РУХАНИ ЖАҢҒЫРУ

20 АСТАНА

ЕУРАЗИЯ ҰЛТТЫҚ УНИВЕРСИТЕТІ

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

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

**Студенттер мен жас ғалымдардың**
**«Ғылым және білім - 2018»**
**атты XIII Халықаралық ғылыми конференциясының**
**БАЯНДАМАЛАР ЖИНАҒЫ**

**СБОРНИК МАТЕРИАЛОВ**
**XIII Международной научной конференции**
**студентов и молодых ученых**
**«Наука и образование - 2018»**

**PROCEEDINGS**
**of the XIII International Scientific Conference**
**for students and young scholars**
**«Science and education - 2018»**

**2018 жыл 12 сәуір**

**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.

Press, 2001, p. 1–20.

5.    Dörnyei, Z. Conceptualizing motivation in foreign language learning // Language Learning, 1990, p. 40, 46– 78

6.    Lasagabaster, D. Language attitudes in CLIL and traditional EFL classes // International CLIL

Research Journal, 2009, p. 4-16

7.    Greenfell, M. Modern Languages across the curriculum. // London, Routledge, 2002.

8.    Coyle, D., Hood, P., and Marsh, D. CLIL, Cambridge // CUP, 2010.

9.    Dörneyi, Z. Teaching and researching motivation. // Harlow, England: Longman. 2001, p. 13

10.    Williams, M. and Burden, R. Psychology for Language Teachers: A Social Constructivist Approach. // Cambridge Language Teaching Library, 1997, p. 20-24

11.    Dörnyei Z. The motivational basis of language learning tasks. In Individual differences and instructed language learning, // ed. P. Robinson, 13758. Amsterdam/Philadelphia, PA: John Benjamins, 2002

12.    Johnstone, R. Teaching MFL at Primary School: approaches and implications. // Fort William, 1994

13.    Evans, M., Fisher, L. Language Learning at Key Stage 3: The Impact of the Key Stage 3 Modern Foreign Languages Framework and changes to the curriculum on provision and practice. // Final report. 2009.

39:81'243

## PORTFOLIO OF A TEACHER AS A MEANS OF REFLECTION AND SELF-ASSESSMENT OF PROFESSIONAL DEVELOPMENT

**Akatayeva Balzhan**
*akataeva.balzhan@mail.ru*
2nd year master student in "Foreign Languages: Two Foreign Languages"
L.N.Gumilyov ENU, Astana, Kazakhstan
Scientific supervisor – G.M.Gauriyeva

The most important role in the context of changes caused by the introduction of the general education and other modernization changes in the education system of Kazakhstan is acquired by the support of the personal and professional development of the teacher. It can be defined as a set of measures aimed at studying, organizing, analyzing information on the tasks, content and results of the teacher's activities, and developing recommendations for improving its effectiveness.

In the system of support and professional development of pedagogical demand, several types of activities are distinguished 1,[34]:

- adaptation to the existing norms of activity;
- training in a new norms for the organization of professional activities;
- assistance in the formation and manifestation of initiatives aimed at modernizing of own professional activities.
- development of new standards of professional activity;
- support and promotion of professional ideas developed by the teacher;
- evaluation of work activity.

The organization of support of personal and professional development of a teacher can be presented in the form of a set of conditions necessary to ensure the continuous development of his activities.

Providing conditions for personal and professional development of the teacher presupposes the actions of the heads of educational institutions in order to put them together, in one place and at the same time. To increase the position is one of the key motivating factor in the promotion of

teacher. For this reason many teachers try to become a professional teacher.

The organization of the personal and professional development of the teacher in conditions of the today's education requirment is based on:

-the idea of a step-by-step expansion of his influence on the process of developing his professional competence;

-transformation of the teacher's attitude to the inclusion in his professional activity of new means of its organization (from adaptation to other people's means to the creation of their own methods and practices);

- to increase the degree of students in their education process (which requires changing the position of the teacher from the organizer, who has full responsibility for the results of students' training, to the coordinator of their educational activity - co-author invited to cooperate).

The condition for effective support of the processes of personal and professional development of teachers is the organization of his own project activities in the combination with the activities of administration of the educational institution aimed at stimulating and supporting it together.

In today's educational system portfolio is a powerful tool for personal and professional development, along with other means of stimulating and supporting the initiative of teachers 2,[ 23].

Portfolio is a storage folder containing materials that demonstrate the process and, mainly, the results of professional development of the specialist, indicating its effectiveness 3,[89].

Recently, the practice of the pedagogical community has included the so-called an "electronic portfolio" that differs from the traditional ("paper") mainly by a different form of information presentation, as well as the new possibilities of its demonstration, which are opened by the use of ICT. From the point of view of the problem of interest to us, the difference between a traditional and an electronic portfolio is generally difficult, although the latter's possibilities are broader.

It is important for us to understand the other, namely, that the portfolio can be considered as a specific technology of "reflection", systematization and design of personal and professional development of a specialist in the chosen field of activity 4,[76]. This technology is closely related to the ideas of life-long learning.

The development of the paradigm of practice-oriented competence training leads to the use of alternative methods of evaluation. One of the widely used methods of evaluation in recent years is assessment, called "portfolio assessment" 5,[56].

It is well-known that portfolio is a tool widely used in the personal management practice to support the evolving activity of employees which allows to show the content of the processes of their personal and professional development, to adapt the available level of professional competence, to provide reflection and on its basis the professional development plan of a specialist 6,[98].

In fact, the portfolio is a form of so-called "authentic assessment". The meaning of this concept can be interpreted as "true evaluation" (sometimes the term "genuine evaluation" is used). It is believed that in the foreign practice (and the technology of the portfolio came to us precisely from the West), the professional portfolio of the teacher performs the following tasks 7,[75]:

-portfolio demonstrates teacher's readiness for independent professional activity;

-licensing portfolio is a professional portfolio of a practicing teacher, which serves as a basis for obtaining a certificate for teaching and relicensing; is requested by the bodies that carry out licensing of practicing teachers;

-portfolio is one of the bases of the size of wages and in the decision of a question on definition of a category of the teacher and the size of its salary;

-portfolio of the educational process (the portfolio of educational planning) is compiled by the teacher and reflects dynamics of educational achievements of the students, serves as a basis for the teacher to plan, monitor, evaluate his teaching activities, and is used at parental meetings, pedagogical conferences, etc.

Taking into account the aforesaid, it can be concluded that the teacher's portfolio serves not only as an instrument that facilitates the external expertise of the teacher's activities and results, but also provides the teacher with the opportunity for reflection and self-esteem, and most importantly -

serves as a means to support professional growth, allowing him to design and monitor its stages, tasks, forms of their implementation. That is why the design and reflective aspects of the teacher's work with the portfolio are very significant.

It is important to note the main objectives of the portfolio:

- monitoring the dynamics of the level of professional development of the teacher who is achieved in the process of professional activity;

- evaluation of the effectiveness of professional activities, complementing the results of traditional forms of control and compensating for inherent disadvantages;

- development of the teacher's special competencies;

- development of reflexive skills of the teacher;

-support and stimulation of motivational activity of teachers.

The principles of portfolio formation are 8,[67]:

- systematic and regular self-monitoring;

- reliability and objectivity of the submitted materials;

- focus on self-improvement;

- structured materials, logicality and conciseness of written explanations;

- integrity, thematic completeness of the presented materials;

- visibility of presentation of the results of work;

- manufacturability of portfolio formation;

- neatness of registration.

In the practice of Kazakhstani and foreign countries education, several types of the teacher's portfolio are used:

1."Portfolio of documents" is a portfolio of certified (documented) professional achievements of the teacher, including evidence of both his own achievements in pedagogical activity, and the educational results of students confirming its effectiveness.

2."Portfolio of works" - a collection of various methodical, design, research works of the teacher, author's programs, reports, presentations, reflecting the main forms and directions of his scientific and creative activity: participation in scientific conferences, competitions, seminars. Such a portfolio can also include photo, audio and video materials, fixing the process and the results of various forms of teaching, educational, creative activity, including the use of modern educational technologies.

3."Portfolio of Feedbacks and Plans" is a "reflective portfolio" that includes the teacher's assessment of his achievements, his analysis of various types of his own pedagogical activity and its results, the assessment tools, programs and standards, and also presents feedback results (questionnaires for students and their parents, feedback from experts, colleagues, administration, the pedagogical community, school board members, reviews of articles and other printed works of the teacher).

4."Comprehensive portfolio" combines all three types of these of portfolio.

Portfolio which is built on a similar scheme collects the qualification category. Some teachers start to do this in advance and systematically, some of them don't do it at all.

The essence of portfolio allows teachers to record and visually show the results of professional activity which is achieved over a certain period. However, it is not enough from the point of view of mapping and  goal-setting process.

It is not obvious from the collected materials what tasks the teacher actually identified as priorities, and to what extent the achievements and results presented in the portfolio correspond to these main tasks, "work" for their implementation. In other words, such portfolio does not give full information on how effectively a teacher is able to allocate priority guidelines for his activities and work towards achieving them: there are results, and whether they correspond to what the teacher actually sought in professional terms, and whether he is justified these, it is an another question.

Considering the portfolio as a means of designing a teacher's own professional development, it should be recognized that this type of portfolio does not fully perform this function. It is aimed the teacher more to "collect evidence of achievements" than to reflective analysis of his activities as

the basis for planning professional activity. This is its minus.

A more promising tool for managing professional development of a teacher is a "reflective portfolio" that allows an effective analysis of one's own activity with the subsequent development of new values, goals, priority guidelines for its development. From the point of view of formal features, this can be a combined portfolio, but the reflective part (the "portfolio of plans") will act as a system-forming component of it.

The content of all main sections of the portfolio, including the goal-setting section, can be adjusted, supplemented, restructured by the teacher during the period within which the portfolio is formed. Thus, in the goal-setting section new problems and particular problems arising from deeper analysis or the appearance of new features of pedagogical practice may appear and within certain limits it must be changed.

In conclusion, it should be noted: in the case of the teacher's portfolio, it is a regular, permanent job, the basis of which is the teacher's attentive attitude to the results, lessons, successes and problems of his own professional activity. However, it is thanks to this attentive attitude towards oneself and the ability to "work on mistakes" that the teacher is able to improve the quality of his own professional activity.

**References:**

1.      Wallace M. Training Foreign Language Teachers. – Cambridge University Press, 1991.-180 Kraevsky VV, Khutorskoy AV Fundamentals of training. Didactics and methodology: Textbook
2.      Golubeva MV Reflexive learning of active understanding of knowledge // Educational technologies. – 2011. – No2
3.      The Reading Teacher. -1989. -Vol. 39.-P.564-570.8.WallaceM. Action research: How to do it // Paper presented at the 2nd International Conference of the Malaysian English language teaching association, 24-27 May 2007 (mimeo)
4.      Abulkhanova-Slavskaya K.A. Humanistic problems of psychological theory / K.A. Abulkhanov. – Moscow: Science, 1995.
5.      Alekseev N.G. The ability to reflect as an essential moment of the intellectual culture of a specialist / NG. Alekseev. – Novosibirsk, 1994.
6.      Anisimov O.S. Fundamentals of methodological thinking / OS. Anisimov. – Moscow, Education, 1984.
7.      Suvorova, N.G. Interactive learning: new approaches / NG. Suvorova // Teacher (Russia). -2000. – No. 1.
8.      Kashlev, S.S. Interactive methods of teaching pedagogy / SS. Kashlev. – Minsk: The Higher School, 2004.

UDC 371.39:81'243
**LINGUISTIC TERMS AND DEVICES IN MMO AND VIDEO COMPUTER GAMES AS A SOURCE OF BUILDING STUDENTS' VOCABULARY**

**Aldabergenov Aset**
*genetek@mail.ru*
a bachelor student in " Computer Science and Software "
L.N.Gumilyov ENU, Astana, Kazakhstan
Scientific supervisor – Kh.K.Zhankina

Playing video and online computer games as a hobby has dramatically increased in popularity since the 1990's (1, pp. 24-26). The games differ from one another depending on the purpose of the game. The games' difference in structure and utility places them in various genres, for example, the genre 'first-person shooter'. However, most of the games have a common denominator, which is that they are mainly constructed with English as the primary language (4, pp. 95-114). Most video