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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
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«НАУКА И ОБРАЗОВАНИЕ – 2017»

PROCEEDINGS
of the XII International Scientific Conference
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«SCIENCE AND EDUCATION - 2017»

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ҚАЗАҚСТАН РЕСПУБЛИКАСЫ БІЛІМ ЖӘНЕ ҒЫЛЫМ МИНИСТРЛІГІ
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Астана

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.

('hey,' 'so,' 'by the way')

In addition, it is important to remember about some possible speaking opportunities that you can provide your students or draw their attention:

1. Stand up in front of the class and speak.

2. Stand up in front of the class with a partner and present something together.

3. Be part of a group presenting a drama or role-play in front of the class.

4. Take part in a whole class discussion or debate. Make sure everyone participates. Be involved in pair work where every student must talk with a partner.

In conclusion, teaching speaking is a very important part of second language learning. The ability to communicate in a second language clearly and efficiently contributes to the success of the learner in school and success later in every phase of life. Therefore, it is essential that language teachers pay great attention to teaching speaking. Rather than leading students to pure memorization, providing a rich environment where meaningful communication takes place is desired. With this aim, various speaking activities such as those listed above can contribute a great deal to students in developing basic interactive skills necessary for life. These activities make students more active in the learning process and at the same time and reduce their anxiety. The games and activities in this article are organized into those that encourage speaking skills of the English language learners. The activities benefit both the students and the teachers.

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VIEWS ON PROFESSIONALLY - SIGNIFICANT QUALITIES OF MODERN EFL TEACHERS

Kambekova A.R.,
L.N.Gumilyov Eurasian National University, Astana
Supervisor - Zhumataeva B.K.

The importance of English language across the globe does not require any evidence and its role in the world arena of education, business, media, governments and communication is crucial [1]. This ever-increasing need of English language initiated an era of English language teaching throughout the world. It has been found out that some EFL teachers are considered to be more successful than other due to the following set of criteria: their professional skills and commitment, language proficiency, teaching methodology (methods and approaches) and personality qualities that distinguish them among their colleagues. Ideal EFL teachers occupy a significant role in ELT because they facilitate students to achieve the required proficiency in the target language, motivate them by highlighting the importance of English for international, intercultural communication as well as for their academic success and bring up new generation by acting as a model for them. The role of an EFL teacher is rather challenging because they have to carry out various roles and in the same time, they have to create healthy and productive environment in the language classes by engaging students through applying various techniques.

Teachers play the main role in facilitating the learning process and their success mainly depend on their behavior that help them achieve the aspired learning outcomes such as high grades, positive attitudes towards learning and enhanced learning skills [2]. Successful teaching is not a static or stereotyped activity that can be reached only through applying teaching methods. Research has offered valuable insights into the fact that identification of behavior associated with effective teaching has a long history. Beishuizen figured out that "good teachers have been studied ever since Plato described how Socrates taught by asking questions of his audience" [3]. Although there has

been an agreement among researchers discuss the problems involved in investigating attitudes to qualities of modern EFL teachers, yet there existed much controversy on the qualities that make effective teachers (Raymond, 2008; Stronge, 2002). It has been found out that researchers have tried to answer this knotty question through different perspective.

Studies related to the characteristics of ideal teachers take a long period, engaging ancient researchers as well as modern ones. Consequently, ideas about ideal teachers have been perceived differently, especially during the second half of the 20th century. In 1950s, 'ideal teachers' were viewed as 'effective teachers'; in the 1960s it was replaced by the term as 'analytic teachers'; in the 1970s, as far as the term 'competence' was introduced, effective teachers named as competent or dutiful; 'expert teachers,' and 'reflective teachers' in the 1980s; 'satisfying teachers' and 'diversity responsive teachers' in the 1990s".

Identification of the qualities of an ideal language teacher is an ongoing research area and a growing mass of research is being conducted to find out these characteristics. The characteristics of an ideal teacher are investigated from two main perspectives: personality and professional traits. Currently personal qualities take an equal position as professional. As far as the whole system of education focused on student – centered approach rather than teacher – centered one, students' perception of ideal teachers' qualities is crucial. A growing mass of research has suggested that an ideal teacher not only provides the students a right track in the case of teaching, learning process, but also motivate them to follow their personal characteristics that paves the way of a successful life as it is mentioned that "teacher's personality is highly associated with establishing teacher-student relationship" [4]. It has also been reiterated that the qualities that contribute the most towards learners' learning are the ones that may be summed as being purposeful, aim-oriented, relaxed, warm, and supportive, a sense of order and humor embodied in teacher to make him an ideal. Along with the above-mentioned qualities of an ideal teacher, there are several other qualities such as showing mutual respect, rapport and care as extremely important because through these positive feelings ideal teachers convey to their students that they respect their feelings and emotions, understand them, engage them in the academic matters of the classroom. This kind of attitude creates a conducive learning atmosphere that motivates the learners to achieve higher proficiency in the target language. To sum up, modern EFL teachers should be friendly, develop interpersonal relationships, share personal life experiences, care about students, be patient, listen to students, have a positive attitude in general, have charisma, understand the students educational background, understand the different student levels, and have a sense of humour.

Second major component that makes an ideal teacher are their professional qualities. These qualities enable the teachers to teach language learners effectively because these are directly related to the professional skills. These qualities provide a solid basis for an active interaction between teachers and students in an English language class. McBer has stated "professional characteristics are deep-seated patterns of behavior which outstanding teachers display more often, in more circumstances and to a greater degree of intensity than effective colleagues. They are how the teacher does the job, and have to do with self-image and values; traits, or the way the teacher habitually approaches situations; and, at the deepest level, the motivation that drives performance" [5]. It has been stated that these professional qualities are based upon learned or proficient cognitive and psychomotor skills such as the skill to operate a computer or handling multimedia, or the ability to efficiently relate difficult theoretical topics to real-life examples. It is also suggested that these qualities actually include the innermost aspects of an ideal EFL teacher including being proficient, knowledgeable and trained. Walls with the group of other scholars have reported that ideal teachers always focus on creative work and are anxious on devising ways of creating a conducive teaching/learning atmosphere by exploiting their professional skills such as being well-organized, pre-planned, and understandable [6]. As a result, professionally significant abilities of foreign language teacher are understood as pedagogically, psychologically and methodically correct abilities to carry out the professional activity aimed at the development of the secondary language personality, showing the ability to participation in cross-cultural communication.
Professionally significant abilities can be divided into four groups:

1) The ability to learn students features which is formed and develops on the basis of self-knowledge process.

The teacher should have the ability to the reflexive analysis of personal experience of foreign language learning, correlate it to the theory and practice of training, analyze students' individual and psychological features and project the obtained data on students' opportunities.

2) The abilities connected with planning of communication in educational process.

The teacher should plan his (her) professional activities from a position of modern requirements to contents and the organization of educational process for foreign languages and taking into account objective regularities of learning a foreign language by students in the conditions of training, and also the factors influencing the completeness / incompleteness of language proficiency. He (she) should analyze the training materials, including computer programs which can be used in educational process and choose the most adequate to the purposes and conditions of training.

Teacher's ability to carry out the selection of authentic materials, including cross-cultural, to analyze and to methodically interpret them in training conditions in concrete type of educational institution is very important nowadays . At the same time it is also important to provide creative, interactive forms of work in the lesson.

3) The abilities connected with realization of the planned professional activities and results assessment.

The teacher organizes communication in foreign language lesson, involves all students in the communication, creates positive psychological atmosphere, which helps to realize student's potential and stimulate learning process of planned training content. During educational process, the teacher watches on the development of student's emotional sphere, his (her) creative, cognitive and language skills, abilities to socially interact with others.

4) The abilities to analyze foreign-language communication results organized in the lesson.
At a lesson and after its termination

The teacher analyzes his (her) activity and students' activity, based on the results of this analysis and makes adjustments in the objectives and training content in the lesson and after it.

It should be understood, that it is difficult for teacher to organize communication in the foreign language if he (she) does not have sufficiently the following abilities such as to unite students in collective by means of personally and socially significant, interesting communication activity, to understand students' psychology of specific age group, to coordinate students' activities with each other, to organize pair, group and collective forms of work, to play with pupils and to organize collective actions, and in case of need to analyze the conflicts and to go on compromises [7].

In other words, modern foreign language teacher should possess not only training and education science, but also get on well with students together and separate, and be tolerant, fair to them and honest in own interests and emotions. The teacher needs to be able to model educational process according to modern requirements of science and practice and taking into account three interconnected aspects of this process such as personal, procedural and psychological and pedagogical.

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WAYS OF TEACHING PHRASEOLOGICAL UNITS

Mazhenova Aiymgul
aimgulka.95@mail.ru
Student of Foreign languages: two foreign languages
at ENU L.N. Gumiliyov, Astana, Kazakhstan
Supervisor – Niyazova A.

Phraseological units possess essential role in teaching English language, making any speech bright and expressive. The definitions of such multi-word expressions are mostly provided by special dictionaries. Teachers often use traditional learning making students to learn set expressions by heart. This trend in most cases lead to misunderstanding and fails to provide effective learning.

Phraseology is a complex part of linguistics because it includes all complex word-groups ranging from phrasal verbs to proverbs. For that reason, the use of different approaches are needed for effective learning process.

The aim of this article to suggest teaching approaches developed by scholars and some tips to teach phraseological units.

Cognitive-Oriented Learning

In the article, "Teaching English Idioms as Metaphors through Cognitive-Oriented Methods: A Case in an EFL Writing Class", Chen and Lai write that traditional methods and approaches, involving, for example, rote learning and memorization, can be "time- and effort-consuming". Recent research has shown that "idioms should be learned through the process of raising L2 learners' awareness of conceptual metaphors behind these expressions". In their study, Chen and Lai (2013) suggest teaching idioms in an alternative cognitive-oriented manner, "by incorporating the idea of metaphoric mappings". Before the study and results are presented, the limitations of existing methods/approaches and procedures are explained [1.55].

Awareness-raising activities are effective way of teaching phraseological units ,though, through seeking logical arrangements of idioms and providing them with learning context for second language learners and comparing idioms with students` first language, remembering them through visuals can help them to be able to fully comprehend idioms. There is unfortunate fact that teaching through imagery does not work with all set expressions. Comparison of idioms may be particularly hard for second language learners who do not have identical cultural and historical background with native people of English.

For students with advanced level there is activity involves teaching phraseological units as metaphors through conceptual metaphors. It is possible to group idioms based on their common concepts and general knowledge of the world. For instance, a relation between fire and anger in idioms often have common features like expressing angriness or power. In this way, comprehension of student about meaning can be improved. However, to find common pattern of idiomatic expressions are not easy task. Moreover, it is can be tough for second language learners to understand metaphor-based idioms that have different conceptual metaphors from their native language.

In order for L2 learners to understand the connections between concepts, such as fire and