



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»**



12thApril 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

УДК 378 ББК 74.58 F 96

F 96

«Ғылым және білім – 2018» атты студенттер мен жас ғалымдардың XIII Халықаралық ғылыми конференциясы = XIII Международная научная конференция студентов и молодых ученых «Наука и образование - 2018» = The XIII International Scientific Conference for students and young scholars «Science and education - 2018». – Астана: <u>http://www.enu.kz/ru/nauka/nauka-i-obrazovanie/</u>, 2018. – 7513 стр. (қазақша, орысша, ағылшынша).

ISBN 978-9965-31-997-6

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.

УДК 378 ББК 74.58

ISBN 978-9965-31-997-6

©Л.Н. Гумилев атындағы Еуразия ұлттық университеті, 2018

A favorite Russian fable describes a disastrous attempt by a swan, a pike and a crayfish to haul a wagon. The poem, a copy of which President Kennedy wryly presented to Andrei Gromyko last week, points the moral: "The cart's still there." In the U.N., the Russians withdrew their stalled troika proposal for a three-man, three-veto directorate to take over Dag Hammarskjold's job, and seemed ready to agree that triple traction does not work. They accepted the idea of a single Secretary-General, but insisted that he had three assistant secretaries and be compelled to consult them on every issue. The closing line of Krylov's fable – "The cart's still there today" – has become a proverb in the Russian language, commonly used to bemoan the lack of progress in a collaborative undertaking.

Another famous interpret is James Long. He published a book called "Krylov's Fables illustrating Russian social life". Taking into account the closeness of Fables to the folk, Long widely used proverbs in fables' titles: "Музыканты' – 'The Musicians, or Cheap and Nasty', where the second part corresponds to Russian expression "дешево, да гнило". 'Мальчик и Змея' – 'The Boy and the Serpent, or Look before you Leap' – analogue to "He зная броду, не суйся в воду". However, sometimes James Long invented the titles himself. For example, 'Foolish Calculations' ('Глупыерасчеты', басня 'BopoнauKypuцa'), 'Changes not Always Improvements' ('Изменения – невсегдаклучшему', 'Тришкинкафтан'), 'Useless Labor' ('Бесполезныйтруд', 'Обезьянаиочки'). The Fable "Лебедь, РакиЩука" is presented with the title "The Swan, the Pike and the Crawfish or being Unequally Yoked" – "неподходящиедругдругу" или "неодинаковозапряженные".[5, p.24-25]

To sum up, literary translation is an art accessible only for the privileged ones. Only an ingenious writer mastering perfectly a foreign language can translate the belles-lettres style bearing a definite emotional and stylistic message. As you know, the quality and the creative approach to the literary translation to the foreign language define the success of this work among the foreign auditory. Fables are folk heritage as they demonstrate the lifestyle of peasants. Interpreters should keep the spirit and morality provided by the original version.

References:

1. Крицкая Н. Басни И.А. Крылова в зеркале русско-английского диалога: аспекты преображения// Вестник ТПГУ. 2012, 3(118), с. 183-184

2. The world's Wit and Humor: An Encyclopedia in 15 Volumes. Vol. XIV: Russian – Scandinavian. New York. 1906, p. 19-21

3. Галич А. Электронный журнал «Самиздат» - zhurnal.lib.ru. 2013

4. From the Ends to the Beginning. A Bilingual Anthology of Russian Verse – northwestern.edu 2010

5. Крицкая Н. Своеобразие переводов басен И.А. Крылова Д. Лонгом//Научная редакция «Филология». 2008, с. 24-

UDC 378.147:811.111 USING ENGLISH VOCABULARY AT THE SECONDARY SCHOOLS

Dadekhan Zhadra

jakon_95.04@mail.ru 1st year master student in "Foreign Language: Two Foreign Languages" L.N. Gumilyov ENU, Astana, Kazakhstan Scientific supervisor – Zh.D. Nurzhanova

Through many centuries after English language has arisen, it was talked by small amount of individuals. In his earliest form now called either Old English or Old English language it was the speech of some German people which have arrived to England after A. D. 450, being invited from their continental houses to give military aid to some residents of Great Britain. The Angles, the

Saxons, and the Jutes were the newcomers.

Within last three hundred years the English researchers and colonists had some business relations with almost all main races on the earth, and one result of this wide range of contacts - emergence in English of words from all quarters of the globe.

"Vocabulary is central to English language teaching because without sufficient vocabulary students cannot understand others or express their own ideas" [1].

The vocabulary can be characterized as the words of language, counting the only points and phrases or pieces of a few words which covey a specific meaning, the way of people words do. The vocabulary addresses single lexical items – words with particular meanings – but it moreoverincorporates lexical phrases or chunks.

Vocabulary frequency can be sorted in many ways, for pedagogical purpose the threefrequency band division into high, mid and low frequency vocabulary by the Schmitts who define the vocabulary range for each band based on coverage in various texts. The Schmitts[2] set up the boundaries dependently on the vocabulary use and coverage. The 3,000 word families (boundary between high and mid-frequency) are enough for everyday purpose – conversation with the coverage of 95 %. The mid-frequency vocabulary (up to 9,000 word families) covers 95 % of wide range of authentic texts, is essential for academic studies in English. The low-frequency vocabulary contains words that you would find in a text very rarely. Of course, in real situations, this strict division may fail and the boundaries of the bands usually blend when one acquires and learns new vocabulary.

The teaching style has to correspond with acquisition of knowledge of pupils of style to make process effective. If a style doesn't approach in general, pupils can be upset and demotivated.

Consideration of number of new students of words has to study for a course, it means us, to teachers excluded our work for us. All of us know that though for students it is important to use the correct grammar and structures, words - the main carriers of value. It means the more words students are able to handle precisely, it is better to understand their possibilities of understanding of English.

Effectively to acquire the new dictionary, students have to pass four essential stages:

The first stage allows noticing a new word with the help;

The second stage allows recognizing a word at first with the help, then later independently; and at last, they are able and to recognize and make a word.

It is important that you as the teacher, used actions which intend for each of these stages; as a rule, we make a mistake of simple submission of the new dictionary, and we don't give to students the chance to place these new words to use.

There are many ways to teach English vocabulary:

1. Wordlists. The wordlist has mainly learning purposes and it does not cover all the vocabulary dimensions

2. Textbooks. Okamoto [3] writes about methods and criteria of selecting vocabulary for EFL textbooks. Vocabulary can be selected by making use of the corpus analysis, and relying on native speakers' judgments.

3. Games. According to McCarten it is easier to learn EFL with games: "Some of the frequency information is fun to know and can be used in guessing game activities in class" [4].

4. CLIL - can motivate the learners as they see the real use and the context of the target language and help them acquire new vocabulary.

5. Fill in the blanks. It is used to provide missing information.

1. I have a _____ dress.

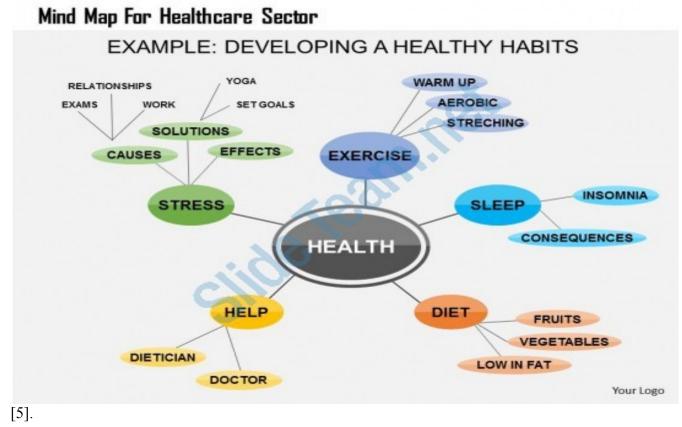
2. Can you ride a

3. _____ at that big boy!

6. Find definition – activity matching up words.

- 1 sing a. a house
- 2 drive b. a song
- 3- build c. a car

7. Mind maps. It is a diagram in which information is represented visually, usually with a central idea placed in the middle and associated ideas arranged around it.



The English teachers let students be exposed to the vocabulary they need, and if we give them the chance to practice them, then they will remember some or all of them. Furthermore, when teachers decide to teach any meaning of any word, they should touch on word use, word formation and word grammar. Teachers should also know that teaching vocabulary is not just conveying the meaning to the students and asking them to learn those words by heart. Teachers should check their students' understanding by giving them encouraging exercises, such as the one mentioned in this essay. As a result, teachers will be satisfied by employing the above mentioned techniques, and their students will be as well. Those techniques will give the students the opportunity to become independent and will allow them to activate their previous knowledge in working with words by themselves.

Use songs and music, real objects or riddles, but more you mix up better. Keep in mind the contrast between recognizing and creating words: to honeacknowledgment the words need to be provided by YOU; at that point students utilize them to fill in spaces or coordinate them. For students to viably and preciselydeliverlexicon, they got tosuddenlyreview the words.

The main object of the thesis consisted in covering a question: "Does vocabulary frequency affect English teaching and learning?". The vocabulary frequency is an important aspect of vocabulary and it is present in any text whether we like or not. It proved in both the theory and research part of the thesis that the high-frequency vocabulary is essential for language learning and teaching.

Teaching is so difficult activity that there is no time to focus on using all the vocabulary dimensions in the lessons. The benefits of vocabulary frequency aspect are valuable especially, when estimating the language level of a text, preparing a language material and concerning learners' work or performance assessment.

References:

1. Lessard-Clouston. Teaching Vocabulary. TESOL International Association. - M., 2013. -

P. 2.

2. Schmitt N. & Schmitt D. A reassessment of frequency and vocabulary size in L2 vocabulary teaching. – Cambridge: Cambridge University Press, Language Teaching, 2014. – P. 484-503.

3. Okamoto. Is corpus word frequency a good yardstick for selecting words to teach? Threshold levels for vocabulary selection. -M., 2015. -P. 1-10.

4. Mccarten J. Teaching Vocabulary. Cambridge: Cambridge University Press. 2007.

5. https://www.slideteam.net/mind-map-for-healthcare-sector-flat-powerpoint-design.html

UDC 378.147:811.111 PSYCHOLOGICAL AND PEDAGOGICAL BASES OF USE OF DESIGNING METHODS IN THE PROCESS OF TEACHING FOREIGN LANGUAGES

Demeuov Yerzhan

erzhan.demeuov.97@mail.ru 4th year student in "Foreign Language: Two Foreign Languages" L.N. Gumilyov ENU, Astana, Kazakhstan Scientific supervisor – G.K. Tazbulatova

In the modern world, in the educational system of our country we notice a transform of paradigm of school formation which is related with the search for such techniques of teaching that would be able to prepare the young people to modern life. We need a technology that would allow a teacher to enter their students to the teaching process, to concentrate their search on the knowledge that favours the further development of trilingual personality, further development of communicative, socio-cultural and intercultural competence of the supposed methods of teaching, in our point of view, which has a deep potential for development, education and creating a fulleducated person in modern society is the method of projects, which has already shown itself to excellence. We agree with E.Polat, who states, that the project method is not only a creative, but also it encourages communication activities of project's participants. According to it, we can speak about availability of its relation to learning foreign languages in a secondary school, is interpreted by methodists and teachers in different ways. We stick to the following determination of this method: «Method of projects involves a set of educational and cognitive techniques that allow us to solve a particular problem as a result of independent actions of disciples with the mandatory presentation of these results. If we speak about the method of projects as a method of teaching technology, this technology involves the collection of research, problematic methods which are creative by their nature». Most logical is to examine psychological and pedagogical bases of methodic of projects, taking into consideration specific properties of English language as a school subject. Object of study of English is a speech as the most important implement for cultural interaction in general.

According to I.L. Bim, cross-cultural interaction is possible only in the case when all components of communicative competence are if a school will be formed all the components of communicative competence are formed: language, speech, sociocultural etc. Method of projects, as a modern educational technology, ensures the successful formation of all these components. Popularity of the method of projects is the reason for the fact that, thanks to its didactic nature, it can solve the tasks of developing creative opportunities for disciples; improve their own skills and knowledge which can be used for the cognitive and practical tasks; orientate itself in the information space, analyze information, because at different moments in cognitive, experimental or applied, creative activities, pupils use the whole set of all the listed intellectual skills and abilities. Main purpose of teaching foreign language is the formation of communicative competence, which involves not only the practical knowledge of a foreign language, but also the ability to work with information: printed, audio in various forms, i.e. Proficiency in the skills of critical and creative thinking., we are talking about a specific organization of the maintenance of teaching, which would