed regarding all individual characteristics of learners such as level of proficiency and capabilities, character and type of temperaments, interests and aspiration to new knowledge. The main condition for teacher to exposure all listed individual characteristics. Developing speech skills is revealed in the course of intercommunication. [6, 9]

Questions of teacher should be asked in order to answer simply as well as it is used to prompt learners to apply all speech means for informative response. Identifications of interest and aptitude of learner are not difficult for teachers. It is easy to use questionnaires and conversation to clear up what students do at spare time; what books they prefer; what film they watch; what they discuss with pleasure and what topic they avoid from. The most difficult for teacher is to present

characteristics of learners. In order to obtain reliable information about their characteristics. It needs to apply professional skills, psycho didactic method, as a rule, skillful teacher might clarify these characteristics inductively by “their life experience”. [7, 18]

Speech situations stimulates oral speech activity providing problematic situations , maintained prompts and forms of intercourse such as dialogue speech, monologue speech and polylogue speech. The forms of intercourse clarify arrangement of learners’ communication and connections form. Dialogue speech consist of set of communicative motives so it produces speech spontaneously and namely this feature makes learners face with difficulties planning dialogue in advance while perception speech act of interlocutor.

Furthermore, we have analyzed probably sample of empirical usage of speech situation to disclose of our study. It is illustrated in the table №1 “The short term plan for lesson on “Hobbies and qualities” for NIS learners 9 forms”

The table №1

“Hobbies and qualities”		School:NIS, Astana	
Date:02.09.2014		Teacher name: Abdimanapova Laila	
CLASS: 9C		Number present:	absent:
Learning objectives(s) that this lesson is contributing to	<p>9.W8 spell most high-frequency vocabulary accurately for a growing range of familiar general and curricular topics</p> <p>9.U15 use infinitive forms after a growing number of adjectives and verbs; use gerund forms after a growing variety of verbs and prepositions; use an increased variety of prepositional verbs and phrasal verbs on a range of familiar general and curricular topics</p> <p>9.S1 use formal and informal registers in their talk on a growing range of general and curricular topics</p> <p>9.L2 understand most specific information in unsupported extended talk on a wide range of general and curricular topics</p>		
Lesson objectives	All learners will be able to:		
	<ul style="list-style-type: none">• make a list of at least ten hobbies• check the spelling of their list of hobbies using online dictionaries• know four phrasal verbs associated with the topic		
	Most learners will be able to:		
	<ul style="list-style-type: none">• know that hobbies reflect our personalities and can be useful indicators of interest for future careers• know twenty four different kinds of hobbies		
	Some learners will be able to:		
	<ul style="list-style-type: none">• critically analyze others points of view		
Previous learning	some names of hobbies		
Plan			
Planned	Planned activities (replace the notes below		Resource
2 minutes	<ul style="list-style-type: none">• Greeting• Lead-in		alphabetic list of hobbies: http://www.hobby-hour.com/hobby_list.php dictionaries
8 minutes	<p>T divides Ss into five groups and gives the task to write the list hobbies with alphabetic range.</p> <p>Ss come up with the name of a hobby for each letter of the alphabet (G)</p> <p>The groups go round looking at the lists and peer assessing the lists.</p>		

	<p>T allows discussion while this is happening</p> <p>The winner is the group that finished first with the least spelling mistakes.</p> <p>Each group goes back to their list and the whole class runs through the hobbies and any spelling issues.(W)</p> <ul style="list-style-type: none">•T elicit the theme and objectives of the lesson	online dictionary				
5 minutes	<p>T introduces learners to four phrasal verbs related to hobbies: <i>take up, give up, get into, and join in</i>.</p> <p>Ss listen to the short video on the phrasal verbs. Then in pairs, learners come up with their own sentences using phrasal verbs. (P, f)</p> <p>Join a different pair and swap sentences for peer assessment. (G)</p> <p>T gives Ss the task to complete.</p> <p>1. Tell your partner about a hobby or something you like to do every day.</p> <p>When and where do you do the activity?</p> <p>Why did you choose this particularly hobby/activity?</p> <p>What makes the activity fun for you?</p> <p>Are other people interested in what you do?</p> <p>How do you share your hobby with other people?</p> <p>2. Ask your partner to tell you about his/her hobby or hobbies.</p> <p>T distributes pre-prepared prompt cards and instructions:</p> <table><tr><td>How do hobbies reflect our personalities? Give example from your own life?</td><td>Why are hobbies a good idea? Give example from your own life?</td></tr><tr><td>Can you think of any examples of how a hobby can turn into a career? Give example from your own life?</td><td>Have your hobbies changed or stayed the same? Give example from your own life?</td></tr></table> <p>What is your hobby? Why do you like it?</p> <p>Ss in turn, one at a time, turn over a prompt card then Ss lead the discussion on the question on the card and each S in the group provides example from their life</p>	How do hobbies reflect our personalities? Give example from your own life?	Why are hobbies a good idea? Give example from your own life?	Can you think of any examples of how a hobby can turn into a career? Give example from your own life?	Have your hobbies changed or stayed the same? Give example from your own life?	<p>short video explaining four phrasal verbs: http://www.youtube.com/watch?v=BEDJhpqYfkY</p> <p>Examples of prompt cards:</p> <p>Example of differentiated prompt card:</p>
How do hobbies reflect our personalities? Give example from your own life?	Why are hobbies a good idea? Give example from your own life?					
Can you think of any examples of how a hobby can turn into a career? Give example from your own life?	Have your hobbies changed or stayed the same? Give example from your own life?					
5	<p>Reflexion</p> <ul style="list-style-type: none">•(W) Plenary: What have we covered today? variety of hobbies, their meaning and their spelling- how some hobbies can move into careers and					

	the value of having interests you?	
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Analysis

The subject matter of the lesson is “Hobbies and qualities” and all activities designed to disclose the theme of the lesson. First of all, lead-in activity assists to elicit the theme of the lesson, because students discover the topic of the lesson. Secondly, the new language material about phrasal verbs for hobbies is introduced by the video, so it makes easier to learners perceive new language material.

Thirdly, teacher provides speech situation giving the tasks working in group. The first is telling about hobbies to partner and speech motives are given, too. These lead students to disclose the topic by themselves.

Finally, students are encouraged to fix the learning material as well as the topic of the lesson by doing follow-up activity with speech cards. There is given clear speech motives in questions and speech reaction produced via insisting to provide the example from his or real life. These tasks enable students to speak fluently on hobbies and personalities, hence, speech situations assist to produce individual speech.

The set of aims of the lesson are achieved by completing all objectives of the lesson. Students will aware of phrasal verbs and their usage. Students watch and listen the video and speak about the topic. However, while speaking students might reveal incorrect usage both definite and indefinite forms of English article.

To sum up, speech situations as a teaching technique are very effective for stimulating speech of learners because it assists to optimize to perform speech act. Moreover, when operating at speech situations teacher might apply different techniques. The conditions of situation is informed to learners in oral and written forms (for example at separate cards) or with the help of technical aids (tape recorder, epidiascope).Learners might speak to suggest situations as turn-based, one after another such simultaneously in pair and individual works in the class. Any speech situations are presented as micro theme of speech. Usage of situation allows significantly expand nomenclature of themes usually learning at the lesson and thereby separate situations might occur non thematic as though at traditional theme. Capability to realize communicative objectives of real situations assist students to feel that they achieved certain actions and form of learning language and with the help of it they might solve life problems. In order to encourage students to learn foreign language it is important to apply both real and imaginative learning situations. Hence, speech situation play a role as a main unit of speech activity which makes learners to produce individual speech in the course of specially organized activities. Using speech situation logically coincide with general objects and purposes of teaching foreign language.

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USING A MODEL OF COMMUNICATIVE SITUATION FOR ACTIVIZATION SPEECH OF LEARNERS

Abdimanapova Laila Saparbekkyzy

abdimanapova92@mail.ru

An IV-course year student of L.N. Gumilyov Eurasian National University, Astana,
Kazakhstan

Supervisor- A.O. Iskakova

At school the teachers face with learners lacking of functional ability, that is, although acquiring language material perfectly, learners make amount of mistakes while realizing them to express their thoughts. In order to solve such issues it is necessary to activate both training at language material and practicing at oral speech. According to Lapidus, a prominent Russian methodologist who scrutinized how to teach for oral foreign language speech, learners' speech is activated effectively integrating a training language material with the practice at oral speech. In such case, we regard to apply a model communicative situation to activate speech of learners because it provides psychological and linguistic optimization for learners to speak freely in foreign language.

In this article we have considered psychological and linguistic characteristics of the model of communicative situation (MCS) to activate speech as well as practical analysis of using MCS at English class for activization speech of learners.

Nowadays it is acknowledged that in order to teach successfully for oral speech, it is necessary to create conditions which intrigue learners easily without insisting them to produce foreign language speech. Due to this aim, speech situation are used to create conditions for activation speech of learners. [1, 10]

The notion "activization" firstly was studied by B.A. Lapidus who has considered that activation oral speech of learners depends on two processes such as acquiring psychological mechanism of speech and automatic shifting in speech activity in foreign language. Moreover, oral speech describes temporal connection and temporal unity of speech which perform mechanism of advance planning and mechanism of feed-forwarding for becoming fluently and setting its elements in particular period. [2, 104]

The psychological characteristics of feed-forwarding functions speech while pronouncing the first word the adjacent words should be prepared to be ready. The mechanism of feed forwarding acts in dialogue and monologue speech (when replicas of participants consist of several sentences in the conversation or in the form of feed forwarding as the preparation response reaction) in the flow of the conversation. [3, 180]

Furthermore, Lapidus emphasized to use speech exercises repeatedly more time so as to automate oral speech by combining maximally the processes which are purposed for activating language material with the process of speech practice. [1, 18]

In addition, according to T. M. Kuznetsova methodological characteristics of teaching oral speech situation reveals educational features using exercises based on model of communicative situation while B. A. Artemov stated that teaching oral speech becomes effectively in the case if it is realized on the basis of speech situations imitated to the situation of real verbal interaction. Hence, it means such situation induces while individual images to place himself to speaker identifying the aim of speech. [4, 65]