Студенттер мен жас ғалымдардың
«Ғылым және білім - 2015»
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БАЯНДАМАЛАР ЖИНАҒЫ

СБОРНИК МАТЕРИАЛОВ
X Международной научной конференции
студентов и молодых ученых
«Наука и образование - 2015»

PROCEEDINGS
of the X International Scientific Conference
for students and young scholars
«Science and education - 2015»

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«Ғылым және білім – 2015» атты студенттер мен жас ғалымдардың Х Халық. ғыл. конф. = Х Межд. науч. конф. студентов и молодых ученых «Наука и образование - 2015» = The X International Scientific Conference for students and young scholars «Science and education - 2015». – Астана: http://www.enu.kz/ru/nauka/nauka-i-obrazovanie-2015/, 2015. – 7419 стр. қазақша, орысша, ағылшынша.

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.

тиражды кітаптардың барлығы электронды нұсқалармен сақтаулы тұр. Электронды нұсқадағы дүниелер бір сәтте-ақ белгіленген латын нұсқасына аударылатынын біз күніге өзбасымыздан кешіп жүрміз. Мысалы, «Қазақүні» («Жас қазақ үні») газетіінің www.qazaquni.kz интернет нұсқасы 2009 жылдан бері басылымдар ішінде ең алғашқылардың бірі болып латын нұсқасын қатар пайдаланып келеді. Сонда қанша жылдан бергі газет нұсқасы , сайттың өзге де мақалалары «латын» деген нүктені басып қалсаңыз, бір секунд ішінде аударылып шыға келеді.[4]

Бұл мәселені жете зерттеген мамандардың айтуынша, қазіргі әліпбиімізді «қазақ әліпбии» деп атаудың еш реті жоқ. Оны «қазақ әліпбии» емес, «қазақ-орыс әліпбии» деп атауға да болады. Өйткені, әліпбиіміз бір тілдің емес, әлдеқашан қос тілдің әліпбии болып орнығып алды. Латын графикасына көшуді кешеуілдетпей, алдағы 10 жылдың көлемінде жүзеге асыру қажет. Латын әліпбиіне көшкен өзге елдер бұдан тек пайда көрген.

Ендеше болашақ- латында. Алға қарау керек. Елді осы уақытқа дейін екіге бөліп келген – кириллица. Өйткені кириллицаны орыс пен қазақ екі түрлі пайдаланады, әрқайсысы өз әріптерімен. Мысалы, ә, ү,ұ, і, ө,қ, ғ,ң, h секілді қазақы әріптерді қазақтан басқа орыстілділеріңнің алфабитінде кездесе ме? Ал біз Тәуелсіз өз елімізде отырып, орыстың ц,щ,ь,ъ,э,ч, т.б. әріптерін мұртын бұзбай қабылдауға құлдықпыз. Мысалы, қазақтар Мұқтар, Қазыбек деп жазса, орысша «Мухтар, Казыбек» деп жазылады. Елді екіге бөлу-екі түрлі жазу деген осы.Бұл жерде қазақ тілінің жазылу жүйесі, орфографиялық заңдылығы ұлттық негізде, мемлекеттік дәрежеде бекітіліп, сақталмаған. Бұл кемшілікті енді латын алфавитін қабылдауда қайталамауға тиіспіз. Сонда қай тілде болса да, Mŭqtar, Qazibek деп, бір тілде, тек қазақ тілінің жазылу заңдылығымен жазылуы керек. [5]

Қорыта айтқанда, орыстың рухани отаршылдығынан құтылудың, рухани тәуелсіздіктің басты жолдарының бірі – әліппе ауыстыру. Латын әліпбиіне өту- Тәуелсіздікті ойлайтындар үшін баламасыз байлам болуы керек!

Қолданылған әдебиет:
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ASSESSMENT OF THE STUDENT LEARNING PROCESS

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No doubt you can recall classes when you would have liked to have known what your students were learning from your lesson and whether you should proceed with the next one. Perhaps you found out what they missed from a test you gave three weeks later. Obviously it is much more cost-effective to assess your students' learning while in progress, before their shortfalls in

understanding adversely affect their grades and motivation. Such information can also help you evaluate, and ultimately enhance, your teaching effectiveness. It can even direct your students to the areas on which they need to focus their studying. We call this useful feedback to both you and your students formative assessment, as it helps to shape and focus your subsequent teaching and their subsequent learning. Its goal is always to help students learn better [1].

Classroom assessment techniques (CATs) were developed precisely to serve these purposes. Teaching at its best begins with developing and sequencing assessable student learning outcomes, then selecting the teaching formats, methods, and moves that are most effective for helping students achieve those outcomes. Excellent teaching also entails appropriate assessment— specifically, constructing instruments that measure, as directly as possible, the students' success in achieving those outcomes. In the end, all three phases of instruction—outcomes setting, teaching, and assessing—should be woven into a multifaceted arrangement of interdependent parts, each reflecting and reinforcing the others.

Therefore, before we begin writing a quiz or an exam, we think seriously about what we are trying to accomplish with it. A test can assess just short-term memory skills or the abilities to comprehend, apply, analyze, synthesize, and evaluate the material as well.

You can use them regularly or intermittently without violating the structure and content of your course and quickly identify trouble spots your class is encountering. Knowing what your students did not absorb the first time through the material, you can turn around a potentially disappointing situation. Perhaps classroom assessment is not all that much different from the informal, sometimes unconscious gauges you already use, such as reading your students' expressions and body language and asking and answering questions.

But these are unreliable and rarely encompass the whole class. CATs formalize and systematize the process, ensuring that you assess all your students. Given their purpose, they are especially appropriate for student-active lecture breaks, but they make stimulating warm-up activities at the beginning of class and good wrap-up exercises at the end of class. All good CATs share these features [2]:

• *Learner centered.* While it is no substitute for appropriate teaching methods or graded examinations, classroom assessment aims to help students learn better. It can help them improve their study habits and their listening skills and push them to correct their mental model of the discipline

• *Teacher directed.* You have total freedom to decide what will be assessed, how it will be assessed, how the results will be analyzed, and how they will affect further actions. Be sure, then, that your CATs address factors that you are willing and able to change or improve.

• *Mutually beneficial.* As students actively participate in the process of classroom assessment, CATs reinforce their learning of material. Good CATs make your students review, retrieve, apply, analyze, synthesize, or evaluate the material in your lectures, classroom activities, and reading assignments as well as their prior learning experiences. Furthermore, because classroom assessment underscores your interest in your students' progress, it can also boost student motivation. In turn, you benefit from the feedback on the effectiveness of your teaching methods and moves.

• *Formative.* Unlike summative evaluations such as graded quizzes, tests, and assignments, CATs are usually anonymous, ungraded, and geared strictly toward student learning.

• *Context specific.* CATs work differently in different classes. Since you know your classes best, you can tailor CATs to their specific personality and needs, as well as to your discipline, materials, time constraints, and educational priorities.

• *Ongoing.* Ideally CATs provide a continual educational feedback loop, informing you about your students' learning, to which you in turn adjust your teaching, back and forth, until the end of the term.

• *Rooted in good teaching practice.* Classroom assessment builds on current teaching practices, making them more systematic, effective, and flexible. For example, by using a simple diagnostic pretest, you can find out how well prepared your students are to tackle your learning outcomes. You can then pitch your presentations to their actual level, covering more or less material

than you might have otherwise.

Angelo and Cross suggest a three-step plan for successfully launching classroom assessment. First, *start small.* Select one class in which you are confident things are going well and do a simple, short, low-effort CAT—for example, the one-minute paper, the one-sentence summary, directed paraphrasing, or the muddiest point. Second, *give detailed directions and a rationale.* Tell students what you are doing and why. They will need explicit instructions and the assurance that their responses will be anonymous and used solely for mutual improvement [3].

Allocate a few extra minutes the first time through any CAT. Finally, *respond to the information you gather.* After you have reflected on your students' responses, take some time to share them with your class. If you decide to modify your teaching as a result, tell your students what you will do differently and why. Equally important, give them pointers on how they can improve their learning.

Different CATs are designed to measure students' progress in different types of learning. So before selecting a CAT, consider which type you wish to assess [4]. *Declarative learning* is "learning what"—that is, learning the facts and principles of a given field. In terms of Bloom's taxonomy of cognitive operations declarative learning focuses on knowledge and comprehension at the lower-level end of the scale. *Procedural learning* is learning how to do something, from the specific tasks of a given discipline to universal skills such as writing, critical thinking, and reasoning. Its emphasis is application [5].

The third type, *conditional learning,* is learning when and where to apply the acquired declarative knowledge and procedural skills. Too often taught only implicitly through example and modeling, it can be better taught explicitly using the case method, problem-based learning, role playing, simulations, and service-learning. While conditional learning clearly entails application, it also involves analysis and synthesis. Finally, *reflective learning* is learning why, which engages students in analysis, synthesis, and evaluation. It directs their attention to their beliefs, values, and motives for learning about a particular topic. Without this reflection, higher education is little more than job training.

Formative feedback is the sum of recommendations we give students for improving their work at an early stage, with the expectation that they will revise it accordingly. When you comment on drafts of papers or projects or you have your students comment on each other's drafts, you are providing formative feedback. If you attach a grade to such drafts, it should be mainly to motivate student effort during the work's development and should count only for a portion of the work's final grade.

This type of feedback benefits both you and your students in several ways. For them, it encourages steady writing and work habits, it gives them criteria on which to improve their work and their communication skills, and it teaches them the professional creation process, which always involves extensive revision. For you, it yields much better student products, practically eliminates plagiarism, and changes your role from judge to facilitator.

These suggestions will make formative assessments of papers and projects more productive:

• Strictly enforce deadlines for students to find topics, gather resources, develop an outline, and submit a first draft. Formative assessment takes time.

• Comment more on major writing issues, such as content, reasoning, and organization, and less on style and grammar.

• Make your comments constructive, personalized, and informal. Give praise where deserved, because students often do not know what they are doing right.

• Involve your students in providing useful, valid, and objective peer feedback by preparing a list of non evaluative questions that ask students to identify features or parts of the work, as each student sees them, or to give their personal reactions to the work [6].

• If you think your students are cognitively and emotionally mature enough to appraise each other's work, teach them to do so by modeling and explaining the process. Provide your own detailed comments on the drafts of the first paper, review your feedback methods with your class, then oversee their comments on the drafts of the second paper. After that, students should be able to

provide decent peer feedback on their own.

• Make sure students understand that formative feedback focuses on major problems in their work and that making the suggested changes does not guarantee them an A.

In addition, you probably have some background reading to do. Much of the scholarship of teaching and learning is anchored in learning theory or cognitive psychology, and your particular research topic may have already inspired a body of literature.

Literature:

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ПАДЕЖНЫЕ ФОРМЫ АНГЛИЙСКОГО ЯЗЫКА

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Основная цель данной работы заключается в попытке раскрытия новых путей для трактовки категории падежи с опорой на изученный материал и представленных теорий.

Под падежом мы понимаем морфологическую категорию, проявляющаяся через выражение отдельных конкретных падежей. Значение ее заключается в выражении отношения к предмету другого предмета, явления, действия, качества. На наш взгляд, все падежи в известной мере по своему значению сходны между собой из-за выражения отношения к предмету другого предмета, качества, действия, и т.д. Однако они отличаются друг от друга по значению из-за выражения особого отношения к предмету [1].

Что касается падежной формы имени существительного, то грамматическая категория выражается через синтаксические отношения, наряду с другими синтаксическими средствами – предлогами, порядком слов, которые, по нашему мнению, не могут рассматриваться как формальные показатели падежа.

В лингвистике существуют пять основных теорий, сформированных учеными на протяжении становления английского языка и по мере его развития.
1. Substitutional theory - Теория замены.
2. The theory of positional cases - Теория позиционных падежей.
3. The theory of prepositional cases - Теория падежных предлогов.