

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



ЖАС ҒАЛЫМДАР КЕҢЕСІ



Студенттер мен жас ғалымдардың
«ҒЫЛЫМ ЖӘНЕ БІЛІМ - 2016» атты
XI Халықаралық ғылыми конференциясының
БАЯНДАМАЛАР ЖИНАҒЫ

СБОРНИК МАТЕРИАЛОВ
XI Международной научной конференции
студентов и молодых ученых
«НАУКА И ОБРАЗОВАНИЕ - 2016»

PROCEEDINGS
of the XI International Scientific Conference
for students and young scholars
«SCIENCE AND EDUCATION - 2016»

2016 жыл 14 сәуір
Астана

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

**Студенттер мен жас ғалымдардың
«Ғылым және білім - 2016»
атты XI Халықаралық ғылыми конференциясының
БАЯНДАМАЛАР ЖИНАҒЫ**

**СБОРНИК МАТЕРИАЛОВ
XI Международной научной конференции
студентов и молодых ученых
«Наука и образование - 2016»**

**PROCEEDINGS
of the XI International Scientific Conference
for students and young scholars
«Science and education - 2016»**

2016 жыл 14 сәуір

Астана

ӘӨЖ 001:37(063)

КБЖ 72:74

Ғ 96

Ғ96 «Ғылым және білім – 2016» атты студенттер мен жас ғалымдардың XI Халық. ғыл. конф. = XI Межд. науч. конф. студентов и молодых ученых «Наука и образование - 2016» = The XI International Scientific Conference for students and young scholars «Science and education - 2016» . – Астана: [http://www.enu.kz/ru/nauka/ nauka-i-obrazovanie/](http://www.enu.kz/ru/nauka/nauka-i-obrazovanie/), 2016. – б. (қазақша, орысша, ағылшынша).

ISBN 978-9965-31-764-4

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.

ӘӨЖ 001:37(063)

КБЖ 72:74

ISBN 978-9965-31-764-4

©Л.Н. Гумилев атындағы Еуразия
ұлттық университеті, 2016

Average		
---------	--	--

We expect that after practicing the technology pupils will increase their grammar level. It can be explained by the creation of an atmosphere in the classroom, stress relief, individual work with a computer, and an interesting presentation of the material.

Conclusion

Improving students' level of grammar in a foreign language successfully happen if a number of conditions: accounting of mental processes of children, ensuring pupil's position as the subject of educating, the creation of a favorable atmosphere in the classroom, the account of the principles of differentiation and individualization of training, support for a positive outcome in the training, the presence of reflection.

Based on these studies, we expect that the level of perfection of grammar level of students will increase with the use of a computer program «Tell me more». This is due to the fact that this technology takes into account the psychological and individual characteristics of students, students' interests and capabilities, the principle of cooperation between students and a computer program is successfully realized.

Literature

1. Fadeyev S.V. "About the case of using computers in teaching a foreign language", 2002
2. Rudenko-Morgun O.I. "Computer technologies as a new form of teaching", 2003
3. Nosenko E.L. "Using IT in education", 2005
4. Polat E.S. "Internet at the lessons of a foreign language". // "Foreign languages at school" № 2, 2001.
5. Williams R., Moakley K. "Computer at school", 2007
6. Vladimirova L.P. "New information technologies in teaching foreign languages", 2004
<http://virtlab.ioso.ru/method.htm#>
7. Azimov E.G. "Internet materials at the English lessons".//Foreign languages at school №1, 2001.

UDK 378.017:911.120

THE CREATIVITY IN THE EDUCATIONAL PROCESS

Sharip Aigerim Ruslankyzy

uali_aigera@mail.ru

L.N.Gumilov Eurasian National University

4rd year student, the Faculty of Philology

Scientific supervisor-Baigazh Aizhan

Senior lecturer, the Faculty of Philology

Abstract: Students lack the real language environment and necessity to simulate different speech situations while studying the language. It usually takes certain level of imagination and additional effort. Therefore, it is necessary to create conditions to use and develop students' creative skills. Interactive teaching technique creates optimal conditions to develop knowledge of English. Teacher's use of creative practice and open tasks gives the opportunity to students to use obtained knowledge in non-standard situations. The need to integrate, analyze and project increases the efficiency of English lessons. To add more it becomes possible to disclose creative personality in students and helps to exercise intellectually and to form linguistic and verbal skills, reveal English from different angles.

Key words: The creative, effective learning, didactic material, Interactive teaching

The article describes the bases of didactic materials and students' creative abilities application for studying foreign languages. The main methods and principles of creative approaches in the

study of English are studied. Problems, necessity and form of students' creativity in the English language are justified.

Creativity is usually inseparable from knowledge and skills, it shows the ability of people. In the process of learning the right willingness to creativity can become a feature of the human personality, which determines his or her creativity (in turn, "creation" word has Latin origin)¹. Applying creativity in the learning process it is usually associated with concepts such as the ability, giftedness and development. And English Learning should be based on such concepts.

The creativity in the educational process of English language study can be seen as a special form of students' activity, which aims to create a qualitative new value to them in a foreign language. Values created with the help of creativity have social significance, required for the formation of the individual as a social entity ². And it's an important factor in understanding the language.

Many scientists (J. Guilford, A. Koestler, A.Osborn, B.Olmo, S. Parne and others.) believe that it's necessary to develop personal creative thinking at school, it's necessary to look for the most effective teaching methods, which could encourage an active creative search for thinking and development, and would be forced to exercise imagination and flexibility of judgments¹. Same manner, the interest in knowing of foreign language depth develops.

Recent years the development of students' creativity in English study is mainly associated with the transition to new, more modern models of learning. The traditional learning is mainly aimed at a speaking training and a context understanding by increasing vocabulary and working with the English grammar basics. The transition is caused by problems and the need to quickly language learning, not only as a communicative language, but also for professional disciplines.

In today's high school English speaking teachers work on the problem of students' cognitive activity development through the introduction the various creative (interactive) technology into the studying process through the introduction into the process of studying various creative (interactive) technology, such as business games, discussions, drama performances, projects, etc., influencing the formation of language learners motivation. They increase the efficiency of the learning process, as the use of creative lessons allows us to understand better the features of the language, to focus on speaking as a form of speech and the communication development in the foreign communicative environment.

It's known that it takes a lot of time and effort for productive assimilation of English linguistic material for subsequent applications. To solve this problem, the interactive teaching method is used, which includes a set of methods targeted interaction strengthening of a teacher and students, the consistent implementation of which creates optimal conditions for the knowledge development in English language². This technique is successful in Europe and the United States. Oxford and Cambridge courses are focused on development of not only language skills but also creativity and general outlook of students. English language is very closely intertwined with the cultural peculiarities of the country, so English language courses certainly include a regional studies aspect. British teachers feel the need to give a person the ability to navigate in a multicultural world easily, with the help of such a powerful unifying factor, like English language. Britain with all its legendary tradition of globalization sees it as a serious problem in terms of language. And creativity will allow understanding language features of particular English-speaking countries ³.

Creative tasks at English lessons are generally such tasks, which require not a simple reproduction of the information from the students, but creativity. For this, tasks usually comprise a larger or smaller element of uncertainty and on this basis are usually several approaches. The creative task can be included in the basis of any interactive method. The creative task (especially practical and close to the student life) gives a sense of English language training, motivating students for the possibility to accept their own "right" decision. This decision can be based on their or another experience, for example, the experience of a friend that allows us to create a foundation for cooperation, communication of all participants in the educational process, including the teacher.

At the same time, a lot depends on what creative task the teacher chooses a, as it is necessary to find such knowledge, which would meet the following requirements:

- to meet educational objectives;
- not to have clear and monosyllabic answers or solutions;
- to be practical and useful for students;
- to arouse interest among students¹.

It should be borne in mind that if students are not accustomed to work creatively, it is necessary to introduce simple exercises at first, and then more and more complex creative tasks.

V.I. Andreev indicates that heuristic methods of generating new ideas are essential to the creative self-development, these methods are: brainstorming, empathy, inversion, heuristic questions and organizational strategies. But no less important techniques of creative imagination, whose role can't be overestimated in any activity².

The most effective methods of creative imagination in English lessons are:

unfinished text:

- an unfinished text: It is proposed to read any story to half, then to think how it can be ended. To compare predicted and actual continuation of the story;
- a story compilation with several small related words. For example, any 5 words (a night, a rain, a car, a chase, an advertising). It's necessary to write the story with them. This method is effective, when a teacher introduces new vocabulary;
- to realize the week of English, where students can practice abilities and apply the skills acquired in the learning process to solve problems beyond the educational process and for students creative disclosure. The week provides various forms of work (paired, individual, group), and a variety of activities. Usually the language week is realized in holiday atmosphere, English music is sounded, presentations about different English-speaking countries are demonstrated, everything with songs and dancing, colorfully decorated wall newspapers with sayings in English about countries traditions;³
- to write newspaper articles to existing titles, using grammatical structures, expressing the possibility of action (for example: Jet Crash-300 Escape (Pilot misses one plane but hits another); Miracle Recovery (7-year -old Alison, deaf since birth, hears for the first time); Milkman Rescues the Boy from Blaze; Invention Allows Scientists to Control the Weather). Students receive ample opportunities to express their creative individuality, they come up with the story, they are unlimited in the amount of the material. This creates a new working product;
- poems writing. Students are encouraged to choose the rhyming words of the following examples and then to write a poem using these words for his or her lovers:¹

Table 1 - Exemplified rhyming words

arms	forever	mend	rain
bad	friend	miss	sad
broken heart	hair	moon	talks
end	hold	never	tears
eyes	June	pain	tell
face	kiss	part	together
fair	leave	place	walks
fears	lies	pretend	weather



- “Hangman” game²

It's a classic popular game in the world; it can also be used in teaching. The student must guess the hidden word letter by letter. Just before the game the teacher chooses a theme on which guessing the key word. Thus the whole group can play this game;

- Halloween Game. The interactive game “Get ready to Halloween!”. Following the instructions, students manage a witch on a broom and do the conversion with the help of magic. They train their vocabulary associated with this cheerful holiday (a pumpkin, a jack-o'-lantern, sweets, a vampire, a skeleton, a bat, a ghost, etc.).

In general, the use of creative tasks on foreign language lessons is very important for effective learning and opens huge opportunities for teacher selection of different interactive teaching methods, which currently have advantages over traditional methods of learning³. The use and development of students' creative potential allow training different types of speech activity, combining them in different combinations, to help realize the linguistic phenomena. They form the linguistic abilities, decide and create a communicative situation. They also automate language and speech acts. They are engaged in ensuring the implementation of an individual approach, and an intensification of students' independent work.

Creativity of teacher and students in English language is boundless. The only important skill is to direct it to achieve their educational goals. Any English lesson can be made with elements of creativity, without forgetting grammar base and dialogue (speech) basis.

Content

The article shows didactical point of view on the role of creative work in studying English. Its value was confirmed by certain linguist scholars. Capabilities of interactive techniques are presented. Importance of usage of creative practice in English studying, which were included to foundation of certain interactive techniques is shown as well. Greater focus is placed on creative practice and teacher's correct presentation of tasks. Special focus will be on heuristic method of production of new ideas.

Specific and the most effective examples of creative imagination development on English lessons are suggested. The effectiveness of English language perception during creative activities is identified as the result of teacher-student cooperation.

10 bibliographic sources are used in this work, 5 are own works.

Literature:

1. M.M. Zinovkina. Pedagogicheskoe tvorchestvo. Modulno-kodovoe uchebnoe posobie – M: MSUEE, 2007, 258 p.;
2. I.Ya. Lerner. Kachestvo znani uchaschihsya. Kakimi oni dolzhni bit? - M.: 1. Znanie, 1978, 47 p.;
3. V.I. Andreev. Dialektika i samovospitaniye tvorcheskoi lichnosti / osnovi pedagogiki tvorchestva /. Kazan: Изд-во Kazan university, 1988, 236 p.;
4. T.A. Lisichkina, L.A. Plotnikova, Yu.V. Selmentova, N.M. Koloss. Ispolzovaniye innovazionnih tehnologi na urokah angliskogo yazika: – Kazan: RIC «Shkola», 2007;
5. A.G. Eremeyeva. K voprosu o metodikah prepodavaniya angliskogo yazika. Journal: KAFU Vestnik №1 - 2011 <http://www.vestnik-kafu.info/journal/27/1138/>;
6. Criteria for the selection of creative tasks in the foreign language lessons;
7. <http://waucondastore.com/kriterii-otbora-tvorcheskix-zadaniy-na-zanyatiyax-po-inostrannomu-yazyku/>;
8. V.I. Andreev. Pedagogika. Uchebni kur dlya tvorcheskogo samorazvitiya. Kazan, Center of Scientific Technologies, 2003, 608p.;
9. English language. University of practical knowledge. <http://uib.kz/Angliyskiy-yazyk/>;
10. <http://waucondastore.com/kriterii-otbora-tvorcheskix-zadaniy-na-zanyatiyax-po-inostrannomu-yazyku/>;
11. <http://www.native-english.ru/games>.