



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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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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The puzzle for volunteers consisted of two parts. The first one implied watching a video describing human body parts and then playing a game. Such activity was made by using computer, where teacher opened the site [5] with mentioned game and gave the task to put each part of the body to the right place. Volunteers needed to do this activity in order to know where they should put each medicine to treat patients, who were carrying out another exercise helping to rescue from the island. Patients had a grammar exercise, which was focused on English tenses. They had to fill up the gaps with auxiliary verbs and put it in appropriate form. At the end of the exercise there were some extra cards with 2 “have”, 4 “does”, 3 “did”, 1 “do”, and the hint was written at the desk (Present Perfect; Present Simple with he, she, it; Past Simple; Present Simple with I, we, you, they). In such a sequence numbers created a code, which patients had to keep in mind. Consequently, when they were treated by volunteers (they had to put relevant medicine to the definite part of body), teacher brought them a control panel, where code had to be entered. Finally, the music played and the picture of airplane appeared at the interactive desk, the quest was done.

Undoubtedly, such activity cannot take place at each lesson, but it is amazingly valuable as it involves a huge range of teaching devices and covers diverse techniques of introducing materials. Moreover, such approach makes CLIL explicit and accessible for teachers and depicts how two absolutely unrelated subjects can be integrated into one of full value.

The use of Content and Language Integrated Learning is considered as a new pattern in language and subject teaching as for integrating both parts (linguistic and factual) into learning process. Next, it responds to the needs of globalization and remains a benefit of educating to communicate within multinational communities.

The practical employment of this teaching approach is expected, although it is quite demanding for the participating learners and teachers. CLIL emphasizes effective learning outcomes, cognitive knowledge, critical thinking, and real life use of a language in the subject’s background. Learners acquire the basic structures for communication in a foreign language which is being developed.

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THE CONCEPT OF SECONDARY LANGUAGE PERSONALITY AND ITS FORMATION

Yelenova Perizat

yelenova96@mail.ru

1th year master student in “Foreign Languages: Two Foreign Languages”

L.N.Gumilyov ENU, Astana, Kazakhstan

Scientific supervisor – G.M.Gauriyeva

The content of education should promote mutual understanding and cooperation between people and nations, regardless of race, nationality, ethnicity, religion or social affiliation, and take into account the diversity of worldview approaches. Therefore, the discipline "Foreign Language" acquires special significance, and foreign language teachers are assigned a responsible mission: to

introduce students to a world-civilized society in parallel with the teaching that guarantees the equality of the rights of all its members, regardless of the language in which they speak. This formulation of the question is not accidental, since in the process of learning a foreign language and studying cultural and historical phenomena of foreign countries, the capacity for dialogue and empathy is developed - and this is just as important as the acquisition of fundamental scientific knowledge. Foreign language is becoming one of the effective tools that help future specialists navigate the flow of constantly changing information and think independently. The result of any language education should be a formed language personality, and the result of education in the field of foreign languages is a secondary language personality as an indicator of a person's ability to participate fully in intercultural communication.

The language personality is a cognitive-communicative invariant, a generalized image of the bearer of cultural-linguistic and communicative activity values, knowledge, attitudes and behaviors [7, p. 495]. The concept of language personality was introduced into the scientific circulation by Yu.N. Karaulov in 1980 according to the concept of the "Russian language personality". He distinguished three levels in the structure of the language personality: a verbal-semantic (zero) level, presupposing for the bearer a normal knowledge of the natural language; the cognitive (first) level associated with the construction of the "picture of the world", the transition from "meaning to knowledge"; pragmatic (higher) level, focused on "goals, motives, interests, attitudes and intentionality" [3, p. 236]. In this context, it should be explained that in recent years, along with the term "language personality", the terms "communicative personality" and "discursive personality" are increasingly encountered. Some scientists find a delineation of these concepts justified. However, we tend to consider this fragmentation to be mostly artificial because the concept of "language personality" itself is sufficiently capacious and complete, and it is possible to speak about its individual manifestations.

The term "secondary language personality", introduced by I.I. Khaleeva, is a definite concretization of the general concept of the language personality in relation to the sphere of intercultural communication, as well as linguodidactics. I.I. Khaleeva considers the formation of a secondary language personality as one of the main goals of teaching a foreign language. In her opinion, the result of mastering a language is that the language personality acquires the features of a secondary language personality capable of penetrating into the "spirit" of the language it studies, into the "flesh" of the culture of people with which intercultural communication can be carried out [9, p. 88]. The concept of the secondary language personality is based on the fact that the basis of the foreign language communication is another picture of the world. The disclosure of which ensures the manifestation in the trainees of the characteristics of the secondary language personality in teaching a foreign language, and consequently, the success of mastering another language and standing followed by a culture. It would be incorrect to believe that the secondary language personality is a "superstructure" that does not change the structure of the language personality proper, and that its appearance leads to a certain split of personality. As a proof of what has been said, one can cite the opinion of K.N. Khitrik. The approach to the problem of teaching the culture of foreign speech communication should be based on the idea of a fundamentally unified structure and functioning of the socio-psychological and secondary language personality, taken as a systemically organized object with a cognitive-creative quality " [10, p. 8]. Generally, at the stage of higher education, the task of developing a language personality (both primary and secondary) is especially relevant, because during this period the final formation of the personality takes place. In addition, social sensitivity should be used for the purposes of learning and development. Of course, we should immediately stipulate that it is hardly possible to achieve a perfect result in the formation of a secondary language personality in isolation from the natural linguistic environment in the conditions of a non-linguistic (as, indeed, linguistic) institution. It is realistic to set the task of development for learners only of the basic features of the secondary language personality, i.e., the skills and abilities of operating a lexicon in the sociocultural context of the everyday life of a foreign-speaking society.

Teaching a foreign language in universities is a complex and time-consuming process, the

results of which are being made today with special demands. These requirements are due, on the one hand, to the integration of the Kazakhstani system of higher education into the world educational space and the demands of employers in the conditions of increasing globalization, and on the other hand, to the students' awareness of the need for successful professional and personal development. When conducting classes for students, the teacher faces a number of specific problems and features, ignoring which leads to a decrease of efficiency in achieving the goals. One such problem is that when learning a foreign language, students are often not able to use the linguistic experience gained in the study of their native language. This problem is especially urgent for students of technical fields, since the lack of formation of speech skills in their native language environment (due to the rigid orientation of high school students in the major subjects required for admission to higher education) makes it difficult to transfer them into speech activity in a foreign language. This leads to the difficulties in understanding foreign literature. This state of affairs is also aggravated by the nomination of the mass media and the Internet for the role of the total linguistic authority, which results in a sharp decrease in the quality of the mother tongue in the youth environment, as manifested in the poor vocabulary and unreasonable use of borrowing.

When considering the question of mastering a foreign speech by students, it is impossible to ignore the phonetic aspect. It certainly represents the weak side of future specialists, since the act of communication with a large number of phonetic and phonemic errors is extremely difficult, and sometimes impossible. E.A. Aristova distinguishes the following problem moments among university students: "articulation of short and long, alveolar, interdental sounds, as well as features of pronouncing sounds in different positions; a melodic pattern that performs a grammatical function; rate as a norm; pauses, which divide the flow of speech into meaningful groups and necessary for inspiration; verbal and phrase stress; rhythm as a distinctive feature of English speech "[1, p. 155]. In conditions of constant time trouble and a large number of groups (up to 25-30 people), the teacher naturally determines academic priorities not in favor of phonetics. However, in our opinion, today there is a good opportunity to improve phonetic skills and in the process of independent work, since electronic versions of dictionaries are usually provided with sound accompaniment (both in British and American versions). In addition, many training Internet resources are publicly available. Therefore, from the very beginning the teacher needs to convey to the students the idea when they try to correctly pronounce foreign sounds, they show respect for the native speakers, for their historical traditions, which in turn makes their secondary language personality richer and more harmonious.

Thus, at present, most specialists in the field of teaching foreign languages believe that one of the important tasks in teaching is the formation of a secondary language personality as the ability to successfully carry out social interaction with carriers of a different culture.

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ЧТО НЕОБХОДИМО ДЛЯ РАЗВИТИЯ КРИТИЧЕСКОГО МЫШЛЕНИЯ В ШКОЛАХ?

Абайкенова Наргиз Талғатқызы

Nargiza_13_7@mail.ru

Магистрант 1-го курса специальности «Иностранный язык: два иностранных языка»
ЕНУ им.Л.Н. Гумилева, Астана, Казахстан
Научный руководитель – Р.Ф. Жусупова

Исходя из того, что школьное образование не получило образования для критического мышления и что одной из причин этого может быть то, как концептуализируется образование для критического мышления, в настоящем документе представлено: анализ преобладающего подхода к образованию для критическое мышление посредством реализации специальных программ и методов и попытка установить различные подходы к обучению для критического мышления. Обзор и анализ понимания образования для развития критического мышления как реализации специальных программ показывают, что он воспринимается как деконтекстуализированная деятельность, сводящаяся к индивидуальным интеллектуальным навыкам. Основы для другого подхода, который можно охарактеризовать как «образование для критических компетенций», можно найти в идеях критической педагогики и открытой учебной программы. Этот подход отличается от преобладающего подхода с точки зрения понимания природы и цели критического мышления и образования для критического мышления. В подходе к образованию для критических компетенций недостаточно вводить специальные программы и методов для развития критического мышления в существующей образовательной системе. Этот подход подчеркивает необходимость подвергать сомнению и реконструировать статус, роль и силу учеников и учителей в учебном процессе, но также и в процессе разработки учебной программы [1].

Ключевые слова: критическая педагогика, учебная программа в контексте, образование для критического мышления, программы критического мышления

Развитие критического мышления через образование часто рассматривается как важная и необходимая цель, но также и цель, которая подразумевается и неоспорима. Тем не менее, существует множество причин сомневаться в том, что критическое мышление в современной системе образования является неоспоримым и недопустимым значением. В публичном дискурсе школы по-прежнему подвергаются критике за то, что они не учат учеников мыслить, что подтверждается профессиональными и научными дебатами по результатам испытаний учащихся в международных оценочных исследованиях. Результаты этих исследований показывают, что ученики не преуспевают в ответе на вопросы, которые требуют больше, чем простое воспроизведение знаний. Наш собственный опыт преподавателей университетов говорит нам о том, что критическое мышление - не самая сильная сторона студентов, которые поступают в университет. Мы также можем быть недовольны тем, насколько нам удастся внести вклад в развитие критического мышления наших студентов во время учебы. Они выполняют хуже, когда они сталкиваются с задачами, требующими критического анализа, интеграции различных типов знаний или решения