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Komogorova M. , Tschmeistruk O.

Kiev National University named after M. Dragomanova

VARIETY OF TEACHING METHODS

Today, the main goal of the school is to promote the mental, moral, emotional, and physical development of the individual using a variety of teaching methods.

The aim of work: to distinguish one the most effective method of teaching what can be used in school, in class as multicultural environment – mini project.

Multiculturalism refers to the "sharing of many cultures." Each person is a part of at least one culture. So, each class is multicultural environment. The first goal of a multicultural communication is to assist children with recognizing differences, as well as similarities, among all people. Allowing children to explore varying cultures creates opportunities for them to see that even when people have different customs and traditions, they often share some common traits, too.

Children learn that people can be different and unique, yet still have much in common. Such realizations help young children learn to accept differences and aid in eliminating prejudice and racism. These realizations assist children with accepting and respecting people from all cultures and backgrounds.

Variety of teaching methods

There are four main groups of methods of teaching which we can call Expository or Presentation, Participatory, and Evaluatory or Application, Exploratory or Discovery.

GROUP 1: *Expository methods*

These are methods when the teacher tells the learners something or shows them something (demonstration). There are two main forms: the lecture (with or without visual aids) and the demonstration.

GROUP 2: *Participatory methods*

The learners share their knowledge, experience and views. They work together to do something as a joint enterprise; it is called a co-operative learning! (Example: group discussion, role play). We would like to give an example [2].

Me as a famous person

Pupils divide into pairs. One partner is an interviewer and the other one imagine himself or herself to be a famous actor \ singer ect. The journalist asks questions about his or her plans and hobbies on each day of the week and write down short answers in the piece of paper shown below.

(What are you going to do on.....?)

(Who are you going to do that with?)

(At what time are you going to do that?)

After asking that , the journalist imagine himself or herself to be a representer of a famous TV show about celebrities. Tell the viewers about the person that was interviewed.

	Morning	Afternoon	Evening
Monday	ice-skating with at	with at	with at
Tuesday	with at	with at	with at

GROUP 3: Evaluatory or application methods

At times we want to test, whether the learners have really learned what we are teaching. (Example: tests, questions, exercises). Look at the

1. Oilon water.

A is floating B has been floating C has floated D floats

2. Ito Joe's flat once before.

A only go C have only been

B am only going D have only been going

3. She.....playing computer games.

A is loving C loves

B has loved D has been loving

GROUP 4: Discovery methods

In this case the learners can find out the new knowledge and understanding by themselves; they discover new ways of doing things, they develop their own skills. There are two kinds of this methods: reading and project. Lets speak about the last one.

Project work is characterized as one of the most effective methods of teaching and learning a foreign language through research and communication. Mini-projects help the pupils to develop their imagination and creativity.

A project is a task set to the learners, which will involve them to work (that is, reading, enquiring, collecting information or making something) more or less on their own.

There are several stages here:

a) set the task very clearly so they can see it. Make sure they understand what they need to do;

b) they collect the materials. It may be the things needed to make the object they agreed to make or it may be the data they need for answering the question posed;

c) they process the materials which they had collected. They can make an object, prepare a meal, put together a report or in some other way sort out the material;



d) they present it to the teacher. They can write a brief paper, prepare an exhibition etc.

At the school level, project work encourages imagination and creativity, self-discipline and responsibility, collaboration, research and study skills.

Mini-projects

In project work, pupils work together in class to achieve a common purpose, a concrete outcome (e.g., a brochure, a written report, a bulletin board display, a video, an article for a school newspaper, etc.). Mini-projects can be used for the lesson or part lesson. The most productive for foreign language course.

Projects are often done in poster format, but students can also use their imagination to experiment with the form. It encourages a focus on fluency. Each project is the result of a lot of hard work. The authors of the projects have found information about their topic, collected or drawn pictures, written down their ideas, and then put all the parts together to form a coherent presentation. Teacher must learn or remember with pupils a lot of words on this topic before organizing project work. Students are given an example and then they should prepare their own mini-project while the lesson. Look at the example [1].

 RECIPE	
<i>This recipe is called:</i>	Creating Successful Project Plans
<i>From the kitchen of</i>	MarketingSherpa
> INGREDIENTS <	
½ Cup: Strong starting goal	
½ Cup: Well-structured framework	
> DIRECTIONS <	
	Step 1: Mix together flavorful team
	Step 2: Whip up a communication strategy
	Step 3: Combine any vision with buy in
	Step 4: Add a zest of project management
	

Literature

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CONTENTS

PEDAGOGICZNE NAUKI

Problemy przygotowania fachowców

Яковлев В. П. ІНДИВІДУАЛЬНЕ ЗАНЯТТЯ – ОСНОВНА ФОРМА НАВЧАННЯ ГРИ НА МУЗИЧНОМУ ІНСТРУМЕНТІ	3
Туралиева А.С., Мадуанова А.С. РОЛЬ ЦВЕТА В СОЗДАНИИ ОДЕЖДЫ	7
Смаилова М.Б., Хамзина Н.Р., Медиева С.Х. БАСТАУЫШ СЫНЫП ОҚУШЫЛАРЫН ТӘРБИЕЛЕУДЕ МЕКТЕП ПЕН ОТБАСЫНЫҢ БІРЛЕСКЕН ЖҰМЫСЫ.....	10
Жмайло С. М. ПОЛІФОНІЧНЕ МИСТЕЦТВО ARS NOVA В ЕПОХУ ВІДРОДЖЕННЯ	14
Natalyya Vasylyshyna IMPACT OF GENDER DIFFERENCES ON STUDENTS' ACHIEVEMENTS AS WELL AS CURRICULUM	17
Гринь Ю.М. ТЕОРЕТИКО-МЕТОДОЛОГІЧНІ ОСНОВИ КУЛЬТУРООХОРОННОЇ ПЕДАГОГІЧНОЇ КОНЦЕПЦІЇ В.О. ЩЕПОТЬЄВА.....	20
Ремезова Н.М. ВОКАЛЬНО-ХОРОВІ КОЛЕКТИВИ ЯК ФОРМА РОЗВИТКУ МУЗИЧНОЇ КУЛЬТУРИ ОСОБИСТОСТІ ВЧИТЕЛЯ.....	25
Акрамова А.С., Авдарсоль С., Жакеева Ж. РЕАЛИЗАЦИЯ ПРАКТИЧЕСКОЙ НАПРАВЛЕННОСТИ НАЧАЛЬНОГО КУРСА МАТЕМАТИКИ .	29

Metodyczne podstawy wychowania

Крупенина Н.А. НАСЛІДУВАННЯ І ПРАВА ДІТЕЙ З ОСОБЛИВИМИ ПОТРЕБАМИ В КУЛЬТУРІ МУСУЛЬМАН	35
Зайцева И.В., Карасевич А.П. ПОИСК НОВЫХ НАУЧНЫХ ПОДХОДОВ В ФОРМИРОВАНИИ ЦЕЛОСТНОСТИ ЛИЧНОСТИ	39
Бадильбекова А.П. НЕТРАДИЦИОННЫЕ ФОРМЫ ОРГАНИЗАЦИИ ОБУЧЕНИЯ В СОВРЕМЕННОЙ ШКОЛЕ	48
Кошанова Г.А. РУССКИЙ ЯЗЫК В КАЗАХСТАНЕ И ОСНОВНЫЕ ПРОБЛЕМЫ ОБУЧЕНИЯ РУССКОМУ ЯЗЫКУ В КАЗАХСКИХ КЛАССАХ	51
Кулымбетова А.К. ЭТНОКУЛЬТУРНОЕ ВОСПИТАНИЕ КАК ОСНОВА ФОРМИРОВАНИЯ ЛИЧНОСТИ.....	54

**Мейрханова Ж.О. РЕАЛИЗАЦИЯ НАЦИОНАЛЬНО-КУЛЬТУРНЫХ
ИНТЕРЕСОВ В СФЕРЕ ОБРАЗОВАНИЯ В КАЗАХСТАНЕ 57**

Strategiczne kierunki reformowania systemu edukacji
**Жунисбекова Д.А., Ширимбекова Г., Аширбаев Х.А., Иманбаева А.Б.,
Тлесбаева Ж.А. МЕТОДЫ ОРГАНИЗАЦИИ УЧЕБНОЙ ДЕЯТЕЛЬНОСТИ
УЧАЩИХСЯ ПО РЕШЕНИЮ МАТЕМАТИЧЕСКИХ ЗАДАЧ В КОНТЕКСТЕ
ДИФФЕРЕНЦИРОВАННОГО ОБУЧЕНИЯ..... 60**
**Умбетова Ж.М. ҚАЗАҚСТАН РЕСПУБЛИКАСЫНДАҒЫ КӘСІПТІК БІЛІМ БЕРУ
САЛАСЫНДАҒЫ ПЕДАГОГ МАМАНДАРДЫҒЫ РОЛІ МЕН МАҢЫЗЫ 63**

Współczesne metody wykładania

**Amankulova L. A. USING NEW INNOVATIVE TECHNOLOGIES IN EDUCATION
..... 67**

**Ералинова Т.Е., Улжабаева А.Г. ОСОБЕННОСТИ
ПРОФЕССИОНАЛЬНОГО-ОРИЕНТИРОВАННОГО ОБУЧЕНИЯ
ИНОСТРАННОМУ ЯЗЫКУ В НЕЯЗЫКОВОМ ВУЗЕ 71**

**Zhunisebekova D.A., Tashmetova A., Ashirbaev Kh.A., Dzhumagalieva A.I.,
Tlesbaeva Zh.A. SOME PECULIARITIES OF INNOVATIVE THINKING FOR
INTEGRATING LISTENING COMPREHENSION..... 75**

**Аяпбергенова А.М. ОРТА МЕКТЕПТЕ ИНФОРМАТИКА ПӘНІН ОҚЫТУДА
ЖАҢА ТЕХНОЛОГИЯЛАРДЫ ҚОЛДАНУ 78**

**Серикова Р.М. ВНЕДРЕНИЕ ИЗМЕНЕНИЙ В ПРЕПОДАВАНИЕ В РАМКАХ
ОБНОВЛЕННОГО СОДЕРЖАНИЯ ОБРАЗОВАНИЯ..... 81**

**Абилкасимова Г , Жиенов Е., Серіккізы М., Кошер Н., Сағнаева Ә.,
Уаш Е. ОҚУ-ТӘРБИЕ ҮДЕРІСІНДЕ ИННОВАЦИЯЛЫҚ ӘДІС-ТӘСІЛДЕРДІ
ҚОЛДАНУ 85**

**Касенова А.К., Жекибаева Б.А., Медиева С.Х ҚАЗАҚ ТІЛІ САБАҒЫНДАҒЫ
ОҚУШЫНЫҢ СӨЗДІК ҚОРДЫ ДАМУЫ ЖҰМЫСТАРЫ 89**

**Мухамедова Н.И. ВАЖНОСТЬ И РОЛЬ ИНТЕРАКТИВНЫХ МЕТОДОВ
ОБУЧЕНИЯ В ОБРАЗОВАНИИ 93**

Омарова Г.Ж. ДЕНЕ ШЫНЫҚТЫРУ САБАҚТАРЫНДА НЕГІЗГІ ҚИМЫЛ- ҚОЗҒАЛЫС ЖАТТЫҒУЛАРЫНЫҢ БЕРІЛУІ.....	97
Komogorova M. , Tsehmeistruk O. VARIETY OF TEACHING METHODS....	100
БЕКТЕМИРОВ Ж.А. БІЛІМ АЛУШЫЛАРДЫҢ ФУНКЦИОНАЛДЫҚ САУАТТЫЛЫҒЫН ҚАЛЫПТАСТЫРУ	104
CONTENTS.....	110

230116
230222
230228
230231
230249
230262
230266
230331
229916
230086
230302
230303
230307
230310
230133
230240
229832
230119
230131
230147
230178
230180
230230
230237
230261
230284
229806