



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»**



12<sup>th</sup> April 2018, Astana

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Л.Н. ГУМИЛЕВ АТЫНДАҒЫ ЕУРАЗИЯ ҰЛТТЫҚ УНИВЕРСИТЕТІ**

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атты XIII Халықаралық ғылыми конференциясының  
БАЯНДАМАЛАР ЖИНАҒЫ**

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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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of a person, which relate to both cognitive and emotional motivational processes, they affect the character of the person, while increasing the cognitive motivation of the trainees when working with the computer. The use of ICT in teaching helps to increase the proportion of independent learning activities and the activation of the trainee, "the formation of the trainee's personality through the development of his ability to educate, self-learn, self-educate, self-actualize, self-actualize." In psychological research, it is noted that ICTs influence the formation of theoretical, creative and modular-reflective thinking of trainees that computer visualization of educational information has a significant impact on the formation of representations that occupy a central place in figurative thinking, and the imagery of the representations of certain phenomena and processes in memory the student enriches the perception of the educational material, contributes to his scientific understanding.

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### INTERACTIVE ASSESSMENT METHODS

**Suleimenova Shynar Berdenovna**

[suleimenova.shynar@mail.ru](mailto:suleimenova.shynar@mail.ru)

Senior lecturer in Foreign Languages Theory and Practice Department  
L.N.Gumilyov ENU, Astana, Kazakhstan

Assessment is one of those terms in ELT that can mean many various things. Assessment is often equated and confused with evaluation, but the two concepts are different. Assessment is used to determine what a student knows or can do, while evaluation is used to determine the worth or value of a course or program. Assessment data effects student advancement, placement, and grades, as well as decisions about instructional strategies and. Evaluations often utilize assessment data along with other resources to make decisions about revising, adopting, or rejecting a course or program.

The demands of the today's world require students learn many skills. A knowledge-based, highly technological economy requires that students need to master higher-order thinking skills and that they are able to see the relationships among seemingly diverse concepts. These abilities - recall, analysis, comparison, inference, and evaluation - will be the skills of a literate twenty-first-century citizen. Mostly we discuss formative and summative assessment, peer and self-assessment, portfolios, setting learning targets, and methods of alternative assessment. And yet, in Kazakhstan and other countries around the world, pen and paper exams still carry the most weight. In reality, the portfolios, 'on the spot' checks, and discussions with learners form only a small fraction of the final mark, if they are done at all. All too often, an entire course of learning, communicating, and exploring language all boils down to a set time limit and an ability to recall information under exam conditions. Testing forms the bedrock of educational assessment and represents a commitment to high academic standards and school accountability.

*Now we can come to one of the popular interactive testing assessment –Programme iSpring QuizMaker.*



This type of testing gives a quick check and have the certain and steady values of the parameters characterizing its quality. Except the established estimations of parameter of difficulty and parameter of differentiating ability. Its purpose is to control through introduction of tests and other alternatives forms of assessment for formation of pupils' speech abilities in successful language learning. ISpring Quiz Maker program is the programme for creating profiles (without evaluation) and tests (with estimation).

ISpring Quiz Maker offers a wide variety of issues: jobs, along with closed-type. The programme allow the teachers to create a variety of tasks and assignments form with graphic objects. Both will be valuable to e-textbooks. Ultimately, ISpring Quiz Maker tests can be used as

1. A stand-alone electronic textbook designed to test control
2. For introducing an ISpring Pro (Presenter) - get a full electronic textbook
3. Flash SCORM or can be incorporated into the system of distance learning, such as Moodle.

Among other things, ISpring Quiz Maker can design tasks with different testing strategies, including with the choice of a certain random number of questions proposed. In the screen cast is shown more tuning tests ISpring Quiz Maker.

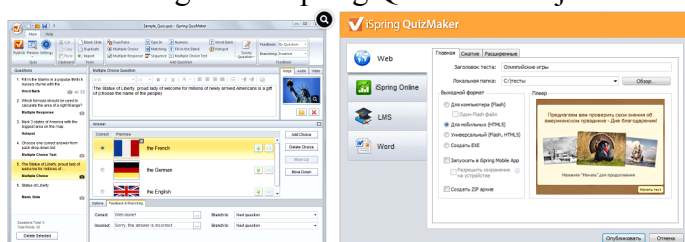
Types of questions ISpring Quiz Maker gated:

- True / False
- A single choice, multiple choice (with a choice of one or more correct answers)
- Given answers (optional presentation tasks, single selection)
- Compliance (formation of conformity)
- Procedure (establishing of the correct sequence)
- The Bank of words (the tasks option on single selection).

Types of questions iSpring QuizMaker open type:

- Input line, enter the number (job additions)
- Gaps (optional, job additions)

The active region in ISpring Quiz Maker - job based on the graphic.



The next quick and valid testing assessment is b.socrative.com. It is a student response system.



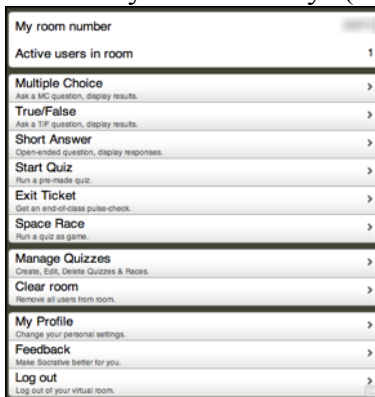
Socrative lets teachers engage and assess their students with educational activities on tablets, laptops and smartphones. It promotes to make language material authentic, students have an opportunity for listening and reading activities, and teachers give students the comprehension questions before they listen to or read the selection. This procedure sets up the information gaps that students seek to fill as they listen or read. The goal of b.socrative.com is through the use of real time questioning, instant result aggregation and visualization, teachers can gauge the whole class' current level of understanding.



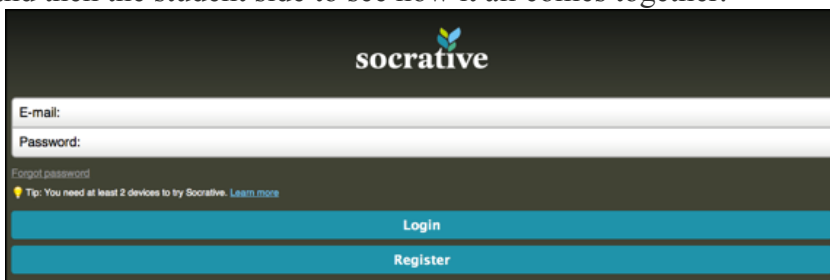
Socrative saves teachers time so the class can further collaborate, discuss, extend and grow as a community of learners.

Only one way to find out, click on past the break to see all the cool screen shots, a how to and a verdict. The only person in the class who needs an account is the teacher. Students merely join a room without having to log in. There is no need for a special app, it is all web based. So it doesn't matter if the student is rocking an iPad, BlackBerry or the latest gaming laptop, they all can participate.

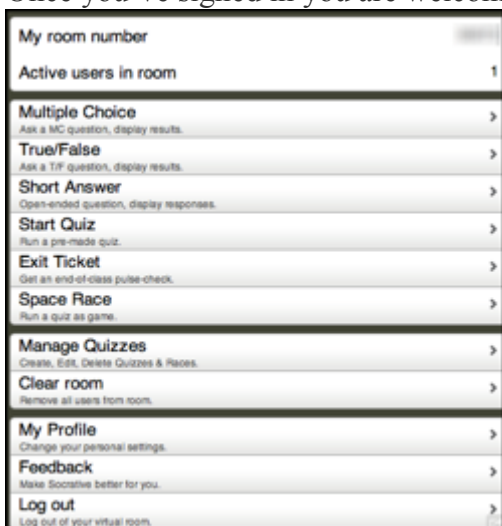
Firstly the teacher creates the room and gets a room number, the students will join using that room number. Once everyone is in the room the teacher can ask questions and the students can respond in many different ways (check out the picture below to see what options are available).



Now that you have for of an idea of what [Socrative.com](http://Socrative.com), let's take a closer look at the teacher side and then the student side to see how it all comes together.



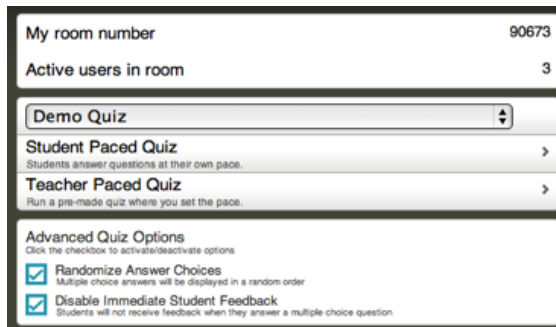
Once you've signed in you are welcomed to that same screen we saw above.



This is definitely a double-edged sword and gives a teacher a quick idea of who is on the right track. On the other hand, there are those students who are fearful of peer ridicule. We've all seen it, a student raises their hand and gives their "best" answer and everyone has a chuckle and then you rarely hear from that student again. This gives those students some anonymity when answering and when a crazy one pops up, you see it and not the class. It gives them a chance to build a little confidence. If you want people to see the results, you can click Vote on responses and students will

see the best answers and can weigh in on which one they feel is better than the rest. Likewise on multiple choice questions, the teacher will ask the question orally (or written on the board) and students will answer their question by selecting A – E (I don't think you can add or take away options). You, the teacher will see the rests, but students won't.

Another neat feature is the ability to create and give quizzes. You can create a quiz and save in Socrative.com or you can make one using their template on Excel and then import it. Either way you have a quiz. When students take the quiz they must provide their name before starting. Once this is done they take the quiz. The quiz itself can be self paced (meaning the students can go as fast or as slow as they want) or you can control the quiz. You also have the ability to randomize the answers (for multiple choice questions). Immediate feedback is neat. Once a student answers a question, they are told if it is correct or not and what the correct answer should be. Check it out below.



While the quiz is going on, you can check out the live results as students answer a question. Once it is answered, it is done. In other words, this probably shouldn't be used for a final exam but it is a great way to get some immediate feedback from everyone in the room about how things are going. Check out some live results below.

Student Name	Progress	Correct answers (Multiple choice only)
Robert Smithen	5/5	2/3
Bobby Smith	5/5	3/3
Bob Smith	5/5	2/3

When the quiz is finished, Socrative will let you download the results, email them to you or skip them altogether. Just a little data to help you drive your instruction.

When class is over you can Clear room which pretty much kicks everyone out, but it does not change the room number. Meaning if a student knows the room number they could “crash” your class as long as they have a device and an Internet connection. So that's the teacher perspective, let's take a look at the student perspective.

To sum up b.socrative.com is a nice service because it is free. *Moreover for teachers it's necessary, firstly, to bear in mind some hints in designing tests:*

- a teacher should design interesting questions so that not to bore learners;
- questions should be absolutely complicated;
- a teacher should take the difficulty of the questions into account because they are to have various levels (easy, common, and hard);
- testing should be used as a sum of the studied material that is why we couldn't test every time;
- any test will be worthless if it is so long that no one has the time to do it. So any task is stick to time;
- interactive tests have a powerful effect on student motivation.
- Secondly the usage of alternative assessments in the process of teaching has a number of advantages:
  - evaluating objectivity as in testing the influence of subjective factors (for example, such as awareness of the examiner on current progress of the examinee, the account of his behaviour at lessons, etc.) is excluded;
  - reliability of the information about the volume of the acquired material and about the level

of its mastering;

- efficiency is possible to test simultaneously a great number of pupils, and checking the results is easier and faster, than it is in the traditional form of control;
- differentiating ability in tests, self and peer assessment there are tasks of various levels;
- individual approach in teaching, the individual check and self-examination of pupils' knowledge are possible;
- comparability of test results for different groups of the pupils taught with different interactive programs, e-books, and with using various methods and organizational modes of e-learning.
- We can conclude that different types of tests are very effective when we make use of them all together, namely, in collaboration.

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### **DIVERSE WAYS OF CLIL USAGE AT SECONDARY SCHOOL**

**Toktarova Anel**

[toctarovaanel@mail.ru](mailto:toctarovaanel@mail.ru)

4<sup>th</sup> year student in “Foreign Languages: Two Foreign Languages”

L.N.Gumilyov ENU, Astana, Kazakhstan

Scientific supervisor – D.K. Anasheva

In today's society the questions of modern man socialization in interethnic and intercultural space became a priority, whereas foreign language skills are regarded as one of the tools to expand professional knowledge and opportunity. Additionally, new educational technologies of teaching foreign languages appear. CLIL (Content and Language Integrated Learning) is considered to be one of such technologies and is seen as the most disputed methodologies of teaching, which considers learning language at immersed and miscellaneous level. The term was firstly introduced in 1994 by David Marsh and Anne Maljers as methodology of teaching non-language subjects by integrating foreign language. This approach includes diverse forms of foreign language usage as learning tool, and ensures efficient opportunity of language skills' empirical application to students. David Graddol in his work “English Next” suggests that CLIL is an approach to bilingual education in which both curriculum content and English are taught together. Therefore, such technology differs from simple English-medium education, where the learner is not necessarily expected to have the English proficiency required to cope with the subject before beginning study.

CLIL refers to situations where subjects, or parts of subjects, are taught through foreign language with dual-focused aims, namely the learning of content, and the simultaneous learning of a foreign language [1]. This description emphasizes some of the educational intention inherent to the CLIL paradigm. Nevertheless, there are a twin set of objectives, one of which is undoubtedly educational and the other is administrative. While the government demands to gain fluency in foreign languages and knowledge of foreign cultures, students' curriculum is too overfilled. CLIL provides an opportunity to get extra hours of foreign language classes and still be involved into learning sciences. Approach presented in 90's still remains one of the most beneficial tools to evolve knowledge of a subject and language empirically. In addition, it is hoped that CLIL's multi-