



Студенттер мен жас ғалымдардың
«ҒЫЛЫМ ЖӘНЕ БІЛІМ - 2018»
XIII Халықаралық ғылыми конференциясы

СБОРНИК МАТЕРИАЛОВ

XIII Международная научная конференция
студентов и молодых ученых
«НАУКА И ОБРАЗОВАНИЕ - 2018»

The XIII International Scientific Conference
for Students and Young Scientists
«SCIENCE AND EDUCATION - 2018»



12th April 2018, Astana

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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.

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E-LEARNING PLATFORMS IN LEARNING PROCESS

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Over the last twenty years the explosion of the internet has fundamentally altered the practice of computer assisted teaching and learning process. The Web has quickly changed from text-based content to one in which all forms of multimedia are available. We are now in the era of information and communication technologies and applications that facilitate interactive information sharing, user-centered design and collaboration.

The growing ease with which the online content can be updated and revised has resulted in the explosion of video-sharing, social-networking, online forums, wikis, blogs, video-conferencing, virtual worlds and user-friendly content management systems built into Web delivery. This trend comprise also the development of e-learning platforms such as MOODLE (<http://moodle.com>) or BLACKBOARD (<http://blackboard.com>), BILIMLAND (<https://www.bilimland.kz/ru/>) where teachers and learners can access, create and update learning content. [1]

E-learning is currently fashionable term used to describe the diverse use of Information and Communication Technologies (ICT) to support and enhance learning, teaching and assessment. As a subset of distance education it is concerned with providing access to educational experience that is more flexible and efficient than traditional education.

Different terms are commonly used to refer to e-learning, including ONLINE LEARNING, NETWORKING LEARNING, INTERNET LEARNING, VIRTUAL LEARNING, WEB-BASED LERANING which makes it sometimes difficult to grasp a clear picture of the phenomenon. Nevertheless, they all imply that the learner uses networking technology to get the learning materials as well as to interact with tutor and other learners in the process of learning.

There are some main approaches to use e-learning within the organization teaching curriculum depending on the actual needs and available resources.

1. Posting course information and course materials online

The most rudimentary way of employing technology to support or supplement a traditional course is to administration notes and existing teaching materials online to create a useful resource easily accessible for learners. In this case the essential learning content is delivered traditionally in the classroom. The materials available online are provided for learners' convenience and are not

integrated into learning activities. This may be beneficial for encouraging learners' autonomy and preparation of resources that can be later used in a more integrated manner.

2. Blended learning

An expansion from above approach is the combination of traditional and e-learning practices through online tools and resources. This is commonly referred to as BLENDED LEARNING which is known like mixed e-learning and traditional methods of learning [2]. There are many ways in which e-learning activities can be used within traditional course, for example:

Activities based on online resources. Tapping into potential of up-to-date material available on the Web may be particularly useful for encouraging learners to develop their research skills. Tutors can post links to enable students to prepare for classes, and to support students' research into topics connected with project work or essays. The methodology of WEBQUEST activities developed by Bernie Dodge (1995) can be particularly useful for this purpose.

Collaborative learning activities.

Although the blended learning retains opportunities for face-to-face interaction between the tutor and learners as well as peer collaboration, it may be beneficial for learners to work together on projects using online communication tools, share files, even create collaboratively web pages/wikis. Using deferred (e.g. e-mail, forums, Facebook, etc.) or real-time (Skype, Gtalk, Gadu-Gadu etc.) communication facilities opens up a new potential for collaborative projects between different groups of learners.

Electronic summative, peer-to-peer, self-assessment.

Automatic self-assessment is particularly helpful for diagnostic purposes and can save plenty of time when used with large groups of learners. For the majority of current systems self-assessment quizzes can be prepared using the free hot potatoes software (<http://hotpot.uvic.ca>). It is extremely popular among educators worldwide as it enables intuitive and rapid creation of a variety of exercises. Modern e-learning platforms also facilitate peer assessment and make it possible to automatically generate evaluation of learners' results, or to arrange for students' answers to be automatically sent to the tutor for marking.

3. Delivering a course entirely online

Modern e-learning systems can be used not only to deliver all learning activities but also as the sole medium for communication between tutor and learners, self-assessment, progress monitoring and submission and evaluation of assignments. In this case the communication and feedback are fully integrated with the learning content delivery through the facilities available on the e-platform. The argument for using e-learning in this comprehensive way is that it provides learners with more flexibility and autonomy, which in turn enhances learning. The key challenge in such settings is to make students feel the part of a learning community that learns together in an online environment. [3]

Features of e-learning platforms

A key characteristic of an e-learning platform is that learning can potentially take place "anytime, anywhere" and is not dependent upon the traditional school timetable or availability of premises. Modern e-learning platforms are advanced enough to allow for the learning of social skills, the collaborative learning of content, and the development of personal relationships among participants. An e-learning platform usually consists of various components used both to assist conventional classroom learning as well as remote access to the learning and assessment materials. There are some features which are offered and supported by virtual environments:

- Communication between teachers and students supporting various types of communication: synchronous and asynchronous, one-to-one, one-to-many and many-to-many.
- Self-assessment and summative assessment tools that enable tracking of learner's progress, for example multiple-choice quizzes with automated marking and immediate feedback and facilities for online submission of papers.
- Delivery of learning resources and materials, usually in the form of standard compliant learning objects, including multimedia, links to Web resources, online discussions and collaboration facilities.

- Support for students through access to online help and tutoring, which may include provision of supporting materials such as Frequently Asked Questions (FAQs) and communication with other students.
- Management and tracking of learners, which links course participants to administrative information and ensures that only registered students, can access the course.
- Learner-centered tools, for example personal blogs within the course or digital drop boxes for easy upload of coursework.
- Standard user interface with customizable look and feel that is easy to use for both teachers and learners with a consistent navigation structure, usually supported by a standard navigation toolbar.

Benefits of e-learning platforms

E-learning platforms widen the teacher and learner access from both on and off the school premises to learning resources which become available at any time and in any place. It provides support for different learning styles and self-paced learning that enables learners to work at their own pace, which is particularly important to those with special educational needs. It also enables learners to revisit learning activities, which help those who were absent to catch up with work that had been missed. Learners gain easy access to a wider range of up-to-date attractive learning materials (including hypertext, audio, video, interactive programs, etc.) and can use a wide range of communication tools to interact with peers and experts in the field they study. It may also help less confident students to participate in discussions, for example through virtual worlds[4].

E-learning platforms can help teachers to manage the assessment and monitoring of learners. They can be used for automatic tracking of student work to determine the current level of progress. Finally e-learning platforms provide teachers with convenient communication tools to both support their learners and collaborate with their colleagues.

In conclusion, Findlay claims that the key to success in e-learning is moving beyond an understanding of e-learning as simply providing learning content, to thinking about technology as essential to modern teaching and learning processes, and seeing e-learning as part of the range of resources available to educators.

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MOTIVATION AND CLIL

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CLIL (Content and Language Integrated Learning) is a term in the field of education created by David Marsh in 1994, which has spread around the world as a practical and innovative approach to foreign language teaching along with the subject content. As an approach, it is intended to supply learners with curricular contents by using an additional language as an agent for communication,