

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

**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

practice, and feedback on the effectiveness of the student's thinking are also important considerations. Critical thinking skills help students to make better judgments about the veracity and worth of information. It guides students to a more natural discovery of language and how it can be used effectively.

Literature:

1. Fisher, A. (2001). Critical thinking: an introduction. Cambridge University Press. p.24-30
2. Stella Cottrell, Critical Thinking Skill, 2005 p.14-20
3. Lauren Starkey Critical Thinking Skills Success in 20 Minutes a Day LearningExpress, LLC., 2004 p.23-34
4. Richard R. Day Teaching Critical Thinking and Discussion The Language Teacher, July 2003 p.27-35
5. Chapman, D. E. 2007. The Curricular Compass: Navigating the Space between Theory and Practice. Thinking Classroom. 5: 29-34.
6. www.criticalthinking.org
7. Muhammad Kamarul Kabilan Creative and Critical Thinking in Language Classrooms The Internet TESL Journal, Vol. VI, No. 6, June 2000 <http://iteslj.org/>
8. John Hughes "Steps to critical thinking". English Teaching Professional, Issue 91, March, 2014 p.4-8
9. Mathew M. Tully "Mind Mirror Projects: A tool for integrating Critical thinking into the English Language Classrooms". English Teaching Forum, Volume 47, Number 1, 2009 p.10-18

UDC 004.738.5: 811.111

WEB-BASED TEACHING AT ENGLISH LESSONS

Tastanova G.K

gulnaz9@mail.ru

Student of L.N Gumilyov Eurasian
National University, Astana
Supervisor – D. B. Akynova

Since the advent of the Internet, it has been named the greatest communication revolution of the twentieth century which is uncomplicated in the usage for everyone. The instant worldwide connections enabled through the Internet have changed the way people everywhere think about communication, information, and doing business. Although Internet applications are really just computer programs that know how to use the Internet to interact, we view them as an extension of the world that we live in, an extension that brings the world to our fingertips. We can share all sorts of things with the world, get authentic materials from anywhere, and interact with people in distant locations as never before [1].

Today "web" of the Internet has braided almost the entire planet. It comprises millions of users worldwide the number of which is still increasing. The popularity of the World Wide Web has spread to the educational community that greatly affect teachers and masters to review the fundamental assumptions about the methods and purposes of teaching English.

Web-Based teaching has been defined as a learning environment for delivering interactive multimedia education using the WWW as a communication medium. WBT is similar to and different from multimedia teaching. Multimedia refers to the integration of the text, voice, graphics and video modes of information. It is often a one-way presentation. It can work on standalone computers. There might be limited interaction between man and machine. But there is usually little interpersonal interaction [2,19].

Educators are daily inundated with new technologies and new media, not only new knowledge to convey to students. Many various pedagogical approaches are debated and practiced

in schools, such as the constructive theory, which placed heavy emphasis on the use of interactive technology in the classroom. So rapid is the rate of social change, scientific advancement, and technical innovation that no teacher- not even those newly graduated from college- can be expected to educate their students in the same way in which they were educated [2,25].

There is no new pedagogy using chalk and board to teach English. However, it is discussed the need of pedagogy for WBT or computer-based teaching. Why is it so? Teaching English on the Web necessitates a change in a conventional paradigm of classroom roles and possesses. It is because it involves the reconsideration of pedagogy, design, teacher expertise, curriculum development. D. E Murray states that there is a paradigm shift from teacher-centered to student-centered paradigm shift. Teachers need to be computer literate and also should provide guidance to scaffold student's learning experience. In addition, they have to spend more time on designing and building a web-page, integrating computers with normal classrooms teaching and responding to students' enquiries on computers [2,24].

In Web-based Education, the instructor's roles are that of a facilitator, mentor and coach. As a facilitator, the instructor needs to know how to facilitate discussions in small groups, keep students task-oriented and move them toward some sort of consensus. In case of dominance of some group members, the instructor needs to intervene and encourage input from non-participating members. As a mentor and a couch, the instructor will have to advice students on their progress, provide one-on-one counseling and offer prompt and constructive feedback. In some cases, the instructor may need to fight temptation to become a 24-hour help-desk where students seek help on any topic, personal and professional [3,13].

The learning process at each level is contrasting; therefore the purpose of Web-based teaching is different for each. Educators must design a Web-based teaching system that is suitable for the appropriate level. They also need to make decisions about which level needs to have Web-based teaching as a teaching aid, and which level needs to have it as a tool for conducting classes where it is a substitute for traditional face-to-face classes [3,19].

Primary students attain information rapidly as they have the aptitude to receive new ideas easily. Web-based teaching can inure as a tool, preparing students to become accustomed with technology and gain technical skills at an early age. Furthermore, students of this level, especially students at secondary school, possess ample thinking skills so they are able to take advantage of technology sufficiently. However they require guidance and specific instructions, such as resource advice, technology solutions and other suggestions. Therefore students at this stage need to apply Web-based teaching primarily as a teaching aid in order to develop technology skills. As a result, it is a good idea to conjoin Web-based teaching with traditional face-to-face teaching for students at school. This leads to the necessity of computers connected to networks with Internet access set up in most classrooms and computer labs. However, the Internet access should be filtered to prevent access to harmful information. Additionally, students should be taught critical thinking skills that help them when doing their homework or research with the Internet.

Teachers can apply Web-Based teaching in order to enhance their effectiveness. For example, when pedagogues teach their students in the classroom, they may give lectures using the traditional face-to-face style, but also by showing lessons and examples from the Web. In Addition to lessons, assignments, questions and solutions posted on the Internet for students, teachers can add some related and useful links in order students expand their learning, such as links to appropriate resources including activities and games designed for students at each level. They also may assign individual or group projects among students [3,19].

For learners of the English language, there has always been a sort of circular motivation of using the Web: "it is not only a matter of using the Internet to learn English but also of learning English to be able to function well on the Internet" (Mark Warschauer, P.Fawn Whittaker). This is a perception based on the original dominance of the English language on the Web remains strong enough at time of writing to give it the motivational edge on many other media for learners of English [4,246].

The Internet is not only the e-mail or newsgroups exchange between the users subscribed to. With the help of the Internet the user can get an access to various types of the information stored on numerous network servers[5,90]:

- data bases (factographic, bibliographic, etc.);
- electronic libraries;
- electronic vocabularies;
- electronic online editions (newspapers, magazines);
- file archives;
- various web pages, etc.

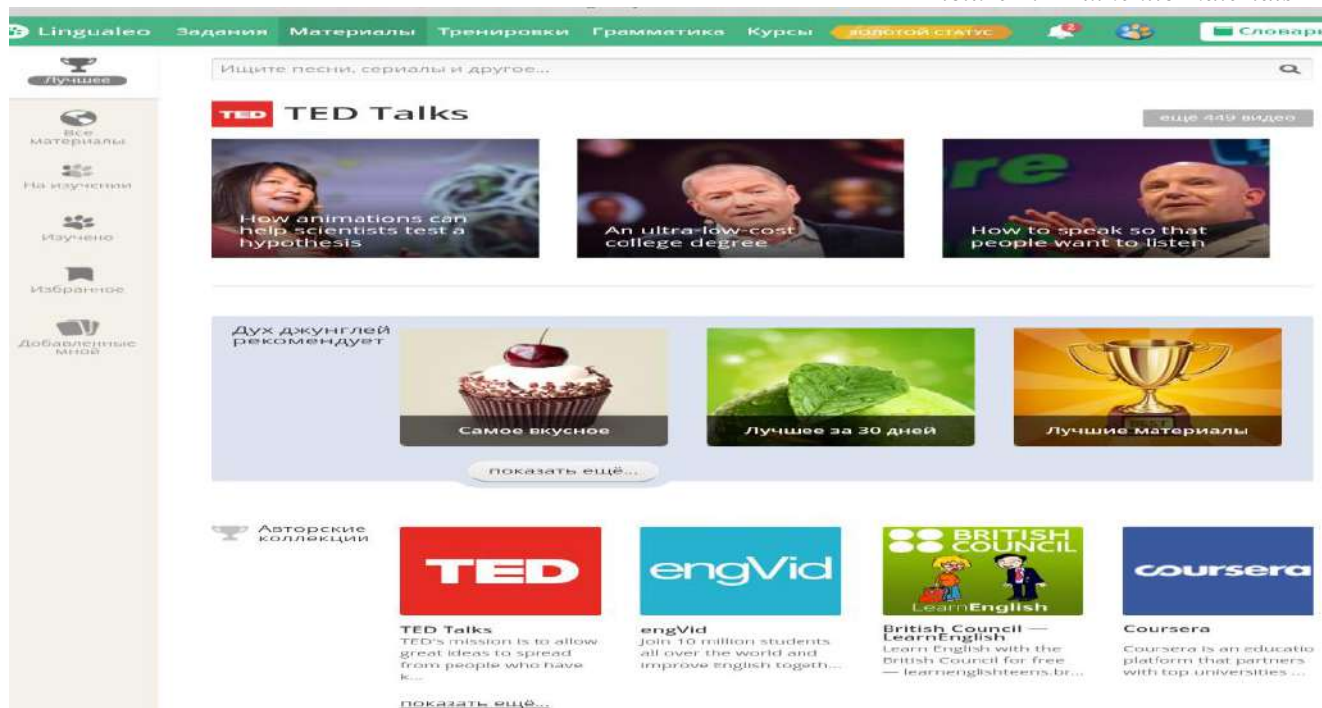
Social networking, funny videos and instant messaging may be tempting distractions from schoolwork, but the Internet still offers a variety of benefits in the educational sphere. As classroom technology and online courses become more prevalent and advanced, both teachers and students have new ways to study, plan class activities, and present information.

Language sites are popular among learners as they offer diverse and fascinating ways of learning language. As we know all language sites have definite methods their information and exercises are based on. Most people learn and develop language on some websites. However, teachers can also utilize language sites at English lessons such as Lingualeo, Puzzleenglish, Shared talk or Interpals.

Let's take for consideration <http://lingualeo.com/ru/>. Lingualeo is highly effective and engaging personal language learning service for adults and children. It provides:

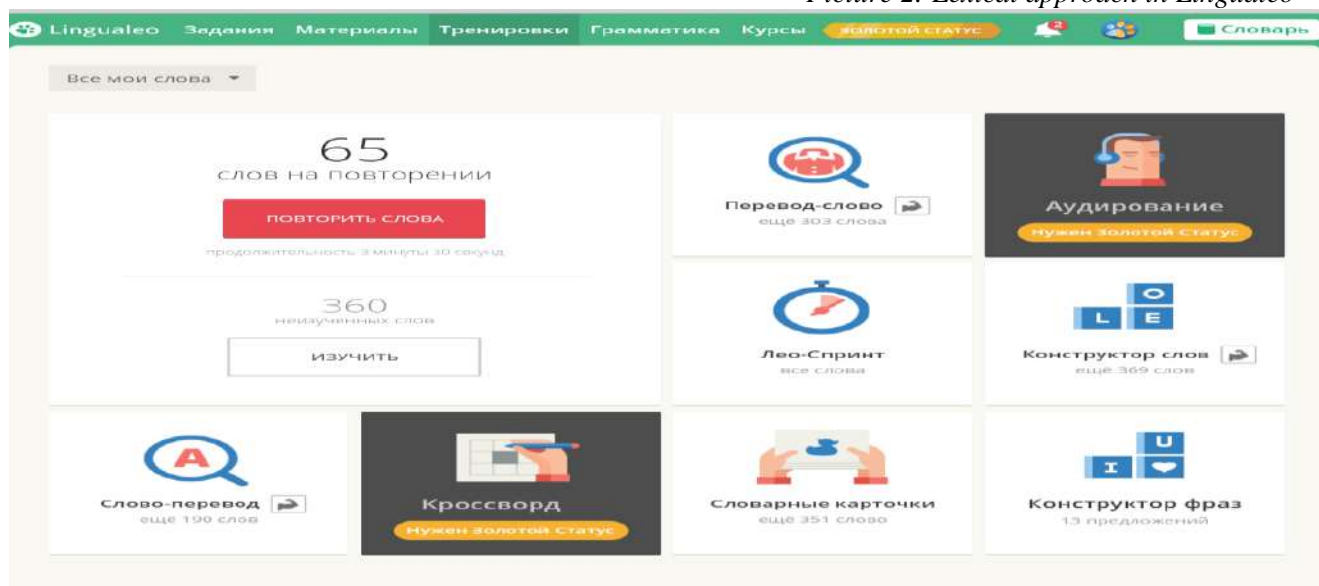
- Over 50 themed lists of words with corresponding images
- Interactive word practice trainings: translation, flashcards, Leo-Sprint, and more
- Phrase builder training
- Over 20 grammar courses
- Over 100,000 original books, stories and articles in English
- Over 60,000 word translations in offline mode
- An adaptive English Test
- A personal dictionary where you can hear the word and see how it's transcribed
- Automatic synchronization with the Lingualeo web service.

Picture 1. - Authentic materials



From the screen we see that there are several categories-Задания, Материалы, Тренировки, Грамматика, Курсы. Section “Материалы” includes huge amount of material based on authentic English. Learners can listen to songs, watch videos, read texts, lectures and lessons are observed as well. Furthermore students are given opportunity to train the words, phrases and collocation which are in “Тренировки” and communicate with people by choosing an interlocutor according to language level.

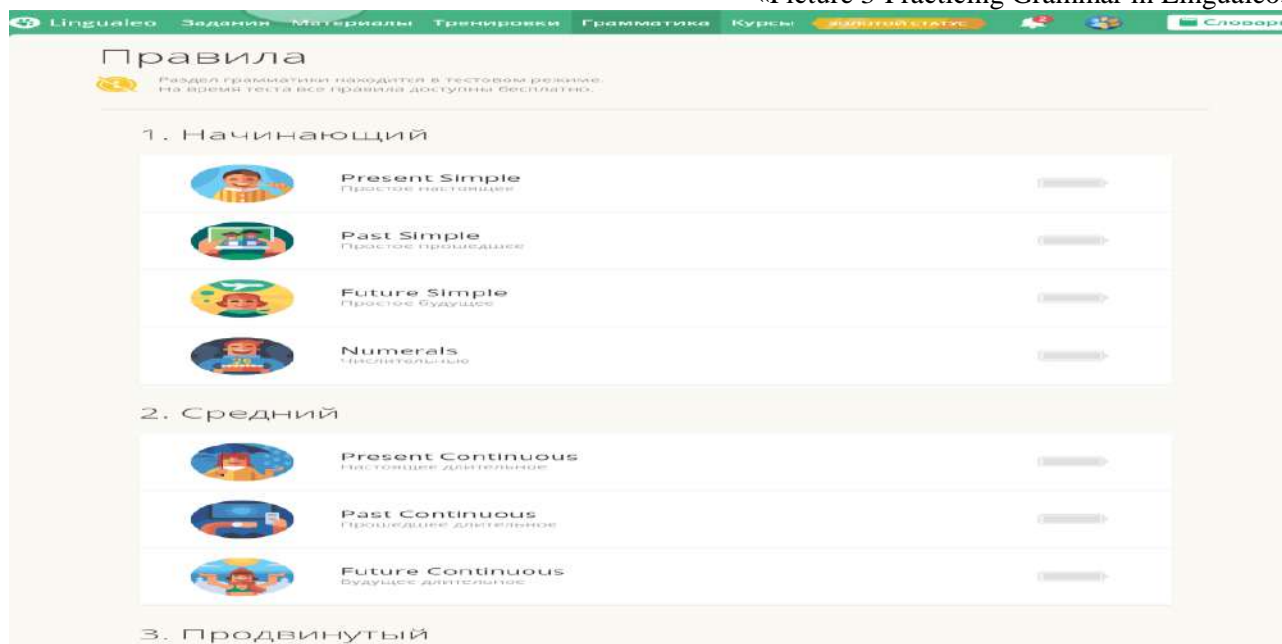
Picture 2.-Lexical approach in Lingualeo



From pedagogical view there can be found three approaches applied in Lingualeo site: Lexical, Grammar and Communicative.

The first is Lexical approach. Lexical approach is directing to teach phrases, idioms and Semi-phrases. In site Lingualeo we can train and form phrases as well. They read various information and distinguish interesting phrases. This is a part of lexical approach. Therefore we can say that Lexical approach is applied.

«Picture 3-Practicing Grammar in Lingualeo»



Lingualeo site also gives opportunity for teachers to provide students with grammar exercises after material learnt, tenses for example. Additionally, it is time saving as teachers don't have to prepare tasks for learners and check if answers are correct which are already tested by Lingualeo after finishing a task.

Communicative approach is taken place in the site as well. Learners have opportunity to communicate with people. The highlight is that we choose our interlocutor ourselves. Also, the information about learner and his level are observed. We can communicate in written or oral form. On the right side learners may specify age, level, language of interlocutor he or she wants to have.

There are many ways to present web-based activities for students. Sometimes teachers simply want to provide information resources for students. In other cases, pedagogues want to create a rich learning environment that encompasses activities, resources, and assessment. With the help of Internet resources, especially language sites, teachers can solve a series of didactic tasks at the English lessons: develop the abilities of reading skills using the material of the global network, aptitude of writing skills of students, enrich vocabulary and generate motivation to learning of the English language.

Literature:

1. Enhancing Authentic Language Learning Experiences through Internet Technology. ERIC Digest. By LeLoup, Jean W
2. Web-based Teaching and English Language Teaching: A Hong Kong Experience. Cynthia Fong King Lee, George Jor, Eva Lai
3. Web-based learning and teaching technologies. Opportunities and challenges. Anil Aggarwal. 2000 USA
4. Designing Authenticity into Language Learning Materials. Freda Mishan, 2005 UK
5. Internet in Education. Support materials for educators .Moscow 2003

УДК811,111:659,123

STYLISTIC PECULARITIES OF ADVERTISING SLOGANS

Toimbayeva A.S.

akerke.ts@mail.ru

Studentat L.N.Gumilyov Eurasian National University, Astana

Supervisor – A.Ye.Assanova

This article focuses on advertising slogans in Glamour magazine with analysis of common stylistic means which have been employed by certain brands and products. The results of the research reveal the frequency of usage of particular stylistic devices that serve advertising goals.

It's been long time since an advertisement gained a strong foothold in our lives. It is everywhere we go: on the streets, in any establishments, even at home, in our computers and laptops. For us, it could be both useful and irritating, but from the point of view of entrepreneurs, an advertisement is a magic wand to promote the products or services in the market. That is why its relevance is growing each day.

Advertising is with us all the time: whenever we open a newspaper or a magazine, or turn on the TV, or look at the board in subway stations or on buildings, we are confronted with advertisements. Most of these will be of the type that Leech describes as —commercial consumer advertising. This is indeed the most frequent type, which affects us most deeply.

Abundant and profound studies have been conducted on the lexical features of English advertising: language addressing to different sexes and social classes by Vestergaard, T. & K. Schröder, verbs in English, stylistic features of English advertising and lexical features in English advertising and linguistic features of advertisement slogan by Zhao.