



Студенттер мен жас ғалымдардың
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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»



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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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walking), and an insulting imitation of flatus, produced by blowing air between the tip of the protruded tongue and the upper lip, is the "raspberry," cut back from "raspberry tart." Most slang, however, depends upon incongruity of imagery, conveyed by the lively connotations of a novel term applied to an established concept. Slang is not all of equal quality, a considerable body of it reflecting a simple need to find new terms for common ones, such as the hands, feet, head, and other parts of the body. Strained or synthetically invented slang lacks verve, as can be seen in the desperate efforts of some sportswriters to avoid mentioning the word baseball-e.g., a batter does not hit a baseball but rather "swats the horsehide," "plasters the pill," "hefts the old apple over the fence," and so on.

In conclusion, so, slang is multifunctional. Slang was the main reason for the development of prescriptive language in an attempt to slow down the rate of change in both spoken and written language. First of all, it gives an ironic effect - already by the way of word formation it is intended for slang. Slang makes the speech more concise, concrete, emotionally expressive, and also serves as a kind of sign of belonging to a particular social environment. A significant difference between slang and jargon is the increased emotionality of slang, the tendency of "squeezing" in the word, and also the fact that slang "serves" the narrowest circle of people.

As a result of the research, we came to the conclusions:

1) youth slang is a sustainable language education due to the desire of the youth to "stand out", to oppose themselves to the older generation and social norms, including at the language level; because of the characteristics of the activities and hobbies of young people (for example, work on the computer, musical preferences, hobbies, etc.);

2) youth jargon, as in a mirror, reflects the process of changes in society;

3) the sphere of slang usage expands, up to the formation of "state jargon", new groups (SMS-jargon) appear.

This work was devoted to the study of the problem of perception of the phenomenon of "slang" in its functional aspect. It should be noted that the peculiarity of the phenomenon of slang is that, being an integral part of the language, it develops and evolves with it, and, therefore, will remain an actual problem of lexicology for as long as the language itself.

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CURRENT ISSUES IN ENGLISH LANGUAGE TEACHING AND LEARNING

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Recently the status of a foreign language in the world has changed significantly. Knowing foreign languages plays a big role in people's life. It is not only a luxury, it is also a necessity. Today foreign languages are becoming a leading discipline, standing in line with special subjects. Learning foreign languages have a lot of advantages, students can get a quite number of benefits.

Today a completely new methodology for the study of foreign languages is being developed, the goal of which is the formation of a communicative competence are teaching to communicate, to talk, to understand and to respect another culture. A foreign language, for example English, German

or any other language, should not be perceived by students as an academic discipline, subject, but must take a higher position as an integral part of modern life as a means of communication [1, 144-145].

Domestic theory and methodology of teaching foreign languages is rich in its history and traditions. Today we can assert that methodological science has made a new turn in its development, having reached the newest level, characterized by the specific specificity of the current stage of the sociocultural state of society, striving for universal globalization and, in particular, special requirements for the quality of teaching foreign languages. These processes are due to the polyfunctionality of a foreign language in the life of a modern person [2, 120-122].

On the one hand, language is a means of communication, expansion of positive cultural and ethnic contacts, development of the trainee's potential, his professional self-realization. On the other hand, the language promotes the assimilation of world spiritual experience, familiarizing with culture on a global scale, creating an opportunity for full cultural and spiritual growth of every person.

From the point of view of many scientists, the content of the educational process of teaching foreign languages in secondary and higher education institutions does not yet fully meet the actual needs of graduates. In this regard, a number of problems arise that teachers and students face when studying foreign languages.

The experience of teaching shows that even at advanced stages of training students admit a significant number of errors both in the performance of exercises and in the use of substantive constructions in conversational practice.

Incorrect use of these structures in the composition of a complex sentence leads to a violation of the logic of the utterance and, as a consequence, to non-fulfillment of the tasks of communication. In this regard, we see the need for more detailed equipping of this topic and the development of relevant recommendations.

Another obstacle on the way to solving the communicative problem of linguistics is the correct perception of the said form, that is, the perception of what has been said by ear.

The next problem is the translation of the form into a common meaning. At this stage, it is important that the listener knows at least one, the most common meaning of the word, which was told to others. Therefore, when teaching English as a means of communication, it is important to make it clear to students that a person perceives what is said through their individual and cultural prism, and therefore, it is necessary, as accurately as possible, to convey all the meanings that the word carries in it [3, 5-7].

One of the difficulties in learning English is that we think in Kazakh and only then translate words into a foreign language, compare it with the rules of grammar, then we say a sentence. At the beginning of the training, this process is too tiring for the child. Therefore, you need to teach him to think and speak English right away. This is how children learn to speak in their native language, they literally absorb the language. But there are no grammar rules, they do not know. They will comprehend the theory much later. Many modern methods of studying foreign languages are based on this principle.

Another not less important problem is the low level of technical equipment of educational institutions. A number of schools need to improve the material base, technical equipment for conducting classes in listening and speaking. Many schools have cassette recorders, but not enough technical means of playing video.

Another of the problems that characterize the process of teaching foreign languages and cultures is the insufficient degree of mastering the intended teaching material. In this matter, besides the motivation of the students, the relevance and attractiveness of the proposed teaching materials plays an important role, as well as the professional and business competence of the teacher.

The interest of students at the initial stage, as a rule, is very high and this is not surprising. The subject for the children is new, interesting and the teacher faces the task of maintaining it by widely attracting the latest teaching aids and relevant additional material, as well as using modern techniques that stimulate interaction between participants in the learning process. And it's not

surprising. The subject for the guys is new, interesting.

A great difficulty is getting the children to read. The main problem in teaching speaking is that many teachers force students to pronounce a certain material. There is not enough verbal spontaneity and behavioral variation. Speaking must be a creative act.

The problems of learning to listen: psychological difficulties - sometimes there is a fear of not understanding the interlocutor's speech.

All identified problems can be divided into 3 categories: psychological, administrative-technological and educational-practical [4, 65].

1. Psychological problems are problems of the student's inability to learn foreign languages. These include:

- uncertainty in their abilities. Many students say that they do not have the ability to learn a foreign language, but this is misleading. People in their lives have mastered one of the most complex world languages - Russian, which in its structure is much more complicated than the same Chinese language. We learned how to conjugate every verb in Russian, to induce each noun by case, to learn by heart accent (and depending on the case, gender and number of stress often change). For foreigners to learn Russian - this is truly incredible work. So, Russian people are the bearer of one of the most complex languages, and the inability to learn a foreign language can not be spoken [5, 224].

- overcoming the language barrier. It is associated with the fear of showing their ignorance in the language, making a mistake, saying wrong. To overcome the language barrier means, first of all, to eliminate the lack of speaking, which disappears not immediately, but as you begin to feel more confident when communicating with other people. There is nothing shameful in that a person makes mistakes, not speaking in his own language.

The speakers of the language in everyday speech do not themselves strive for perfect pronunciation and the choice of correct grammatical forms. And schoolchildren and students experiencing difficulties in mastering certain rules, feeling their insecurity and inability for this type of activity, cease to show an interest in learning a foreign language.

- lack of support from parents. Parents in most cases dispense with the knowledge of a foreign language for the rest of their lives. Apparently, therefore, they do not attach special importance to this subject in school.

They should initiate and support their children's desire to learn foreign languages, while constantly explaining their importance as a means of developing the personality and expanding opportunities to adapt to changes in the economic, social and cultural situation in society [6, 18-26].

2. The next group of problems is administrative and technological.

These are external problems, they include:

- Insufficient number of hours allocated for the study of a foreign language. With such a clock grid (2-4 hours per week), it is hardly possible to implement a differentiated, especially individual approach, to create a favorable educational and educational environment for them. This task was assumed by new types of schools - gymnasiums, lyceums, schools with in-depth study of foreign languages, whose programs allow to lay the necessary basic level of knowledge and reflect the professional sphere of communication of interest to students.

- failure in the timetable for foreign language classes. The procedure for conducting classes, which is laid down by the training part in the schedule grid, is constantly changing due to objective circumstances. Classes that are scheduled to be held once a week are removed and may not appear in the schedule for a month, or even more. Therefore, with such large time intervals between classes, the teacher may find it rather difficult to introduce active learning forms and implement a program of communicative learning [7, 203].

Students forget the training material, the effectiveness and effectiveness of the work goes down.

- Insufficient level of technical equipment of study rooms with textbooks, teaching aids, disks with educational programs, as well as updating and replacing obsolete computer equipment with new ones.

3. educational-practical and methodological difficulties.

- different levels of school language training for students.

Today, students come to us with different levels of (zero) training in a foreign language. If you pay more attention to such a student in the classroom, the learning process will slow down. And the teacher has a program in accordance with which he must build the learning process. Education in the secondary school does not set as its goal - to teach "from scratch" and continue training, already having a basic level of knowledge behind it [2, 80].

On the other hand, it seems that they should be "taught" to the level, and we draw them in lessons and additional lessons. On the other hand, we do not see the desire and aspiration of the student to reach this level. As a result, he "crawls" from semester to semester with great difficulty.

- the students' lack of consciousness in teaching the types of speech activity.

Learning to communicate involves the conscious assimilation of not only lexical, but also grammatical units, since full communication is impossible in the absence of a grammatical basis.

It is not enough to learn words and grammar. It is also necessary to know their compatibility, use, which is much more difficult. When teaching dialogue, for example, we use adequate speech formulas, clichés, stable phrases that need to be memorized in their entirety, rather than in separate words, because the constructions of one language do not coincide with foreign ones.

- Inability to think in language.

To express their thoughts, students first think in Kazakh, then translate words into a foreign language, compare it with the rules of grammar, then they say the sentence. This process is too long and tedious with a lot of lexical-grammatical and stylistic errors.

How to learn to think in language? One must be able to think in images, draw pictures in the mind or be able to "photograph" in the mind. For students this is difficult. Therefore, in the lessons of a foreign language, they find difficulty in expressing their own thoughts.

To be clear, I will give a very simple example. The verb "live" in Kazakh seems to have no difficulties: "I live well" and "I live on the second floor." In both cases, we use the same verb. But in foreign languages these are two completely different verbs. Therefore in similar examples it is necessary to know both verbs and the sphere of its use.

- the problem of general coverage of the content of the text when teaching reading, understanding its main points for further specific processing. They begin to translate it verbatim - slowly and tediously. As a result, the work with the text can be done by few. For a large mass of students, a literal translation is the tip of the iceberg [8, 4-6].

- gaps in knowledge of the alphabet and spelling rules when teaching written speech. And also when we learn how to write a business letter, there are gaps in the use of appropriate requisites and formulas of written communication, competent resume writing.

The referencing and annotation is erroneously replaced by retelling the events described in the text.

In all types of educational activities, most students experience limited knowledge, unwillingness to overcome passivity and laziness and minimalism in their work.

Of course, in addition to these problems, there are a number of other issues, which suggests that the system of teaching foreign languages requires serious refinement, contributing to the destruction of old stereotypes of passive learning, forcing students to think, and searching for answers to complex life questions together with the teacher [9, 30-33].

In this matter, besides the motivation of the students, the relevance and attractiveness of the proposed teaching materials plays an important role, as well as the professional and business competence of the teacher. The interest of students at the initial stage, as a rule, is very high, and the teacher is faced with the task of maintaining it by widely attracting newest teaching aids and relevant additional material, as well as using modern techniques that stimulate interaction between participants in the learning process.

It is worth paying attention to the difference in the literary and colloquial language. After all, students will most likely not only have to read and translate texts written in traditional literary language, but also communicate with real native speakers using some specific expressions, youth or

professional slang and the like. Moreover, learning the colloquial features of the language will certainly cause much interest among schoolchildren or students. Thus, the modern English lesson involves the use of new technological solutions, as well as the introduction of new teaching methods that break old stereotypes.

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THE RELEVANCE OF USING INFORMATION AND COMMUNICATION TECHNOLOGIES IN THE EDUCATIONAL SPACE

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At present, the role of information technologies in people's lives has significantly increased. Modern society was involved in the general historical process, called informatization. This process includes the accessibility of any citizen to information sources, the penetration of information technology into scientific, industrial, public spheres, a high level of information services. The processes taking place in connection with the informatization of society contribute not only to the acceleration of scientific and technological progress, the intellectualization of all types of human activity, but also to the creation of a qualitatively new information environment of the society that ensures the development of man's creative potential. One of the priority directions in the process of informatization of modern society is the informatization of education, which is a system of methods, processes and software and hardware integrated with the purpose of collecting, processing, storing, distributing and using information in the interests of its consumers. The goal of informatization is the global intensification of intellectual activity through the use of new information technologies: computer and telecommunications.

Knowledge of information and communication technologies by university professors is the basis for improving the quality of education. The use of ICT tools to create educational and methodological support makes it possible to increase the effectiveness of the educational process. The competent use of ICT by the teacher increases the pedagogical influence on the formation of