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THE POSITIVE EFFECT OF USING ANIMATED VIDEOS IN EDUCATIONAL PROCESS ON DEVELOPMENT OF CRITICAL THINKING AND IMAGINATION OF STUDENTS

It is impossible to conceive the modern educational process without digital multimedia tools. We are accustomed to positive effect of using visual support for all information that is learned in educational process. It might be in a form of a presentation, graphics, charts, photos and videos. Cartoons and animated videos are becoming more significant in education in current times. Animated videos are a powerful educational tool that may be used to impart knowledge and pique students' cognitive interests. It is also a magnificent tool in boosting critical thinking and imagination due to their nature. They are also funny in tone and can be utilized to boost energy and reduce tension in the classroom. The usage of animated videos in education is not yet widely enough accepted. No educational tool, however, can make learning as entertaining as animated videos. Additionally, animated resources that are both instructional and entertaining inspire students and foster classroom debate. This article explores the positive effect of using animated videos in educational process on development of critical thinking and imagination of students.

***Key words**: Animated videos, critical thinking, digital technologies, multimedia, authentic video materials, visual learning, education*

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ПОЛОЖИТЕЛЬНОЕ ВЛИЯНИЕ ИСПОЛЬЗОВАНИЯ АНИМАЦИОННЫХ ВИДЕОМАТЕРИАЛОВ В УЧЕБНОМ ПРОЦЕССЕ НА РАЗВИТИЕ КРИТИЧЕСКОГО МЫШЛЕНИЯ И ВООБРАЖЕНИЯ УЧАЩИХСЯ

Современный образовательный процесс невозможно представить без цифровых мультимедийных средств. Мы привыкли к положительному эффекту использования

визуальной поддержки всей информации, которая усваивается в классе. Это может быть презентация, графика, диаграммы, фотографии и видео. В настоящее время все большее значение в образовании приобретают мультфильмы и анимационные видеоролики. Анимационные видеоролики являются мощным образовательным инструментом, который можно использовать для передачи знаний и пробуждения познавательных интересов учащихся. Это также великолепный инструмент для развития критического мышления и воображения благодаря своей природе. Они также шутливы по тону и могут быть использованы для повышения энергии и снижения напряжения в классе. Использование анимационных видеороликов в образовании еще недостаточно широко распространено. Однако ни один образовательный инструмент не может сделать обучение таким увлекательным, как анимационные видеоролики. Кроме того, анимированные ресурсы, которые носят как обучающий, так и развлекательный характер, вдохновляют учащихся и стимулируют дебаты в классе. В данной статье исследуется положительное влияние использования анимационных видеоматериалов в учебном процессе на развитие критического мышления и воображения учащихся.

Ключевые слова*: Анимационные видеоматериалы, критическое мышление, цифровые технологии, мультимедиа, аутентичные видеоматериалы, визуальное обучение, образование*

Animation videos, which include all dynamic visuals like animated cartoons and video clips, are more engaging and intriguing than still pictures and are more flexible in portraying physical changes. When used in instructional settings, animated movies are frequently seen as being superior to still visuals.

More recently, animated shows or movies have been created with the express purpose of fostering students' talents and skills, aiding in their learning and information processing as well as the development of cognitive skills and cognitive processes. Today, animated movies are utilized to help students process information, acquire new material, and improve their critical thinking abilities.

Turkmen remarked that the animated movie serves as a gateway to the fantastical world of reality. Students are also allowed to picture themselves while applying what they learn or experience in the fantasy world to actual life [1, p. 79]

Doring endorsed the use of animated videos in the classroom as a way to get students to engage in critical thinking and other cognitive processes because they keep them from misbehaving, cut down on boredom, pique their interest, and help foster a positive learning atmosphere. However, Doring cautioned teachers against overusing animated videos in the classroom and said that doing so was dangerous. He continued by saying that using animated films is highly helpful in addressing the discrepancy between perception and reality [2, p. 60].

Animated videos, according to McGillivray, can assist pupils in recognizing and analyzing unrealistic behavior, reflecting on occurrences, and relating them to reality and their surroundings. When used objectively, that is, by not allowing students to watch animated videos excessively, connecting the observation to the student's reality, his life, and what he is learning, and selecting the appropriate animated film, cartoon, and themes for the age group,

animated videos are an engaging way to study the content of any subject and stimulate students' thinking [3, p. 136].

Animation films consist of drawings that are exhibited and moved in succession to give the impression of genuine movement. Each drawing communicates a certain character or idea, but in reality, they are presented in the standard style, where one image is displayed after another. Real time typically consists of 24 of these patterns, which are referred to as frames. The visual and the movements of the characters are more fluid the more frames there are in a second.

It is important to consider the characteristics, requirements, and needs of the student's growth stage in order to achieve the best results; - a profound awareness of the importance of the student's artistic personality and the memorization process; - a deep understanding of the relationship between the content of animated videos and the degree of reaction speed of students in the field of artistic expression; and - the usage of animated videos for study significantly stimulated students' drive and desire, increasing their capacity for creative self-expression. [4, p. 14-15].

Ahmad Badah and Mohammed Al-Enezi also did a study with the aim of determining the effect of watching animated movies on the growth of linguistic intelligence in talented students from the perspective of parents. According to the study's findings, the field of language placement comes out on top, followed by the field of social linguistics, the field of critical linguistic thinking, and the field of creative thinking [5].

The use of animated educational movies has a variety of benefits. Students enjoy watching animated films because they may readily become engaged in the story's progression. Watching helps train the ear to recognize foreign speech and develops proper pronunciation.

If a word or phrase is connected to a clip from the animated movie, the student immediately remembers it. You can choose a story on an engaging subject for the student from a wide range of animated videos. A learner can study grammar with the aid of particular educational animated videos. If students are given tasks to do after watching animated videos, the efficacy of their use will be significantly increased. Students take animated videos seriously, pay close attention, and are eager to talk about what they have seen. As a result, they won't have any trouble carrying out simple duties that are suitable for their age.

Cartoons have a more emotional impact on viewers than literary works, which enables them to deliver information in a more vivid and comprehensive way while also motivating viewers, which is another advantage of animated videos over literary works. The animated videos inspire students to engage in academic, research, and creative activities as well as foreign language communication. A variety of group activities, such as conversations, dramatizations, and chores that may be completed in pairs or a group can be done while watching an animated film. These activities encourage students to speak more freely.

The mentality, growth, and worldview of the pupil are significantly impacted by animated videos. For many decades, students have enjoyed them as a leisure. A teacher can quickly and effectively teach his students cognitive material by using animated films. This procedure will turn into a fun game that subtly updates their understanding of the world around them.

Animated videos are a powerful educational tool that may be used to impart knowledge and pique students' cognitive interests. They are also funny in tone and can be utilized to boost energy and reduce tension in the classroom. Students of all ages enjoy watching animated videos since they are simple to understand. Students focus on specific scenes or lines in animated movies as they assimilate them. After that, they analyze every detail, offer comments, draw connections, and weave the plot into their awareness, removing contrast and linkages between objects and events. Students therefore think critically and creatively.

Thanks to this aspect, Animated videos improve students' critical thinking and problem-solving skills, as well as allow them to express themselves, think freely and use their imagination to express their thoughts and feelings. Moreover, they allow students to see events in different aspects and from different angles, besides, they make them smile.

Animated videos are an educational tool that can be used to enhance learning in the classroom or outside of it. Many animated videos today are developed expressly to aid students in developing and instilling human values (responsibility, fairness, trust, etc.). Animated videos can aid in the teaching of social skills, collaborative learning, critical thinking, and small group learning, as well as constructive learning and contextual learning.

Importance of using Animated videos in teaching and learning:

1. It's critical that lessons are engaging for students. Animation that is humorous and visually stunning can do this in animated videos. Students are encouraged to be active by their engagement and pronounced interest in animated videos. This makes lessons more enjoyable and encourages student participation in the classroom. A lesson delivered using instructor narration without the use of visual elements is less effective and valuable than one taught utilizing animation and humor to generate a good classroom environment. Students should be encouraged to continue watching animated movies at home in addition to using them in the classroom.

2. Students can study and develop their skills and abilities through the use of animated videos. By asking kids questions about the animated movies they watched in class and at home, teachers engage their attention and aid in their understanding of the material. Additionally, through watching and debating animated videos, students hone their oral and auditory skills.

3. The use of animated movies helps students connect concepts across disciplines and improve their problem-solving abilities. The animated videos will be viewed from many points of view by the students, which will generate a lot of ideas and questions for group and pair discussions.

4. Students' attention spans are extremely short, and the majority of them find it difficult to focus for extended periods of time. Students' focus in class quickly swings from one to the next, and they get bored very quickly. They won't get bored while learning with the aid of animated videos, and they'll remain attentive to the material for a considerable amount of time. This will also significantly add to the general favorable attitude toward the subject and topic being researched.

5. The animated movie significantly contributes to the student's long-term motivation for the course. An animated movie can successfully refocus children when the volume of information gets too great and their general attention wanes noticeably. The students will then be prepared to actively perceive new knowledge once more [5, p. 153].

6. The animation positively influences the pupils' ability to think critically and comprehend concepts. In light of the fact that the objectives specified are successful in their training, they contribute to the development of a ready audience.

7. A class can understand a message successfully when it is presented in an animated movie. This aids students in remembering communications pertaining to particular objectives that may be challenging to comprehend otherwise (for example, earthquake danger and escape routes can be shown in animation). It should be emphasized that humor can have a significant impact while communicating with young children. The majority of animated videos are masters at using comedy to help the communication message be more easily understood.

8. Animated video learning enhances pupils' remembering abilities. They stick in students' brains for a long time since they are composed of a variety of vibrant and intriguing images and symbols. As a result, it is simple to recall new information and use it in the future [6, p. 18].

9. Watching animated videos helps pupils comment and voice their opinions. Students' understanding of animated videos will differ depending on their points of view. In this situation, it may be beneficial for the teacher to lead discussions in groups, pairs, or the entire class after the students have watched animated movies to allow for the exchange of opinions.

10. Students' motor and creative skills will improve as they draw animated characters in the classroom.

When selecting Animated videos, teachers should consider the following:

1) Pick animated movies that are on par with the pupils' vocabulary and academic level. This is crucial to remember when instructing young children because they are still learning a lot of unfamiliar terminology. Many real English animated videos have vocabulary that is below what our teachers and educational programs consider appropriate for pupils. For instance, phrases like "Fluffy" and "Paw" that are taught in our schools much later may be found in a short animated clip on YouTube titled "My pet cat: elementary level." The teacher should be very attentive when choosing the proper animated movies, and occasionally it will be worthwhile to take the extra time to introduce and check the video's vocabulary.

2) Select animated videos with an interactive component to interest and amuse elementary school children. Traditional animated videos consist of sequential, linear animation frames; however, contemporary animated videos now frequently incorporate aspects of interactive games and workouts. For instance, some smartphone apps let you see a portion of an animated movie before answering a few questions about what you observed. Then, you can continue watching. You can publish animated films in a chain on the YouTube platform, and the future actions will change based on the pupils' preferences. Additionally, if training apps and games are utilized in conjunction with animated videos, they can be very beneficial on computers and mobile devices.

3) In order to keep students motivated and interested, use animated videos with topics and characters that are relevant to your lesson. As was previously said, children in primary school have a tendency to emulate adults (parents, teachers). Surprisingly, animated characters follow the same rules. The kids will take Superman at his word if he warns them against crossing at the red light. Since this will hasten the process of learning the language and

maintain a high level of student interest, it is worthwhile to carefully choose animated films so that they have characters and elements that are of interest to students.

4) Regularly assess students' comprehension of the material in animated videos, as many real media contain ideas that are unique to the speakers of this foreign language. Students in primary schools may not understand folk and cultural distinctiveness since they have not yet encountered it. Teenagers use the Internet more frequently, particularly for communication, and as a result, are more familiar with a variety of cultural phenomena, particularly those that are part of American culture, than kids in elementary school are. For instance, students from Kazakhstan may not fully understand the Easter Bunny character from American cartoons, which is linked to the Christian holiday of Easter.

Animated videos have improved as a learning and teaching tool during the past ten years, along with the growth of multimedia technologies. The production and dissemination of animated videos have accelerated in particular due to the improvement in animated video quality, the simplicity of accessing them via video sharing websites like YouTube or TeachersTube, the widespread use of mobile devices, and the increase in Internet connection speed. As a result, experts are doing more research on how animated videos affect learning and academic success. The sound, images, words, and animations in animated movies tend to catch students' attention, which effectively facilitates the learning process, according to these research. It was emphasized that they are an important tool to improve the mental, physical and psychological development of students and to identify and develop their yet undiscovered skills.

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TYPICAL LEXICAL FEATURES OF THE TECHNICAL TEXTS TRANSLATION
(based on the documentation of technical text of chemical industry)

Annotation. *Throughout the last century the quantity of technical text translation has tremendously increased as a result of industrialization and fast developing international business and collaboration. Nowadays, translation of technical texts represents vast majority of the professional translator's workload. Translation of technical texts is directly related to modern technical and productive development and the necessity to ensure its continuing based on available professional knowledge. In each language functional style one can distinguish certain linguistic features which can have direct impact on the process and the result of translation and such impact is rather significant. Similarly, translation of technical texts is characterized by a number of peculiarities that determine the specificity of translator's activity when handling texts of the technical style.*

Keywords: *technical texts, translation, lexical fitures, technical documents.*

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ТИПИЧНЫЕ ЛЕКСИЧЕСКИЕ ОСОБЕННОСТИ ПЕРЕВОДА ТЕХНИЧЕСКИХ ТЕКСТОВ
(на основе документации технического текста химической промышленности)

Аннотация. *На протяжении последнего столетия количество переводов технических текстов значительно возросло в результате индустриализации и быстро развивающегося международного бизнеса и сотрудничества. В настоящее время перевод технических текстов составляет подавляющую часть рабочей нагрузки профессионального переводчика. Перевод технических текстов напрямую связан с современным техническим и производственным развитием и необходимостью обеспечения его продолжения на основе имеющихся профессиональных знаний. В каждом языковом функциональном стиле можно выделить определенные лингвистические особенности, которые могут оказать непосредственное влияние на*

процесс и результат перевода, и такое влияние весьма значительно. Аналогичным образом, перевод технических текстов характеризуется рядом особенностей, которые определяют специфику деятельности переводчика при работе с текстами технического стиля.

Ключевые слова: технические тексты, перевод, лексические особенности, технические документы.

Technical texts translation is one of the most popular services in the translation sphere. Technical texts represent a type of functional texts which deals with various technical processes and production and is expressed in various forms of written texts with the main purpose to provide objective representation of information [1].

The main purpose of technical texts is to communicate factual information, notions and conclusions. One of the features of thinking in technical sphere is its informative and logical character. This determines such general peculiarities of technical texts as intentional consistency of exposition, meaning accuracy (instead of ambiguity), information *depth, objectiveness and absence of imagery and emotions in the text* [2, 64]. The logical character of technical texts is expressed, among other things, by the text structure where certain linguistic means are used to build cohesiveness of the text. According to *K. Baakes* technical texts can be characterized by "objectivity, precision, lack of expressiveness and emotions, economy, and formality" [3, 33]. Furthermore, these general features of technical texts are considered to influence the translation activity. As mentioned by S. Gauch and R. Futrelle, these features are "logicality, substantiveness, (clear connection between the main idea and supportive details, strict consistency), objectivity, accuracy and subsequent clarity and lucidity" [4, 126]. In this connection, technical texts are opposed to literary texts which are characterized by the abundance of literary means intended for creating expressive perception of the text. In addition, the generally agreed feature of technical texts which also distinguishes technical texts from literary ones is objective nature of technical narration, since the main purpose of a technical text is to convey objective information on a technical subject without mentioning the author's subjective evaluation of the facts and processes.

As it was inferred above, technical texts are generally intended for specialists in a given field. Therefore, technical texts are written following strict rules, and the author of such text is perceived not as an individual writer, but as a representative of the given sub*ject specialists who build on what has been achieved by previous research.* This is required to allow for objective and clear representation of information for recipients who use it for occupational purposes. Thus, most of technical texts have similar syntactical and morphological structure, set expressions and style.

Many authors concur that the most typical peculiarity of technical texts is terminology. For instance, V. Komissarov writes that the most significant feature of technical translation is lexical and grammatical peculiarities of technical texts, in particular, the leading role is played by terminology and special vocabulary [6, 66]. All technical texts tend to have language means which help satisfy the needs of a certain communication sphere. On the vocabulary level technical texts are characterized by the use of scientific and technical terminology. V. Komissarov noted that the terms in technical texts must provide accurate and

clear definition of real objects and phenomena, and, what is the most important, ensure proper comprehension of the conveyed information by specialists. He adds that in translation of technical materials terms must be precise, in particular, "have strictly defined meaning which can be developed through logical thinking and removes the place of the defined concept in the paradigm of a given field of science or technique" [4, 70].

Another typical lexical feature of the technical texts that influence translation process is abbreviations. Technical texts are full of multiple abbreviations and acronyms. Many abbreviations have generally approved translations which are recorded in special dictionaries. However, a great number of abbreviation and acronyms have several meaning. Therefore, translator's responsibility is to select proper meaning out of the variety of the meanings given in dictionaries subject to the thematic component of the text and interpret unknown and new abbreviations through logical conclusions or direct consultation with the author of the text.

Knowledge of technical vocabulary is part of subject knowledge. Thus, it can be defined by means of contacting the specialists who have good knowledge of a given subject area. Professional translators do it in the following two ways: by using a technical diction*ary composed by subject specialists; and by clarifying the meaning with relevant specialists or, when possible, the actual author of the text in person* [5, 148]. In these cases, translators should pay special attention to the words considered to be the most important for the message of the text.

In general, there is broad agreement that technical vocabulary needs further investigation, because the currently available knowledge is quite limited to handling technical vocabulary in certain areas separately, without studying it in integration with general vocabulary. As T. Chung mentioned upon studying the works of Sutarsyah, Chung, Chung and Nation, and etc, "research on technical vocabulary shows a considerable underestimation of the role played by technical vocabulary in special texts and the lack of information about the way how technical vocabulary is connected to other types of vocabulary" [5, 155].

A more specific classification of the types of technical texts is given by A. Dillon and C. McKnight: potent documentation; project documentation;catalogues of equipment and materials; technical descriptions and product specifications; product technical documentation; manuals, equipment installation, or repair instructions [6, 96].

Subject to the type of technical text specified above, apart from common lexical features technical texts can have differences in style and syntactical structure. For instance, product guidelines and project documentation for a product from the same industry will considerably differ in structure. While the project *documentation is very likely to have long and complex sentences, the manual guideline will probably have more simple sentences and be abundant with sentences in imperative mood.* Similarly, the stylistic feature of these types of technical texts will probably be different, too. Hence, professional translators should select translation strategies subject to complete analysis of a text to be translated. As noted by *Zethsen, "no particular translation strategy is required as long as the translator gets familiar with relevant vocabulary and terminology along with the typical syntactical structure of the technical text"* [7, 79]. Thus, applying text analysis basics in technical text translation is a very important step in the production of precise and accurate translation.

In terms of the language structure, it is a well-known fact that the English language is considered to be brief and compact. Thus, another characteristic feature of English technical style is condensation of structure [8, 37]. When translating texts where condensation has been applied, it is necessary to enlarge and specify some condensed structures by adding more lexical means or introducing clauses with finite verb forms. This is required to provide clarity of the meaning and avoid ambiguity in the target language. In terms of content, a translator always needs to bear in mind that in the cases when description and enlargement is more explicit than mere translating which does not ensure complete comprehension, the former should be selected as the primary translation strategy.

The peculiarities of the technical texts studied above constitute certain inferences for translator's activity. Primarily, the language means that allow for text objectiveness, logics and compactness of narration shall be the prevailing features of technical translation [9, 67].

Another inherent feature of technical texts is its special vocabulary and terms. The latter traditionally have the equivalent translation listed in special dictionaries. As a result a single word is considered to be the main unit in technical translation. Consequently, the more common type of translation equivalent is single meaning equivalent; the second popular equivalent is variant equivalent [1, 67]. As we discussed previously in the article, the main task of a translator is precise transfer of the author thought. Easy comprehension of the meaning of technical texts is facilitated immensely if a translator is familiar with the subject of the text and associated terminology. In addition, knowledge of the target language terminology and technical texts style is an important condition to produce a qualitative translation.

In addition, as a purely technical feature, I would like to note the love of our

foreign comrades for abbreviations. In chemical technology, as in all other fields, you can find a lot of abbreviations that at first glance can cause confusion, and sometimes you have to guess their meaning according to the context. As an example, b.p., which means "boiling point", p.g. - powdered glue (powdered glue in chemistry) and steel composite beam (plate beam in construction), direct current – "constant current" and alternating current of alternating current.

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THE CULTURAL ASPECT OF ETHICS AND MORAL NORMS IN INTERCULTURAL COMMUNICATION

Intercultural communication raises both ethical, linguistic, social and philosophical questions about how people from different cultures can live together without destroying themselves and the planet on which we live. On the basis of ethnic and religious diversity the international conflicts arise throughout the world. Culture plays the role of a tool for smoothing tense moments. When engaging in intercultural communication, a person should be conscious of their own culture, culture of people that they communicating with, any cultural prejudices they may have, as well as linguistics and society. We must be open and flexible in our choice, management, interpretation, and decision-making if we are to fully comprehend the distinctive, individual qualities, language features, and cultural characteristics of different people around the world. But you should always bear in mind that personal ethics should not change, but sometimes it needs to be modified to take into account other opportunities in the field of decency, fair play and respect for cross-cultural nature. This article is dedicated to analyzing cultural aspect of ethics and moral norms in intercultural communication.

Keywords: intercultural communication, ethics, communicative competence, moral norms, global community, globalization

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КУЛЬТУРНЫЙ АСПЕКТ ЭТИКИ И МОРАЛЬНЫХ НОРМ В МЕЖКУЛЬТУРНОЙ КОММУНИКАЦИИ

Межкультурная коммуникация поднимает как этические, так и лингвистические, социальные и философские вопросы о том, как люди из разных культур могут жить вместе, не разрушая себя и планету, на которой мы живем. На основе этнического и религиозного разнообразия возникают международные конфликты по всему земному шару. Культура играет роль инструмента для сглаживания напряженных моментов.

Вступая в межкультурную коммуникацию, человек должен осознавать свою собственную культуру, культуру людей, с которыми он общается, любые культурные предрассудки, которые у него могут быть, а также лингвистику и общество. Мы должны быть открытыми и гибкими в нашем выборе, управлении, интерпретации и принятии решений, если мы хотим полностью понять отличительные, индивидуальные качества, особенности языка и культурные особенности разных людей во всем мире. Но всегда следует иметь в виду, что личная этика не должна меняться, но иногда ее необходимо модифицировать с учетом других возможностей в области порядочности, честности и уважения к межкультурному характеру. Данная статья посвящена анализу культурологического аспекта этики и моральных норм в межкультурной коммуникации.

Ключевые слова*: межкультурная коммуникация, этика, коммуникативная компетентность, нормы морали, мировое сообщество, глобализация*

Integrated models of human behavior that incorporate language, thoughts, communication, actions, customs, beliefs, values, and institutions of racial, ethnic, religious, or other groups (for instance, gender identity / gender expression, age, national origin, sexual orientation, disability) are referred to as cultural studies and linguistics. A system, agency, or group of professionals that are linked by a set of behaviors, attitudes, and policies called "cultural and language competence" can function well in cross-cultural settings. [1].

A subject of intercultural communication must understand that the discrepancies do not indicate faults or discontent. People's conduct when seeking medical or rehabilitation care as well as their perception of speech, language, and auditory services can be influenced by their culture and language. The values and expertise of the supplier also impact service delivery. In order to provide competent care, a person's values, preferences, and language must first be respected. For instance, the quality of medical treatment provided to a foreign national should not vary based on their race, age, socioeconomic level, or other characteristics.

Additionally, providers must offer services that are culturally and linguistically appropriate in order to comply with government rules and programs like obtaining medical care. Professionals in the fields of speech, language, and hearing have a moral and legal obligation to offer services and carry out research that is pertinent to their respective cultures and languages.

English's breadth, succinctness, and precision of terminology are some of the reasons it has emerged as the preferred business language. Only in English is there a thesaurus, and there are roughly 200,000 frequently used words in English (while in French, for example, only 100,000).

Idioms, slang, jargons, and euphemisms are extremely common in language and linguistics. Avoiding their use in speech is crucial while conversing with non-native speakers. To accomplish this, you must adhere to a set of interpersonal norms, use language principles, and consider intercultural communication ethics. Applying linguistic conventions requires using straightforward, obvious, and common modes of addressing. [2, p. 50].

Let us analyze unspoken rules, every educated person and competent specialist should be engaged:

Rule 1: All services must be rendered competently by individuals. Rule A shouldn't be understood as allowing for service refusal based on someone's linguistic and cultural background. Professionals should think about other solutions, such as receiving and employing a translator to deliver pertinent services.

Rule 2. To provide high-quality service, people should make use of all available resources, such as referrals and/or pertinent inter-professional collaboration.

According to Rule 2, a professional should utilize the appropriate guidance if they feel unprepared to communicate with someone due to cultural and linguistic difficulties.

Rule 3. Discrimination against any person on the basis of their race, ethnic origin, gender, gender identity or expression, sexual orientation, age, religion, national origin, or disability is prohibited when providing professional services or conducting scientific research.

Rule 3 serves as a reminder to professionals of the value and necessity of lifelong learning geared at acquiring the knowledge and skills required to offer services that are culturally and linguistically relevant.

Rule 4 forbids the delegation of responsibilities that are beyond the scope of the designated individual's expertise and mandates the professional to guarantee adequate monitoring. The need for bilingual assistants, transliterators, and translators increases the likelihood that there will be cultural or linguistic barriers between the service provider and the client or research participant. Using qualified translators or other bilingual specialists may be necessary when providing services to clients who speak multiple languages. A professional need to be aware of how challenges with linguistic and cultural diversity affect their field (for example, acquiring a second language, dialect differences, bilingualism). The specialist is ultimately in charge of providing accurate diagnoses and treatments.

The principle of ethics of intercultural communication: persons must recognize their responsibilities to attain and maintain the highest degree of professional competence and effectiveness in intercultural communication.

A qualified translator should be utilized when someone does not speak the language of the subject of the study, the customer, the family, or the opponent. The use of interpreters and other people who can communicate with clients in their native tongue does not absolve the representative of ultimate responsibility for miscommunications. With the aid of a specialist, he should be able to communicate with the client in the client's understandable language, or at the very least in the client's language, and possess the vocabulary, semantics (meaning), phonology (pronunciation), morphology/syntax (grammar), and pragmatics (use) necessary for the communication.

Meetings and conferences that require prudence, so as not to attach stereotypical qualities to people, so as not to employ confusing communications, so as not to diverge from cultural characteristics, depend on cultural and language competency to be successful. Respect for and awareness of the requirements of communication groups with varied cultures and languages should be the primary characteristics. Studying the resources of other experts and other sources is vital to continuously increase one's cultural and language proficiency [3, p. 34].

It has been demonstrated that scientists who were born or educated abroad are more inclined to engage in cross-border collaboration. In order to reap the financial rewards from their investments in international education, the countries like Brazil, Russia, India, China, and

Korea routinely send a sizeable number of graduate and doctoral students to other universities. This is made possible by the highly fruitful nature of international studies. The ability of researchers to work ethically and cross culturally, as well as their capacity to resolve unforeseen ethical conflicts with international collaborators, are key factors in the success of their international collaboration. Practice has shown that while widely recognized online courses and one-time symposiums cannot assist people reach their goals, specific types of mentoring can. No matter whether interns have future plans to work abroad or not, special attention should be paid to identifying the pertinent ethical knowledge and best practice skills that interns need to succeed in the program and in the field, as well as activities on particular programs and projects that might involve working abroad. Examining the function of formal policy, regulation, and professional standards in research might serve as a valuable beginning point for intercultural education in the area of research integrity.

A specific change is also suggested in the context of global engagement, along with some democratic participation, but not just in the national political culture (in intercultural exchange). The aforementioned traits point to certain changes in a person and aid in their learning. A lot of psychological and behavioral adjustments are anticipated in order to become an intercultural citizen, and it's crucial to modify how one views themselves and how they relate to social groupings. These objectives relate to the international speaker's self-consciousness. This difference should be discernible to an intercultural speaker who is capable of understanding how another person's views, attitudes, and values differ from their own. This implies a change in the speaker's level of self-awareness. The claim that the intercultural speaker acknowledges the different views, attitudes, and values of his or her opponent, takes them into consideration, and develops the characteristics of a "transcultural" person is equally significant. One type of hybrid consciousness, intercultural adaptation, is developing within the context of the primary, functional direction of intercultural contact. The goal of intercultural identification is to obfuscate the distinctions between "us" and "them," which emerge from prolonged experience with stress and adaptation. A new identity never totally replaces an old one. The old and the new will always coexist in our identity as it undergoes ongoing change. This coexistence creates a perspective that promotes greater openness and allows us to recognize individual distinctions and the depth of other people's aesthetic and emotional experiences. Students and researchers from many cultures come together through international research experiences. To help all students acquire the ethical practice of productive collaboration with varied partners, teachers working in the fields of research ethics and scientific integrity must take into account the cultural dimensions of science and ethics. The establishment of formal standards for the integrity of research that is being developed throughout the world allows intercultural studies of norms and differences in science to become a valuable source of ethical understanding [4, p. 105].

While it is clear that effective communication skills are essential in the workplace, it is also important to take ethical standards and intercultural situations into account while using these talents. Clear expression, listening skills, and the use of appropriate language are all necessary for effective communication, which is actually a two-way exchange of ideas. The system of laws and conventions that underpin communication is largely shaped by the culture of the people. Communication breakdown or misunderstanding arises if the communicators do

not share these concepts. Full-time, email, telephone, and other forms of communication exist, and each of them has a unique communication style that is influenced by culture.

Speaking of ethical communication, we think that cultural customs and tenets that shape communication style also shape the idea of what constitutes ethical behavior.

Intercultural communication presents moral, linguistic, sociological, and philosophical concerns regarding how individuals from other cultures can coexist peacefully without obliterating one another and our home planet. Ethnic and religious diversity is the issue. They serve as the foundation for all international disputes that occur today. Culture serves as a technique for calming heated situations.

When decisions are made without considering the opinions of others, we face problems in society, and in order to fix the problem, we must recognize that our values are the cornerstone of communication ethics and that they are based on dialogue and open discussion: "there is nothing wrong with persuading, acceptance of universal values." [5, p. 38].

Many English words important to research ethics also convey concepts or characteristic events that are ethically significant in Anglo-American culture, but not necessarily in others. Today, new technologies can receive different names in different languages with significantly different cultural and moral meanings, for example, the English term "stem cell" is neutral compared to the Spanish term "celula madre" ("mother cell"), which carries many symbolic meanings that can affect the understanding of the semantic meaning of both researchers and non-professionals related to stem cell research. An approach based on only one language to the integrity of research in a multi-cultural research environment risks concentrating on the lowest common denominator of moral and professional language. On the contrary, the teaching of research ethics to interns from different countries is enriched by studying the terminology of other languages, cultural concepts, and ethical values that reflect other languages.

The majority of Western civilizations, particularly the Anglo-German and Scandinavian groupings, prefer direct communication, meaning that practically all significant information is communicated in this manner. This communication style also represents our ethics, which are to speak plainly and honestly without being ambiguous or deceptive. Asian, Middle Eastern, and Latin American cultures frequently communicate implicitly, providing a background for the transmission of the most crucial information. They might also take into account attitudes, resulting in a style that is indirect and ambiguous. Since there is often no definitive truth in these cultures, ethics in these societies dictate that deference to others and avoiding shame take precedence above the truth. Avoiding the word "no" is one example of how these two communication approaches might impede communication in some Asian cultures.

Being overly straightforward won't insult us, and a vague response will still allow us to comprehend what is being said. Simple situational awareness definitely helps. Making people feel at ease and at ease sometimes be more important than what you say; use open-ended questions to elucidate ambiguous responses. Numerous issues can be resolved by being aware of one's own beliefs and principles and, on the other side, by not being valued by social norms.

As an example, consider how tourism benefits the economy while promoting cross-cultural understanding. But this could lead to major negative effects including resource

depletion that harms the local population, population decline in terms of size, and ideas meant to destroy their culture.

For instance, the adage "When in Rome, do as the Romans do" suggests sensitivity, respect for diverse cultures, traditions, and customs, the establishment of genuine connections with fewer boundaries, and refusing to accept them as being rude.

Other cultural behaviors can occasionally be seen as being "wrong." Should foreign women in Saudi Arabia, for instance, be forced to wear veils, abstain from driving, and demand male escorts? The values of freedom and gender equality for Europeans are incompatible with this. You must be conscious of your moral position and respect other people at the same time.

The ideas listed above have broad ramifications, as can be inferred from the foregoing. A doctor, educator, leader, or researcher should be conscious of how interactions with patients, families, students, and coworkers are impacted by cultural and language diversity. Regardless of their own culture, religious beliefs, or demographics, they should make an effort to offer services that are linguistically and culturally appropriate. All facets of professional practice, including evaluation methods, diagnostic standards, treatment plans, judgments about when to stop therapy, and research, will be substantially impacted by this. Beliefs and beliefs, as well as different communication styles, must be recognized, safeguarded, and respected in this circle. When engaging in intercultural communication, professionals should be conscious of their own culture, any cultural prejudices they may have, as well as linguistics and society. We must be open and flexible in our choice, management, interpretation, and decision-making if we are to fully comprehend the distinctive, individual qualities, language features, and cultural characteristics of people and their families. Though personal ethics should never change, there are occasions when they must be adjusted to account for new opportunities in the areas of decency, fair play, and respect for nature across cultures.

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PICTURE OF THE WORLD OF EMOTIVES IN ORIENTAL LANGUAGES

One of the most complex and urgent problems in modern linguistics and translation studies is the study of the emotional component of speech. Emotions cover the entire spectrum of the human personality and in many ways are decisive for the study of the human element in language. The importance of the affective world in the study and description of the picture of the world is due to the following reasons. The picture of the world is not only a linguistic image of the real world, but, above all, a subjective image of objective reality created by man. One of the universal basic categories that have special means of emotional expression in the language and are presented at all its levels is the conceptual category of emotionality, which in speech is closely related to the categories of evaluation and expression and is considered as a functional-semantic category. Complex features of the linguistic expression of emotions are presented, distinguishing between the lexical, phonological, morphological and emotional syntax of emotions, as well as paralinguistic aspects of the speech expression of an emotional category. This article discusses the picture of the world of emotives in oriental languages.

***Key words:** emotives, emotiveness, linguistic picture of the world, linguoculturology, oriental languages, language and culture.*

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КАРТИНА МИРА ЭМОТИВОВ В ВОСТОЧНЫХ ЯЗЫКАХ

Одной из самых сложных и актуальных проблем в современной лингвистике и переводоведении является изучение эмоционального компонента речи. Эмоции охватывают весь спектр человеческой личности и во многом являются определяющими для изучения человеческого элемента в языке. Важность аффективного мира в изучении

и описании картины мира обусловлена следующими причинами. Картина мира - это не только лингвистический образ реального мира, но прежде всего субъективный образ объективной реальности, созданный человеком. Одной из универсальных базовых категорий, обладающих особыми средствами эмоционального выражения в языке и представленных на всех его уровнях, является концептуальная категория эмоциональности, которая в речи тесно связана с категориями оценки и экспрессии и рассматривается как функционально-семантическая категория. Представлены комплексные особенности языкового выражения эмоций, различая лексический, фонологический, морфологический и эмоциональный синтаксис эмоций, а также паралингвистические аспекты речевого выражения эмоциональной категории. В данной статье рассматривается картина мира эмотивов в восточных языках.

Ключевые слова: *эмотивы, эмотивность, языковая картина мира, лингвокультурология, восточные языки, язык и культура.*

In recent decades, linguistics has turned to the study of language in close connection with human. This determined the anthropocentric principle in linguistics, when the study of a language becomes the study of a speaking person. Anthropological linguistics means, first of all, the study of the human factor in language. The focus is on two issues:

a) determining how a person affects the language;

b) determining how language affects a person, their thinking, culture.

Among the fundamental concepts that express the specifics of a person and their relationship with the world is the concept of a *Picture of the world*.

The picture of the world is a holistic image of the world, which is the result of all human spiritual activity. It arises in a person in the course of their subject-practical activity aimed at rethinking the world. A person feels the world, contemplates it, comprehends, cognizes, interprets, reflects, stays in it. Thus, the image of the world arises in various acts of world perception, world perception, world outlook, world perception, world vision, world understanding, world assessment - in acts of experiencing the world as a whole.

Depending on the grounds that are taken as criteria, a typology of world pictures can be created. So, depending on the subject of knowledge, the picture of the world of an adult and a child, the picture of the world of a civilized society and the archaic picture of the world are distinguished. Depending on the object, there are global and local pictures of the world. An example of integral pictures of the world is the general philosophical, general scientific, religious picture of the world. Sociological, informational, physical, artistic pictures of the world act as local ones.

In relation to the world of reality and language, two pictures of the world are distinguished: conceptual and linguistic (hereinafter -LPW). The conceptual picture of the world is richer, since different types of thinking, including non-verbal ones, participate in its creation. The concept of LPW goes back to Humboldt's teaching about the essence of language, first of all, to the position about language as the spirit of the people, about the internal form of language and the conceptualization of the world with the help of language. Language is the world that lies between the world of external phenomena and the inner world of man. Language is directly involved in two processes related to the picture of the world. First, the LPW is formed

in it. Secondly, the language expresses other pictures of the human world, which are included in the language, introducing human traits into it. LPW reflected in the human head is an extremely complex phenomenon. It is extremely variable, changeable, fickle. However, it has stable elements that ensure mutual understanding of people [1, p. 11].

Information obtained from the analysis of linguistic manifestations helps to understand a person, their linguistic nature, which varies in nationally specific linguistic pictures of the world. A complete description of a person is impossible without taking into account his linguistic nature. The meanings of linguistic units represent an ideal form of existence of the objective world, its properties and relations.

Emotions are one of the most important areas of the human personality. This is the sphere of mental activity and emotive assessments. The world of human emotions is one of the local pictures of the world. Human consciousness, which forms an ideal image of the external world, is not only knowledge about the object of cognition that opposes the subject, but this cognition is emotionally colored, so that the subject and object are "experienced" as something unified.

Emotions cover the entire scope of the human personality and are in many ways decisive in the study of the human factor in language.

The significance of the world of emotions in the study and description of the picture of the world is due to the following. The picture of the world is not just a linguistic image of the real world, but, above all, a subjective image of objective reality created by a person. The world is infinite, and man is limited and finite in their possibilities of understanding the world. Any LPW inevitably contains features of human subjectivity. LPW bears the features of anthropomorphism, that is, the human way of perception. This is not a mirror image of the world, but an interpretation that depends on the prism through which a person sees the world.

LPW can be studied in two aspects: static and dynamic. The first one gives an idea of the LPW as a result of a process that has already taken place. The second solves the problem of how an image of reality is created by means of a particular language. The vocabulary of emotions can be considered as a layer of vocabulary fixed in the dictionary (static aspect) and in the context of speech activity (dynamic aspect).

Man is conceived in the linguistic picture of the world, first of all, as a dynamic, active being. He performs three different types of actions - physical, intellectual and verbal. On the other hand, certain states are characteristic of it - perceptions, desires, knowledge, opinions, emotions, etc. Finally, it reacts in a certain way to external or internal influences.

Each type of activity, each type of state, each reaction is controlled by its own system. It is localized in a certain organ that performs a certain action, comes to a certain state, forms the desired reaction. Sometimes the same organ serves more than one system, and one system is served by several organs.

Emotions are universal. They reflect the universal experience of understanding the mental life of a person. Emotions are common to all people, regardless of their culture, language and educational level. At all times people have experienced, are experiencing and will continue to experience the same feelings: joy, grief, love, sadness. A huge emotional experience has been accumulated. In this regard, psychologists talk about the universality of emotions, the very list of which reflects the universal experience of understanding human mental activity. Some

individual emotions are universal, common cultural phenomena. Emotional reactions to certain objects and phenomena are the same for people all over the world, regardless of their culture, language or educational level [2, p. 89].

But, nevertheless, despite the fact that people have universal emotions, we can assume that they have different perception of such emotions due to differences in nature and culture, which leads to difference in emotive meanings in lexical semantics, which is due to the semantics of reflection, since the experience of mankind in the cognition of emotions, like any other fragment of the world, is fixed in linguistic units.

The study of the emotional component in speech is one of the most complex and urgent problems in modern linguistics and translation studies. Currently, in addition to linguistics, such sciences as psychology, philosophy, sociology, physiology, medicine, ethics, etc., are aimed at analyzing and studying the functions of emotions in human activity.

One of the universal basic categories, which has special means of expressing emotions in the language and is presented at all its levels, is the conceptual category of emotiveness, which is closely connected in speech with the categories of evaluation, expression and is considered as a functional-semantic category. The complex nature of the verbal manifestation of emotions is noted, in connection with which emotive vocabulary, phonology, morphology, emotive syntax, as well as the paralinguistic aspect of expressing the category of emotiveness in speech are distinguished.

The language community of an ethnos has its own culturally conditioned emotions, i.e. cognitive scenarios of emotions are formed not by universal human biology and psychology, but by the culture of a particular ethnic group and its nationally determined reflexes.

Below we tried to consider the emotives of various languages of Asia.

The issues of verbalization of emotions and feelings, the achievement of expressiveness of an utterance have been raised in Arabic linguistics since ancient times: the means of embellishing speech, the art of rhetoric were studied. Arab scholars traditionally highly valued the correctness, accuracy, clarity of expression of thoughts as an instrument of communication between people. Below are six common ways to express frustration in Arabic, what they mean and when to use them:

1. Uff!

This interjection is used to express dissatisfaction or frustration with a person, situation, or task. And although it is not considered an insult, "uff" should be used with caution, because it is mentioned in the Qur'an in a verse instructing respect for parents: "If one of the parents or both reach old age, then do not say to them: Uff! Do not yell at them and address them respectfully" (al-Isra, 17/23).

2. Layayay!

Usually such a cry is made in Arabic coffee houses during important football matches, this is the local version of "noooo!". Actually, it comes from the Arabic word "Lay" ("No").

3. Ah!

This muffled sound is useful when a person feels confused in some situation. It is also preferred by students when trying to express how complex a text or equation is. Arabs often use this interjection to express hopelessness.

4. Shuuuuu!

This wonderful word comes from the Levant. Literally, this is a lengthened pronunciation of the Arabic word "what" and is used to express bewilderment or surprise.

Some of my Lebanese friends greet each other with it, which makes it the Arabic version of "How are you?" Also "shuuuuu" can be used as an argument. When a person says it in this context, it is not a question, but rather a way to end the discussion. In this case, it is better to bite your tongue and take a time out.

5. Yaaaaaa!

A favorite word in the Persian Gulf that comes from one of the most malleable words in the Arabic language. It has a variety of meanings - "hey", "my", "oh", but when it is pronounced with a drawl, it means irritation. Depending on your tone, "yaaaaaa" can be used to express anger, delight, or confusion.

6. Alalala!

One of my favorite Egyptian words. It is derived from the word "Allah" and is similar to "wow", so it can be used either to express disbelief or to let someone know that they better slow down [3, p. 270-271].

Now let's look at the Korean language emotives:

아이고! / 아이구! / 아이쿠 / 에고 – (difficulty, pain, fear, hopelessness) / Wow! (when happy or in a good mood)

아하! – So that's it!

아차! – (when something doesn't go according to plan, not as intended)

어머 – (fear/joy)

글쎄(요) – Well I do not know

흠... – Hmm ...

음... – Mmm...

어떡해(요)!? – How so?!

Using these emotives in colloquial speech at the right moments, your speech will seem more beautiful and more natural. After all, by using them, we can convey our emotions through them [4, p. 32-34].

Emotives of the Chinese language:

啊 ā (surprise or admiration), á (question or request to repeat again), ǎ (bewilderment), à (expresses agreement), a (pause, question, exclamation);

哎 āi (surprise, surprise, dissatisfaction), ái (surprise, feeling of strangeness, reproach);

唉 āi (consent), ài (sorrow, loss of hope);

哎呀 āiyā / 啊呀 āyā (pain, suffering, regret, admiration);

哈 hā (delight in success; onomatopoeic laughter);

咳 hāi (call; surprise, annoyance; coughing onomatopoeia);

嗨 hāi (joy; fright, surprise; annoyance, regret; greeting) [5, p. 4-5].

There are quite a lot of particles in the Japanese language, with the help of which the Japanese express their emotions: surprise, hesitation, delight, surprise, etc. Naturally, they are used only in simple speech. Here are some of them:

YARE-YARE - oh my god!

yare-yare, nante koto yes - my God, what a misfortune!

EE - wow!

uh, sore wa yokatta ne - wow, that's great!

MASAKA - it can't be! Come on!

masaka, sonna koto ga aru hazu nai yo - it can't be!

E - what?

uh, shigoto yameta no—what, did you quit?

Ah, AA - oh!

ah, nagareboshi yes! Oh meteor!

NAA - expresses emotions and is used by men:

sugoy naa - cool!

mo: sukoshi nata itai naa - how you want to sleep longer!

NARUHODO - I really see

naruhodo, so:yu: koto datta no ka - in fact, that's how it was [6, p. 65-66].

Thus, the linguistic personality in all its diversity is in the center of attention of linguistics: Physical-I, Social-I, Intellectual-I, Emotional-I, Speech-Thinking-I. Thus, a linguistic personality is the realization of mental, social, intellectual, emotional and other components. Linguistic personality is a complex concept that includes linguistic identity, speech culture, the relationship between language and thinking, language and society, language and culture.

A linguistic personality can act at three levels: a) an individual and an author of texts with their own character, interests, social and mental interests and attitudes - an individual beginning; b) a typical representative of a given linguistic community, an average native speaker of a given language - a national principle; c) a representative of the human race, using the language - a universal principle.

Since a person is an emotional being, in his language there is a specific emotive code and emotive function, emotive vocabulary and semantics in several forms, which are actively exploited in the lexico-semantic mapping and interpretation of the world and which are constantly updated. Recall that a person is not a reflector of the world, but its interpreter, and he always interprets this world biased, that is, emotionally. Hence the great importance of the emotional picture of the world in the general conglomeration of numerous pictures of the world: it cannot be reflected in any single picture of the world that would be adequate for all existing linguistic cultures and ethnic groups. Hence the large list of different pictures of the world that we mentioned above. In this area, the linguistic antinomy "normalization-improvisation" due to the language game and endless emotive valences of speech units, as well as due to the exchange of emotive signs, is most noticeable and strong. So, the emotional picture of the world cannot be a single, comprehensive one due to the subjective factor in the language, with the help of which the world is varied by words and phrases. Each ethnic group, each culture perceives the world differently.

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DIFFERENT CLASSIFICATIONS OF THE FORMS EXPRESSING THE UNREALITY OF THE ACTIONS (4 TYPES OF CLASSIFICATION OF CONDITIONAL SENTENCES)

Annotation. *The article can be used at the lessons of grammar, practical course of the English language, lexicology, and speech practice in both: universities and English lessons at school. This article can help to create the teaching aids, textbooks, etc. Teachers and students might use this article for the further investigations.*

Keywords: conditional sentences, reality, unreality, 4 types of conditional.

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РАЗЛИЧНЫЕ КЛАССИФИКАЦИИ ФОРМ, ВЫРАЖАЮЩИХ НЕРЕАЛЬНОСТЬ ДЕЙСТВИЙ (3 ТИПА КЛАССИФИКАЦИИ УСЛОВНЫХ ПРЕДЛОЖЕНИЙ)

Аннотация. *Статья может быть использована на уроках грамматики, практического курса английского языка, лексикологии и речевой практики как в университетах, так и на уроках английского языка в школе. Эта статья может помочь в создании учебных пособий, учебников и т.g. Преподаватели и студенты могли бы использовать эту статью для дальнейших исследований.*

Ключевые слова: условные предложения, реальность, нереальность, 4 вида условных.

Conditional sentences have two parts: *if-clause* and the *main clause.* If you post the invitations today (if-clause), they will arrive on time (main clause). There are two different classifications of them. According to the first one there are three types of conditional sentences, according to another there are four of them.

There are four types of conditionals: zero-conditional, first-conditional, second-conditional, third-conditional. [1]

1) The zero conditional is used when describing situations which have automatic or habitual results (=**general truths**). The probability of the result is **100%**.

If you heat ice, it melts." (will melt is also possible)

If there is a shortage of any product, prices of that product go up.

My parents get angry if I come home late.

As you can see, both the main clause and the if-clause are in the Present Simple.

The zero conditional is often used to give instructions:

Press the button if you want a receipt.

If you want to leave a message, speak after the tone.

The pattern is: ***IF+PRESENT SIMPLE, ... PRESENT SIMPLE***

2) We use the First Conditional to talk about a future situation that is possible.

The verb in the if-clause is in the present tense; the verb in the main clause is in the future simple. It doesn't matter which comes first. There is usually a comma between the two clauses.

If you try very hard, you'll see the difference.

John will be late, if you don't lend him your car.

This type of sentence implies that the action is very probable.

Note that the meaning here is present or future, but the main verb in the **if**-clause is in a present, not future tense. [2]

1. Possible variations of the basic form

Sometimes instead of **if** + present + future, we may have:

a) **if** + present + **may/might** (possibility)

If the climate keeps warming, the Arctic might be warm enough for swimming.

b) **if** + present + **may** (permission) or **can** (permission or ability)

If your documents are in order, you may/can leave at once. (permission)

If it stops raining, we can go out." (permission or ability)

c) **if** + present + **must, should** or any expression of command, request or advice

if you want to look slim, you **must/should** eat less meat.

if you want to look slim, you **had better** eat less meat.

if you want to look slim, eat less meat.

d) When **if** is used to mean **as/since**, a variety of tenses can be used in the main clause

2. Variations of the if-clause

Instead of **if** + present tense, we can have:

a) **if** + present continuous, to indicate a present actions or a future arrangement."

If you are waiting for a bus (present action), you'd better join the queue.

If you are looking for Peter, you'll find him upstairs.

If you're staying for another night (future arrangement), I'll ask the manager to give you a better room.

b) **if** + present perfect

if you have finished dinner, I'll ask the waiter for the bill.

If has written the letter, I'll post it.

If they haven't seen the museum, we'd better go there today.

The pattern is: ***IF+PRESENT SIMPLE, ... WILL/WILL NOT(WON'T)***

3)We use the Second Conditional to talk about a future situation that is unlikely to happen and to give advice. The verb in the **if**-clause is in the past tense; the verb in the main clause is in the conditional tense:

If someone stole my bag, I would immediately contact the police. (But I don't think that anyone will try to steal the bag. The meaning here is future.)

If I had money, I would bid on this auction. (But I don't have the money. The meaning here is present). [3]

There is no difference between the first and second conditionals as far as time is concerned. The first conditional, like the second conditional refers to the present or future. The past tense in the **if**-clause is not a true past but a subjunctive, which indicates improbability or unreality.

Use

1. When the supposition is contrary to known facts

"If I lived in New York, I wouldn't have to commute there each day." (But I don't live in New York.)

"If I were you, I would plant some trees in your garden." (But I'm not you.)

2. When we don't expect the action in the **if**-clause to happen:

"If I saw a zombie, I would run as fast as I could." (But I don't expect to see a zombie.)

"If I bought a car like this, everyone would admire me." (But I don't intend to buy the car.) [4]

Possible variations of the basic form

Variations of the main clause **might or could** may be used instead of **would:**

If you tried again, you would succeed. (certain result)

If you tried again, you might succeed. (possible result)

If I knew her number, I could ring her up. (ability)

If he had a permit,he could get a job. (ability or permission)

The continuous conditional form may be used instead of the simple conditional form:

Peter is on holiday; he is touring Italy. ~ "If I were on holiday I would/might be touring Italy too." [5]

The pattern is: *IF+PAST SIMPLE, ... WOULD/WOULDN'T*

4) And here comes the third conditional. What's important to remember about this conditional?

a) The verb in the if-clause is in the past perfect tense

b) The verb in the main clause is in the perfect conditional.

c) The time is past and the condition cannot be fulfilled because the action in the if-clause didn't happen.

If I had known that you were coming, I would have met you at the railway station.

But I didn't know that you were coming so I didn't come.

If he had tried to leave the country, he would have been stopped at the frontier.

But he didn't try. [6]

Possible variations of the basic form:

1. **could** or **might** may be used instead of would:

If the rescue crew had found him earlier, they could have saved his life. (**ability**)

If the rescue crew had found him earlier, they might have saved his life. (**possibility**)

If we had the necessary documents, we could have left at once. (**ability or permission**) [7].

2. The continuous form of the perfect conditional may be used:

If I'd had any money I'd have been watching the film with my girlfriend that evening.

3. We can use the past perfect continuous in the if-clause:

I wasn't wearing a seat belt. If I had been wearing one, I wouldn't have been seriously injured. [8]

4. A combination of types 2 and 3 is possible:

The airplane I intended to catch crashed. If I had caught that airplane, would have been killed or I would be dead now (**type 3**).

If he had worked harder at school, he would be working in a comfortable office now; he wouldn't be sweeping the streets. (But I didn't work hard at school and now he is sweeping the streets.) [9].

5. "had" can be placed first and the "if" omitted:

For example, instead of saying:

If you had obeyed orders this disaster would not have happened.

we can say:

Had you told me about your problems, this disaster would not have happened. [10]

There are three types of conditionals: type-1, type-2, type-3.

1. Type-1: true in the Present. Example, If the weather is nice, we will go swimming. (True- it is possible)

2. Type-2: untrue in the present. Example, If I were a bird I could fly. (Untrue in the Present- I'm not a bird)

3. Type-3: imaginary in the Past. Example, If I had been invited to the party, I would have gone. (Imaginary in the Past- I wasn't invited, so I didn't go)

-When the if-clause precedes the result clause, we separate the two clauses with the comma.

If you work hard, you will succeed. But: *You will succeed if you work hard.*

- Conditionals are usually introduced by ***if, unless (= if not*-** normally used with 1ˢᵗ type conditionals). The following expressions can be used instead of "If": ***providing, provided (that), as long as, in case, on condition (that), but for (=without), otherwise, or else, what if, supposing, even if, only if.***

Unless *you reserve a ticket, you won't get a seat.*

What if *it rains, will you still go for a picnic with him?*

- Future tense is not normally used with an if-clause.

Unless you leave early, you will be late.

- We don't normally use ***will, would, should*** in an if-clause. However, we can use ***will, would, should*** in conditionals to make a *request* or express *insistence, annoyance, doubt, or uncertainty.*

If you will/would calm down for a minute, I will be able to help you. (request: *Will you please calm down?*)

- We can omit "If". When we omit "If" ***should, were, had (Past Perfect)*** come before the subject.

If I were you, I would speak to her.- Were I you, I would speak to her.

- After "If" we normally use ***were*** instead of ***was*** in all persons in type-2 conditionals in formal situations. ***Was*** is mainly used in spoken English.

*If I **were/was** you, I wouldn't buy such an expensive car.*

-But some scholars define one more type: Mixed-conditionals.

All types of conditionals can be mixed. Any tense combination is possible if the context permits it. [11]

	If- clause	main-clause	
Type-2	If they *were playing a*ll day (They were playing all day	they *will be* tired out now so they are tired now)	Type-1
Type-2	if I *were* you, (you are not me, If he *were* a fast runner, (He is not a fast runner,	I *would have invited* her so you didn't invite her) he *would have won* the race so he didn't win the race)	Type-3
Type-3	If she *had saved* her money, (She didn't save her money,	she *would be going* on holiday so she isn't going on holiday)	Type-2

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METHODOLOGY FOR TEACHING LANGUAGE THROUGH SONG

Annotation. *The article examines the mechanisms of the influence of music, songs on the motivation of students, improving the quality of learning educational material, the development of speech skills, creative and cognitive abilities, as well as reducing emotional tension in the process of learning a foreign language. The theoretical justification of the method of teaching a foreign language with the help of songs is based on the works of domestic and foreign linguists and teachers.*

Keywords: *teaching a foreign language, songs, motivation, methodology*

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МЕТОДИКА ОБУЧЕНИЯ ЯЗЫКУ ЧЕРЕЗ ПЕСНИ

Аннотация. *В статье рассматриваются механизмы влияния музыки и песен на мотивацию учащихся, повышение качества усвоения учебного материала, развитие речевых навыков, творческих и познавательных способностей, а также снижение эмоционального напряжения в процессе изучения иностранного языка. Теоретическое обоснование метода обучения иностранному языку с помощью песен основано на работах отечественных и зарубежных лингвистов и педагогов.*

Ключевые слова*: обучение иностранному языку, песни, мотивация, методика.*

Today, modern methods of teaching a foreign language are becoming more and more popular, moving the traditional work with textbooks and dictionaries to the last line. In the context of modern technologies and the internet, communication between all people has been simplified, which has led to many intercultural relationships. Direct acquaintance with the culture and traditions of other countries has become an integral part of teaching a foreign language.

The introduction of modern technologies is primarily aimed at improving the quality of training, increasing the motivation of students to acquire new knowledge, and accelerating the process of mastering knowledge.

In the XXI century, the number of resources and materials for learning foreign languages has reached such a level that it is possible to choose the optimal path depending on the purpose, preparation and stage of training. The use of songs in the process of teaching a foreign language contributes to the formation of phonetic, lexical, grammatical skills.

The most common and accessible method for all elements of culture, improving speech activities, is mastering a foreign language through singing. The song genre, as one of the main genres of musical creativity, is able to clearly and artistically reflect various aspects of the household and cultural life of the population, influence the emotions, memory of the student, and also contribute to aesthetic education. In addition, the use of song material in foreign language lessons brings a modern and mood element to the educational process, which has a positive effect on the interest of students.

The use of songs plays an important role in achieving the educational goal of teaching. From this point of view, the role of singing in teaching a foreign language is great, because accurate musical material introduces students to the culture of the country of the studied language, as well as fosters loyalty and respect for the other-language culture, customs and traditions of the people who carry this culture.

The purpose of teaching a foreign language using song is to form the spiritual culture of the student, being, on the one hand, a linguistic resource and the owner of linguocultural information.

In the conditions of modern teaching of a foreign language in secondary schools, many teachers try to use song material, but problems often arise with the choice of song material that, along with speech, listening skills, corresponds to the method of forming lexical skills, and also corresponds to the age characteristics and interests of students.

On the issues of increasing the cognitive activity of students, such scientists as G.K. Nurgalieva, T.O. Balykbayev, Zh.A. Karaev, Zh.U. Kobdikova, K.Z. Halykova, B. Abykanova and V.F. Aitov studied in detail.

Currently, the vast majority of psychologists studying intellectual activity recognize the important role of emotions in thinking. Emotions not only affect thinking, but most human emotions are intellectually dependent. Through the song, a connection is established between emotions, thinking and other cognitive processes. The influence of a positive emotional state on the effectiveness of the educational process has been proven.

The basis for the use of songs in teaching a foreign language is the transition to a new level of mastering advanced technologies and methodologies, various approaches to diagnosing the mental and intellectual development of students. In this sense, among the initial tasks is to take as a basis the characteristics of the students. Another of the tasks is the design of educational content, which allows for the creative individuality and comprehensive development of music teachers. Thus, in the course of modernization of higher pedagogical education in the XXI century, the possibilities of introducing training and individual approaches are considered [1].

In the process of teaching students a foreign language through songs, it is necessary to remember the holistic development of the personality. In this regard, in ensuring its unity and stability, it is necessary to take into account the interconnection of the structure of intellectual development of the individual.

In an objective justification of the personality problem, scientists considered it from the point of view of a psychological person in a new image, arising from the activity of interconnection in the surrounding world.

S.L. Rubinstein identified the relationship of the following structural elements in the disclosure of natural psychological creativity of personality:

- personality orientation (distinguishes the dynamic concept) motivation, identification of needs, interests, thoughts;

- arouse the interest of the individual in a generically established system, the character of which determines the relationship of a person to the world;

- ability to determine the mental composition, personality, which ensures success in the implementation of certain types of creative activity. It comes to the conclusion that the psychological essence of a person's abilities is expressed in the need for the correct formation of psychological activity in the process of achieving a person from one material to another. The qualitative ability of his creative originality is required from the fact that it is universal [2].

In the work of V.V. Serikov, the concept of personality includes "the built-in ability (real and potential) of a person in understanding his essence and possibility, connection with the environment (interconnection with other people, nature), its implementation and the use of it (ability) in the interaction of life and people." It describes a person, dividing them into four components, physical, emotional, intellectual and spiritual [3, 18].

L. M. Mitina identified the features of directionality, complexness, plasticity (emotional and behavioral) of the personality:

- the song is consciously associated with the communicative experiences of the individual, generating speech associations;

- t aimed at the perception of song and speech as a single communicative complex with a rhythmic basis [4].

Song is an external factor, although its importance in influencing a person is high. This effect has an indirect character, focused on the inner sensations. One of the most important of them is the psychophysiological and emotional state of the student. In this regard, this mechanism of influence on the effectiveness of the educational process is being considered in today's research works.

We consider songs as a didactic tool that activates cognitive processes through an emotional state. For the same reason, it should be noted that the emotional modulations of the cognitive process, such as thinking and speech, have been carefully studied, and many works in various fields of science are devoted to this.

Considering songs as a linguistic phenomenon, scientists believe that each language has its own musical basis. In foreign language lessons, songs are used in the following cases:

1. as a sound exercise in the initial part of the lesson;
2. for approval of lexical and grammatical materials;
3. promotes the development of language skills and knowledge.

4. relaxation report in the middle or at the end of the lesson as a refreshment, exercise when children are tired;

5. used to restore working capacity.

According to the linguistic purpose, songs are a culturally enriched and authentic context. Through it, students can discover the world from different perspectives. Due to their personal, social and cultural nature, songs stand out as a strategic resource for learning a foreign language, as they influence re-listening and people's feelings and emotions, prompting them to discuss what they have heard.

Singing is a useful tool for learning a foreign language, as it provides relevant social and cultural information, and also promotes recursive learning and memorization of the true language. In the process of learning a language, students often rely on repetition and memorization to obtain new lexical information.

Singing is an effective tool for learning a language. Obviously, the idea of using song in teaching foreign languages attracts the attention of researchers and practicing teachers.

In addition, another important factor that makes the song valuable for English lessons is that it creates a really comfortable environment for learning. Many psychologists and leading methodologists believe that the use of songs can stimulate positive associations for language learning. Students usually perceive songs with pleasure, so learning through songs creates a pleasant atmosphere.

Listening to songs is a great way to learn about the culture of a particular country, but also about the language used in the cultural community, as language is a branch of culture. It should be noted that music is not universal, so the original songs are a reflection of the time and place in which it was produced.

Another advantage of using songs in an English lesson is that it contains language information, such as vocabulary, pronunciation, or grammar. Thus, students perceive new knowledge quickly and easily. In addition, many teachers positively assess the didactic role of music.

Songs can be seen as a means of expressing the variability of normal speech models of language. There is an opinion that normal speech and songs exist on the same continuum of human sounds. In particular, both express forms of communication in a linguistic sense and have melodic and rhythmic content [5].

The conclusion is that, as mentioned above, songs can have a rich linguistic knowledge. The most obvious reasons for integrating songs into the process of learning a foreign language are benefits such as simple memorization and concentration of vocabulary, unconscious pronunciation practices, mastering language patterns through their repeated use, and stimulating the task through emotional involvement. In addition, songs help improve listening skills, affect behavior and emotions, and also have a positive effect on the motivation of students [6].

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THE CONCEPT OF LANGUAGE AUTHENTICITY
IN THE FRAMEWORK OF MODERN LINGUISTICS

Recently, much attention has been paid to the problem of language authenticity. Authentic language refers to the written or spoken language used in real situations. It is also important that a single definition of the concept of authenticity has not yet been developed, since it is not limited to exclusively certain conditions, but involves different types of authenticity. The concept of "authenticity" includes such areas as psychology, jurisprudence, business, art, technology, philosophy, etc. In the linguistic aspect, authentic texts are distinguished by the originality of vocabulary: they often contain pronouns, separate, interjectional, words with emotional coloring, phrases, assumed on the arisen associative links, phraseological units, fashionable words. The presence or absence of a certain type of authenticity varies depending on the individual communication situation. It is for this reason that the inconsistency of the question of the authenticity of linguistic material is quite relevant in our time. The article is devoted to the definition of the concepts of authentic language, authentic material and text. The importance and ways of using authentic materials in the educational process, in cultural studies and cultural analysis are also considered.

***Key words**: authenticity, authentic materials, culture and language, native speaker, native and foreign languages*

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ПОНЯТИЕ АУТЕНТИЧНОСТИ ЯЗЫКА В РАМКАХ СОВРЕМЕННОЙ ЛИНГВИСТИКИ

В последнее время большое внимание уделяется проблеме аутентичности языка. Под аутентичным языком понимается письменный или разговорный язык, используемый в реальных ситуациях. Важно и то, что до сих пор не выработано единого

определения понятия аутентичности, поскольку она не ограничивается исключительно определенными условиями, а предполагает разные виды подлинности. Понятие «аутентичность» включает в себя такие направления как психология, юриспруденция, бизнес, искусство, техника, философия и др. В лингвистическом аспекте аутентичные тексты отличаются своеобразием лексики: в них часто встречаются местоимения, отдельные, междометные, слова с эмоциональной окраской, словосочетания, предполагаемые на возникших ассоциативных связях, фразеологизмов, модных слов. Наличие или отсутствие определенного типа аутентичности варьируется в зависимости от индивидуальной ситуации общения. Именно по этой причине противоречивость вопроса об аутентичности языкового материала является достаточно актуальной в наше время. Статья посвящена определению понятий аутентичный язык, аутентичный материал и текст. Также рассмотрена важность и пути использования аутентичных материалов в образовательном процессе, в культурологии и культурном анализе.

Ключевые слова: *аутентичность, аутентичные материалы, культура и язык, носитель языка, родной и иностранный языки*

An authentic language is a written or spoken language used in real situations. The authenticity of the structure, content and design of texts contributes to the motivation of students and creates the conditions for the most effective immersion into the language environment.

The concept of "authenticity" includes such areas as psychology, jurisprudence, business, art, technology, philosophy, etc. In terms of language, an authentic language is distinguished by two peculiarities: the peculiarity of the vocabulary, which includes many pronouns, particles, interjections, words with emotional coloring, phrases intended to create associative links, phrasal verbs, and buzzwords; and the peculiarity of the syntax, which includes the concision and lack of expansion of sentences, fragmentation, and the presence of structurally dependent sentences, used independently. Additionally, it is easy to understate a point, break a sentence mid-sentence, or favor short, straightforward sentences [1, p. 281].

The realization of socio-cultural background occurs through productive vocabulary, which consists of the most communicatively significant lexical units that are frequently used in typical communication situations, such as evaluative vocabulary for expressing one's opinion, colloquialisms, and also words with a national-cultural component: background vocabulary, non-equivalent vocabulary, the realities associated with recreation, pastime, leisure, and the realities of everyday life. They enable you to delve deeper into another country's culture and learn the native speakers' common terminology.

Researchers of the question of authenticity identify 4 types of authenticity:
1) The authenticity of the teaching materials employed;
2) The authenticity of how students interpret those materials;
3) The authenticity of the educational assignments; and
4) The authenticity of the social environment in the classroom [2].

The fact that there is no one definition of the term "authenticity" at this time is particularly significant because authenticity encompasses a variety of various sorts and is not only restricted to a few criteria. Depending on the specific communication setting, a particular

form of authenticity may be present or absent. This is why it's important to consider the inconsistency of the validity of language material.

Recently, the idea of "authentic materials" has been introduced in foreign language teaching approach. In the contemporary domestic and foreign approaches, the phrase "authentic materials" has nearly entirely supplanted the phrase "original materials" [3, p. 14],

Authenticity is a concept relevant in linguistics, psychology, philosophy, methodology of teaching (especially language teaching). The following is thought to be the standard understanding of authenticity in a foreign language teaching approach, while there are other ways to interpret authenticity as well: Genuine resources are ones that were created by native speakers and found use in the educational process, which is focused on a communicative approach to learning a foreign language outside of one's native language setting.

Authentic materials may be classified as follows [3, p. 19-21]:

1) Programs, phone directories, books, comics, lyrics, newspaper articles, notes, tourist brochures, cheques, tickets, etc. are examples of authentic printed materials.

2) Real audio content, such as radio commercials and programs, audio books, songs, etc.

3) Authentic audiovisual content, such as TV ads, shows, clips, feature films, documentaries, animation movies, newscasts, etc.

4) Real visual resources, including pictures, slides, stamps, drawings, road signs, photos, postcards, labels, etc.

5) Realias: tokens like currency, bills of exchange, masks, toys, etc.

It is difficult to overestimate the benefits of authentic materials as a learning tool. Many authors of methodical literature, both domestic and foreign (Milrud R.P., Nosonovich E.V., Zhoglina G.G., Scarcella R.C. and others) have proven these advantages in their writings:

1. The use of language in authentic materials highlights the uniqueness of how a language functions as a tool of communication in a natural context and serves as a means of real communication.

2. The risk of misrepresenting reality in a foreign language is decreased when authentic materials are used because they are examples of modern civilization in the nation where the language being studied originates, reflecting ideas, mentalities, judgments, and the entirety of a foreign language culture.

3. Since authentic resources lack a didactic slant, the information they contain will have a high level of authority when used in a non-native language situation. The naturalness of these materials stimulates a lot of cognitive activity, whereas the typical teaching materials are constructed from hypothetical situations that are infrequently encountered outside of classrooms. This decreases student motivation and distorts the accuracy of the information presented, and over time can make it challenging to comprehend materials from "real life."

It is conceivable to apply the pedagogical process to real content obtained from reliable sources but not initially intended for instructional purposes. However, it is important to keep in mind that these kinds of materials are highly challenging for students to comprehend and frequently fall short of meeting the requirements of teaching and the given pedagogical responsibilities.

E. V. Nosonovich and R. P. Milrud discuss the feasibility of material compilation by textbook authors in light of these characteristics. However, they must consider all facets of the genuine speech effort as well as the methodological specifications for this speech product. These educational resources are going to be regarded as genuine [4, p. 8].

A linguistic material must possess specific structural characteristics and, most importantly, must be an authentic discourse in order to be regarded authentic. Natural lexical content, the naturalness of grammatical forms, situational appropriateness of linguistic means, logical integrity, and thematic unity are characteristics of discursive authentic material.

There is also the issue of level to take into account when the instructor selects an authentic resource for the classroom. By "level," we typically refer to the language proficiency of a text–whether it is "Intermediate" or "Advance." Another key component is cognitive ability. In terms of how complex the ideas and concepts in different texts are, some are significantly more difficult than others. It's crucial to consider what you want your students to learn from the material before choosing it. Do you want them to have a thorough comprehension of the entire subject, or will they only skim the surface, perhaps looking for important words? Authentic literature with a high language level can be used in your lower-level classes in this way. Of course, as long as you set appropriate, achievable tasks.

Discursively authentic material has the following characteristics:

1) Structural Authenticity; 2) Lexical and Phraseological Authenticity;

3) Grammatical authenticity; 4) Functional authenticity; 5) Cultural authenticity;

5) Informative authenticity; 6) Situational authenticity; 7) The authenticity of the national mentality; 8) Reactive Authenticity; 9) Authenticity of design [5, p. 98-99].

Structural authenticity is associated with the peculiarities of the construction of the language and its logic, with the content and formal integrity. Authentic language material is characterized by the fact that the sentences in it are not only closely interrelated with each other, but also harmoniously complement each other in such a way that a logical connection is established between them, ensuring the communicative integrity of the text.

The uniqueness of the language's logic, its content, and the integrity of the formal elements are all related to structural authenticity. The sentences in authentic language material are distinguished by the fact that they harmoniously complement one another and are not only intimately related to one another but also make a logical relationship between them, ensuring the communicative integrity of the text.

The choice of lexical units and phraseology plays a significant impact in lexical and phraseological authenticity.

The application of grammatical structures in a given language, both orally and in writing, is referred to as grammatical authenticity. In order to further master a foreign language, it is possible to minimize interlanguage influence and avoid many blunders by becoming familiar with grammatical models. Any language's vocabulary and grammar both regularly change and progress over time.

Functional authenticity is a result of the naturalness in the linguistic strategies chosen to help the students solve the speech assignment that was given to them. The variety (in terms of stylistics) of language materials enables the learner to comprehend independently chosen

authentic content and to employ the most effective way to represent ideas that are pertinent in a given communication circumstance.

The importance of cultural authenticity is a result of the intimate ties to the customs, lifestyle, and attitude of the nation where this language is spoken.

The assumption of informative authenticity in language material is that any natural material contains novel information that might pique the recipient's interest. Therefore, it is crucial that the content element be developed while taking into account listener interests, age-related characteristics, and information significance and accessibility. If the recipient who is reading or listening to the material is piqued, then the material is deemed authentically informative.

Currently, one of the deciding elements in the selection of educational content is the informational side of methodical authenticity. The students are given texts that contain material that is pertinent to them, such as information about the lives of international students, local traditions and customs, historical information, and other facts.

Situational authenticity refers to the naturalness of the scenario used as an example in the lesson, the interest of native speakers in the subject matter, and the flow of the dialogue.

R compile their information in a style that makes it simple for anyone reading or listening to it to identify what kind of material it is. Personal letters, advertisements, works of popular science or cultural studies, cooking instructions, amusing anecdotes, and passages from the biographies of famous people—including well-known athletes, musicians, politicians, scientists, and other figures who may be of interest to this readership—may all be included [6, p. 1362].

When choosing materials, it's also critical to consider the authenticity of the national attitude because students may not always be able to grasp the desire to depict the typical and everyday circumstances of a native speaker's life. For some issues, there are specific speech taboos. Examples include religion, finances, and personal issues.

Reactive authenticity states that every text, read or heard, will result in a specific response in a real communication context. As a result, it's important to add emotional shading and incorporate verbal and mental activity feedback when creating educational texts. It is simpler to interpret authentic material because it implies the presence of character images as well as a variety of noises and sounds.

As a result, authenticity cannot be defined broadly or generally. It consists of a variety of factors, including several kinds of authenticity, the degree of which might change based on the circumstance. The texts, learning tasks, lesson environment, and learning interaction are only a few examples of the lesson components that each have their own set of standards for determining what constitutes authentic content. The goal of the teacher is to successfully combine all the elements of authenticity.

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PSYCHOLOGICAL FOUNDATIONS OF THE USE
OF AUDIO TEXTS IN TEACHING A FOREIGN LANGUAGE

Annotation. *The main goal of mastering a foreign language today is the formation of a person who is competent in the dialogue of other cultures. This goal is achieved by developing, improving the ability to intercultural communication, that is, to achieve the necessary level of communicative competence – fluency in a foreign language.*

The category of means of teaching a foreign language that can bring students as close as possible to natural communication includes audio texts. Listening skills, in turn, contribute to the successful implementation of verbal communication in a foreign language.

In order for the perception of something by ear, the need and motivation to learn something new about language, society and the world as a whole, it is necessary to choose the right audio texts. Based on these issues, an analysis of the psychological foundations of the use of audio texts in teaching a foreign language in the city is carried out.

Keywords: Foreign Language, Teaching, Methodology, audio text, psychology, listening, memory, technology.

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ПСИХОЛОГИЧЕСКИЕ ОСНОВЫ ИСПОЛЬЗОВАНИЯ АУДИОТЕКСТОВ
В ОБУЧЕНИИ ИНОСТРАННОМУ ЯЗЫКУ

Аннотация. Главной целью овладения иностранным языком в наши дни является формирование человека, компетентного в межкультурном диалоге. Поставленная цель достигается развитием, совершенствованием способности к межкультурной коммуникации, то есть достижением необходимого уровня коммуникативной компетенции – свободного владения иностранным языком.

К категории средств обучения иностранному языку, способных максимально приблизить учащихся к естественному общению, особое место занимают аудиотексты. Навыки аудирования, в свою очередь, способствуют успешному осуществлению речевого общения на иностранном языке.

Для восприятия чего-либо на слух, потребности и мотивации узнать что-то новое о языке, обществе и мире в целом необходимо правильно подобрать аудиотексты. На основе этих вопросов проводится анализ психологических основ использования аудиотекстов при обучении иностранному языку в городе.

Ключевые слова*: иностранный язык, обучение, методика, аудиотекст, психология, аудирование, память, технология.*

Language is a different means of communication that brings man and Man together, nation and nation. Communication with language is not an extraterrestrial world for the human race, it is an internal phenomenon. A person can communicate with each other through language. The method of teaching a language is constantly changing, developing and improving with the requirements of the times, with the passage of time. Currently, various teaching technologies with high efficiency are used in teaching a foreign language [1].

One of the productive methods of teaching a foreign language is the presence of motivation in the course of classes. Motivation is an important condition when organizing listening in a foreign language lesson. The activation of personal qualities, the psychological potential of the listener occurs in a critical situation.

The well-known scientist A. N. Shchukin expresses the opinion: "the intrinsic motive of educational activity serves as a guide for students to a practically significant result in teaching listening" [2].

The category of foreign language teaching tools that increase the communication competence of language learners in the development of listening skills includes audio texts.

Audio texts in the speech activity of the student

he gave saraula a chance to focus on the meaning. He connects his thoughts and systematically implements language communication as a result of oral speech.

Teaching audio texts, a complex type of language communication, is formed on the basis of a well-known artificial skill. Therefore, this work requires a lot of attention from the teacher and the student.

– At the initial stage, it is necessary to form the student's activity and motivation to learn;

– At the second stage, it is necessary to adapt them to create conditions for their own performance of educational activities, taking into account their interest

– Only in the third stage requires learning the language through audio texts.

In recent times, in methodological works, the text is only reading and teaching

not only as a material, but also as a means of conveying thoughts to another in speech

it is being considered from the point of view of. Research on the way in which the speaker's thoughts are realized through the creation of the text is considered in many scientific and methodological works of F. Sh.Orazbayeva, S. R. Rakhmetova, T. Abdikarim,

N. Zh. Kurmanova, A. S. Kydyrshaev, B. Kalimukasheva, A. E. Zhumabayeva, B. Kabatai, N. Slambekova, N. Toibazarova.

In the process of testing students ' language learning through audio texts, there are also a number of difficulties [3, 12]:

1) the fact that most students are not able to write systematically, connecting their thoughts;

2) audio texts of students in programs, textbooks, teaching aids the volume of materials provided in connection with the acquisition of speech activity failure both theoretically and experimentally;

3) the relationship of the subject and content of the student's text during listening can not understand;

4) inability to identify the main idea in the text;

5) low ability to choose words, non-connection of words with each other.

The process of speech perception by listening is distinguished by an active purposeful nature associated with the performance of complex thinking – mnemonic actions, the success of which contributes to a high level of concentration. The success of listening depends on the peculiarities of the presentation of audio texts, namely:

A) from the number of submissions;

B) from the volume of the speech message;

C) from the principle of useful redundancy;

D) from the support and orientation of perception;

E) from the tempo of the speech message

The ability to listen is one of the most socially important and complex communication skills. Listening is the semantic perception of a verbal statement aimed at understanding and processing it. It is worth paying attention to the difference in the meaning of the words" listen "and"hear". Hearing is the physical perception of speech by hearing, listening is the understanding of speech perceived as a result of voluntary activity, which includes mental activity. The main criterion for full listening is understanding what is heard [4].

There are the following levels of text comprehension:

- The level of fragmentary understanding indicates that the ability to listen is not formed.

- The level of general understanding is characterized by understanding the topic as the semantic core of the text. This level is based on understanding the semantic key words of the text.

The level of full understanding presupposes the presence of skills to combine listening with simple mnemonic and logical-semantic actions.

The level of critical understanding is associated with the assessment of audio text, interpretation of content and semantic processing of perceived information.

When teaching students to listen by working with audio texts, the teacher must take into account the psychological and age characteristics of students. In this regard, the teacher needs to know what age the students belong to.

The psychological stage of students is considered youth. This stage is the stage of human life between adolescence and adulthood. In different periodizations, the age limits of

youth are different. The conditional border of adolescents can be formed from 16-17 to 21-25 years [5].

At a young age, a person strives for knowledge, awareness. The task of a foreign language teacher at such an important stage is to help students discover their potential as one of the aspects of the language being taught when learning and listening to a foreign language.

In the process of teaching audio texts in a foreign language, an important function is performed by the teacher so that he can attract the attention of students, as well as present texts that have cognitive indicators and increase the student's interest [6].

In addition, in the process of teaching a foreign language, the intellectual level of personal development of Het should be taken into account. The intellectual development of the personality is carried out in conjunction with cognitive processes.

The memorization of The listened text during the formation of listening skills increases the competence of language learners. However, it is clear that these advantages are formed differently in each student. Modern domestic and foreign psychologists distinguish three sections of memory in language learning.

1. the first of them is remembering and remembering

2. Part Two short or long periods of memorization of information

3. the third section includes different types of memory, which are usually divided depending on the content of the information stored. For example, one memory system – for facts, the other – for skills.

Memory separates material for a few seconds, situations in which it is necessary to remember for a long time – from a few minutes to several years. In addition, in cases of the first type, short – term memory works, in cases of the second type-long-term memory [7].

Long – term memory is a type of memory characterized by a long storage of perceived information. The well – known scientist A.V. Karpov expresses the opinion: "long-term memory is directed to the development of the individual's personal experience" [8].

In the auditory perception of selected cognitive audio texts, students must first be able to form short-term memory.

Short-term memory is a type of memory characterized by a very short storage of received information. A well – known scientist, Doctor of psychological sciences A. G. Maklakov in his work "General Psychology" says: "during short-term memory, Students can only cite as many facts as they remember in the audio text heard" [7].

The volume of short-term memory is formed due to individual characteristics. In addition, it describes the natural memory of a person. Therefore, all people have different volumes of short-term memory.

There is one type of memory called Ram. RAM is the memory of operational information that is required for use in the current service.

A well-known scientist in the field of psychology S. D. Maksimenko notes that when listening to the first words of audio text, which is taken as an example of RAM, it is possible to savefor the best development of RAM memory by learners, teachers need to perform a number of tasks. One of the most important tasks is to support students ' opinions in order to increase their interest [9].

Both in the younger age group and in the adolescent age group, the teacher should be able not only to select audio texts in such a way as to attract the attention of students, but also to rationally apply Control and evaluation methods when working with the text. In such classes, the activity of the Blim recipient when listening to the text increases. Organizational types of training, such as the presence of a certain mental load every second in the lesson, the pace, logic of the lesson, strengthen the activity among students.

In addition, a sufficient level of attention is necessary for students for successful communication and subject-practical activities

Cognitive is an important process – thinking. Thinking is a generalized type of mental reflection that establishes relationships, as well as relationships between cognitive objects.

According to S. L. Rubinstein, a well-known domestic psychologist, philosopher and one of the creators of the activity approach in psychology, any thought process is an action aimed at solving a particular problem. Thinking begins with a problem situation, the need to understand. So, when learning to listen, students are faced with a problem situation. Problem solving is the natural completion of the thought process, and its achievement of an unattainable goal is perceived by the subject as a failure. The emotional aspect of the subject is related to the dynamics of the thought process [10, 185].

Also, sensory cognitive processes are important when teaching students to listen. Especially the role of perception can be clearly demonstrated. Perception as a complex sensory cognitive process occurs on the basis of sensations that are an integral part of the image of an object.

Perception is the process by which objects and phenomena are reflected in consciousness figuratively, having a direct impact on the senses. In the process of perception, a person receives complete knowledge about the outside world, as well as about objects and phenomena, their shape and size, their volume and at the same time the position in space.

A person uses his senses to perceive the world, to reflect his inner experience. The generalization and ordering of information occurs due to the perception process, which is carried out at the expense of various channels.

Reception channels are the main methods of primary perception of information. It is impossible to imagine learning a foreign language without hearing. This channel of perception is involved in such types of educational activities as setting a phonetic base, listening, working in a language room, watching films, as well as watching short videos in the language being taught, communicating with native speakers of the language being taught, etc. The accuracy of receiving digital information encoded by the frequency or intensity of the audio signal is increased by using the comparison standard.

The effectiveness of the perception of audio text in a foreign language is also directly related to the presence of an emotional environment. Emotion in psychology is defined as the experiential stage of a person's attitude to something. In addition to this narrow understanding, in addition, the concept of "emotion" in a broad sense – refers to a holistic emotional reaction of the individual, which includes not only the mental component of a person, but also specific physiological changes in the body that accompany the experience.

The appearance of emotion in listening to audio text indicates a willingness to perceive information, interest that arose during listening. In the case of a product, it becomes possible to identify the problematic area of audio text.

In addition, when teaching listening in English lessons, the teacher must take into account the intellectual level of each student. In particular, students should take into account the cognitive processes of perception and imagination, memory, attention, thinking, as well as personal qualities such as temperament and character.

In conclusion, in the process of teaching English through audio text, it is possible to increase the effectiveness of teaching, taking into account the psychological characteristics of students.

Of course, when teaching auditory perception of speech in a foreign language, it is necessary to take into account the psychological and age characteristics of students, but in order for the listening process to be productive, it is necessary to encourage students to perceive the proposed audio text. In this regard, in order to increase the level of motivation of students, the teacher is obliged to choose the right audio texts.

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THE IMPORTANCE OF USING SONG MATERIALS IN TEACHING A FOREIGN LANGUAGE

Annotation. In the XXI century, the number of resources and materials for learning foreign languages has reached such a level that it is possible to choose the optimal path depending on the purpose, preparation and stage of training. The use of songs in the process of teaching a foreign language contributes to the formation of phonetic, lexical, grammatical skills.

The article summarizes the advantages of songs in mastering a foreign language with the analysis of research works. Songs were considered as a didactic tool that activates cognitive processes through an emotional state. The analysis of the stages of the formation of the spiritual culture of the student was carried out, the conclusions were given that the use of song materials can be a language resource and the owner of linguocultural information.

Keywords: methodology, psychology, song, skill, speech, listening, vocabulary, information technology.

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ЗНАЧЕНИЕ ИСПОЛЬЗОВАНИЯ ПЕСЕННОГО МАТЕРИАЛА
В ОБУЧЕНИИ ИНОСТРАННОМУ ЯЗЫКУ

Аннотация. В XXI веке количество ресурсов и материалов для изучения иностранных языков достигло такого уровня, что есть возможность выбрать оптимальный путь в зависимости от цели, подготовки и этапа обучения. Использование песен в процессе обучения иностранному языку способствует формированию фонетических, лексических, грамматических навыков.

В статье, на основе анализа исследовательских работ, обобщены преимущества песен в овладении иностранным языком. Песни рассматривались как дидактическое средство, активизирующее познавательные процессы через эмоциональное состояние. Проведен анализ этапов формирования духовной культуры студента, сделаны выводы о том, что использование песенного материала может быть языковым ресурсом и носителем лингвокультурной информации.

Ключевые слова*: методика, психология, песня, умение, речь, аудирование, словарный запас, информационные технологии.*

Today, modern methods of teaching a foreign language are becoming more and more popular, moving the traditional work with textbooks and dictionaries to the last line. In the context of modern technologies and the internet, communication between all people has been simplified, which has led to many intercultural relationships. Direct acquaintance with the culture and traditions of other countries has become an integral part of teaching a foreign language.

The introduction of modern technologies is primarily aimed at improving the quality of training, increasing the motivation of students to acquire new knowledge, and accelerating the process of mastering knowledge.

One of the modern directions is information and communication technologies. The use of information and communication technologies in education allows us to strengthen the creative component of the educational process.

The constant use of new information and communication technologies in teaching a foreign language is of particular importance in the context of informatization of linguistic education. Didactically, information technology includes components such as Internet telecommunications facilities and information resources. Initially, these social services were created for real communication between people located at a distance from each other, and only then began to be used for training purposes. Methodologists note that audio materials make it possible to make the lesson more interesting and exciting for students.

The most common and accessible method for all elements of culture, improving speech activities, is mastering a foreign language through singing. The song genre, as one of the main genres of musical creativity, is able to clearly and artistically reflect various aspects of the household and cultural life of the population, influence the emotions, memory of the student, and also contribute to aesthetic education. In addition, the use of song material in foreign language lessons brings a modern and mood element to the educational process, which has a positive effect on the interest of students.

The basis for the use of songs in teaching a foreign language is the transition to a new level of mastering advanced technologies and methodologies, various approaches to diagnosing the mental and intellectual development of students. In this sense, among the initial tasks is to take as a basis the characteristics of the students. Another of the tasks is the design of educational content, which allows for the creative individuality and comprehensive development of music teachers. Thus, in the course of modernization of higher pedagogical education in the XXI century, the possibilities of introducing training and individual approaches are considered [1].

In the process of teaching students a foreign language through songs, it is necessary to remember the holistic development of the personality. In this regard, in ensuring its unity and stability, it is important to take into account the interconnection of the structure of intellectual development of the individual. In an objective justification of the personality problem, scientists considered it from the point of view of a psychological person in a new image, arising from the activity of interconnection in the surrounding world.

S.L. Rubinstein identified the relationship of the following structural elements in the disclosure of natural psychological creativity of personality:

– personality orientation (distinguishes the dynamic concept) motivation, identification of needs,interests, thoughts;

– arouse the interest of the individual in a generically established system, the character of which determines the relationship of a person to the world;

– ability to determine the mental composition, personality, which ensures success in the implementation of certain types of creative activity. It comes to the conclusion that the psychological essence of a person's abilities is expressed in the need for the correct formation of psychological activity in the process of achieving a person from one material to another. The qualitative ability of his creative originality is required from the fact that it is universal [2].

In the work of V.V. Serikov, the concept of personality includes "the built-in ability (real and potential) of a person in understanding his essence and possibility, connection with the environment (interconnection with other people, nature), its implementation and the use of it (ability) in the interaction of life and people." It describes a person, dividing them into four components, physical, emotional, intellectual and spiritual [3, 18].

L.M. Mitina identified the features of directionality, complexness, plasticity (emotional and behavioral) of the personality.

Thus, the similarity between song and speech can be seen in a series of studies of different aspects. Comparison of song and speech perception leads to the following conclusion:

- the song is consciously associated with the communicative experiences of the individual, generating speech associations;

- aimed at the perception of song and speech as a single communicative complex with a rhythmic basis [4].

Song is an external factor, although its importance in influencing a person is high. This effect has an indirect character, focused on the inner sensations. One of the most important of them is the psychophysiological and emotional state of the student. In this regard, this mechanism of influence on the effectiveness of the educational process is being considered in today's research works.

We consider songs as a didactic tool that activates cognitive processes through an emotional state. For the same reason, it should be noted that the emotional modulations of the cognitive process, such as thinking and speech, have been carefully studied, and many works in various fields of science are devoted to this.

Considering songs as a linguistic phenomenon, scientists believe that each language has its own musical basis. In foreign language lessons, songs are used in the following cases:

1. as a sound exercise in the initial part of the lesson;

2. for approval of lexical and grammatical materials;

3. promotes the development of language skills and knowledge.

4. relaxation report in the middle or at the end of the lesson as a refreshment, exercise when children are tired;

5. used to restore working capacity.

According to the linguistic purpose, songs are a culturally enriched and authentic context. Through it, students can discover the world from different perspectives. Due to their personal, social and cultural nature, songs stand out as a strategic resource for learning a foreign language, as they influence re-listening and people's feelings and emotions, prompting them to discuss what they have heard.

Singing is a useful tool for learning a foreign language, as it provides relevant social and cultural information, and also promotes recursive learning and memorization of the true language. In the process of learning a language, students often rely on repetition and memorization to obtain new lexical information.

Singing is an effective tool for learning a language. Obviously, the idea of using song in teaching foreign languages attracts the attention of researchers and practicing teachers.

The task of teaching a foreign language through singing is to turn the repetition of new information into a meaningful aspect, to select the appropriate contexts in which lexical skills can be automated through repeated repetition. In this regard, repeated listening and memorizing of song lyrics has become a common phenomenon in the cultural environment,

A.E. Toropova music as a linguistic phenomenon contains special codes. They are:

- intonation characters;
- signs;
- language code;
- syntax code;
- grammar code.

Therefore, the use of songs in teaching a foreign language successfully forms the skills of lexical communication of students.

The idea of using original songs in foreign language lessons attracted the attention of a number of researchers. Many researchers such as V. G. Vereshchagin, E. M. Kostomarov, T. A. Potapenko and others have turned to this problem. However, until now, not all its aspects have been disclosed in scientific works.

Today it is known that it is impossible to master a foreign language as a means of communication without knowing the socio-cultural characteristics of the country of the language being taught. The linguistic-regional and communicative approaches to teaching a foreign language are closely interconnected. In the problem of the relationship between language and culture, the lingua-cultural approach to learning English is widely used today. Its introduction into the teaching methodology makes it possible to expand the worldview of students, to include a lot of linguistic and cultural material in the educational process. The lingua-cultural approach to language learning ensures not only the assimilation by students of the culture of the people, which includes life experience, moral and ethical values, art, national traditions and religion, but also the spiritual and aesthetic impact on the feelings and thoughts of students.

Song is an integral part of the culture of any people. In this regard, the use of songs in the process of teaching the English language is an impressive source of obtaining linguistic and cultural knowledge, aesthetic education and spiritual enrichment.

The use of songs as a learning tool in English lessons is a source of true information about the culture and life of the country of the language being taught. The content of the song reflects the characteristic features of the surrounding reality of the modern world (for example, life, traditions, culture, etc.).

The main task of the songwriter is to select the most significant phenomena of the modern world, as well as the features of his character and national culture inherent in his people. The performer expresses his worldview and attitude to the material being performed. Based on this, the song is a reliable source of information about the national culture and traditions of the people.

In addition to a prosaic acquaintance with the culture of English-speaking countries, the use of correctly selected songs by British and American performers greatly facilitates the assimilation of specific vocabulary of the English language, which has no analogues in the native language, and fully reveals the picture of the world to the language learner [5].

In addition to the importance of the musical element, songs also increase motivation in teaching English. Because songs are associated with emotions (each person has at least one favorite song or song associated with a specific moment or feeling), they help with intrinsic motivation.

In the process of acquiring language skills, songs are productive original texts designed to improve lexical and listening skills. The use of songs in English lessons allows the teacher to combine conscious and unconscious processes and interest all students, regardless of the level of language proficiency.

In addition, basic communication skills are improved using various exercises with the lyrics. Songs allow the student to master a foreign language through emotional perception and dramatization of the text. Along with the melody, the meaning of the songs is the best means of conveying emotions.

In some cases, songs can be very useful in teaching the civilization, history, geography and traditions of a country. Through the song, the student can easily get acquainted with the history and culture of any country. For example, it can be taken into account that thanks to the Beatles, quite a few people got acquainted with England in the 60s in the world.

The effectiveness of the song effect is to awaken empathy in the listeners. In the process of mastering various aspects of the studied language, emotional factors become dominant. Classes using songs attract students, increase their working capacity and creative activity, which has a positive effect on the final results of training [6].

When using songs for the development of foreign language communication skills, a great result can be achieved only under the condition of constant comprehensive use of musical visualization and a wide variety of exercises.

Thus, the role of song in teaching grammar in a foreign language is a means of solid assimilation and expansion of the lexical stock:

- they include new words and phrases;
- in songs, grammatical phenomena of the language are well mastered and activated;

- songs contribute to the acquisition of foreign language speech skills, the development of musical language songs contribute to the implementation of the tasks of aesthetic education of students;

- promotes the unification of the team;

- helps to reveal the creative abilities of students. However, it should be noted that the role of singing in teaching a foreign language is not sufficiently covered in the methodological literature, therefore, a careful selection of song material by the teacher is necessary.

The criteria for choosing songs can be as follows:

- the song should be pleasant, rhythmic, not long, chorus;
- it should motivate and interest students;
- compliance with the age and level of education of students;
- demonstration of the peculiarities of country studies;
- the performer's voice should be clear [7].

The use of songs to assimilate new vocabulary and grammatical material involves consistent work in a number of lessons. Topics for discussions and conversations can be the content of modern, popular songs among young people. The selected songs should be interesting in content to encourage students to express their opinions, discuss and perform the song repeatedly.

With the modern capabilities of the internet, there is an opportunity to choose songs on any topic of interest to students. When introducing new material, it is advisable to enter the grammatical material of the songs before the program so that students can easily recognize them. This greatly simplifies the introduction, consolidation and use of the lexical and grammatical material of songs in appropriate speech situations.

In conclusion, the methodological advantages of songs in teaching a foreign language can be formulated as follows:

1. Since songs contain new words and phrases, they are a means of solid assimilation and expansion of the lexical stock. In songs, familiar vocabulary is found in a new context, which contributes to the development of the so-called Language Instinct and an increase in associative connections in memory. The songs often contain the realities of the country of the studied language, means of expressiveness, which contributes to the development of schoolchildren's knowledge of the stylistic features of the language and a deep understanding of the peculiarities of foreign culture;

2. In songs, grammatical phenomena of the language are well mastered and activated. There are educational songs to teach the most common constructions. They are accompanied by tasks, as well as explanations(their purpose is to discuss the understanding and content);

3. Songs contribute to the acquisition of foreign language speech skills, the development of musical hearing. Scientists have proven that the control of hearing, musical hearing is closely related to the development of the articulation apparatus. Memorization and frequent repetition of uncomplicated, short songs according to the melodic picture will help to consolidate the correct pronunciation, articulation, as well as the rules of emphasis, rhythm features, melody, etc;

Songs contribute to the implementation of the tasks of aesthetic education of students, contribute to the unification of the team, help to reveal the creative abilities of everyone. When

using music in the lesson, a favorable psychological environment is created, the psychological load is removed, speech-thinking activity increases, monologic and dialogical speech develops, interest in learning a foreign language remains, and emotional tone increases.

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REFLECTION OF THE LINGUISTIC PICTURE OF THE UNIVERSE IN THE AXIOLOGICAL VALUE SYSTEM

Annotation. The linguistic picture of the world, reflecting the relationship between language and consciousness, plays an important role in the educational environment of each level. Dynamically developing educational technologies adapt to the information wave, electronic and distance learning, the ever - expanding speed of knowledge transfer and cease to take into account the most important component of training-human understanding of each other. The article will analyze this in detail.

Keywords: idea, nation, paradigm, axiology, value, concept

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ОТРАЖЕНИЕ ЯЗЫКОВОЙ КАРТИНЫ МИРА В АКСИОЛОГИЧЕСКОЙ СИСТЕМЕ ЦЕННОСТЕЙ

Аннотация. Языковая картина мира, отражающая взаимоотношения языка и сознания, играет важную роль в образовательной среде каждого уровня. Динамично развивающиеся образовательные технологии адаптируются к информационной волне, электронной и дистанционной форме обучения, все возрастающей скорости передачи знаний и перестают учитывать важнейшую составляющую обучения - понимание людьми друг друга. В статье это будет подробно разобрано.

Ключевые слова: идея, нация, парадигма, аксиология, ценность, концепт.

In modern branches of cognitive interdisciplinary science, the concept category is considered very relevant. After all, the term concept allows us to more broadly understand, reason, study the worldview views that have been formed over long Eras in the collective consciousness of a particular nation, people about the real world, the environment. The concept of "Mangilik El" is one of the most complex concepts with a long history of formation,

development, modernization in Turkic and, in particular, Kazakh literature and culture. Consideration of the concept of "Mangilik El" as an axiological concept, revived in Kazakh society and science of the XXI century, contributes to the definition of the National worldview in the conceptual picture of the universe.

"The National idea "Mangilik El" expresses the bright future of the Kazakh people, which allows Kazakhstan to connect with developed countries." This is a new stage in the path of Kazakhstan, on which national unity and peace, strengthening of the economy, social protection of the population, National Security, the development of culture and language are based.

In the current conditions of the country's development, the National idea "Mangilik El" is a confident step into the future. It should focus the enthusiasm of all Kazakhstanis on solving the most important tasks facing society.

The idea of "Mangilik El" represents Kazakhstan not only as a country, but also as a single nation. We must develop not only economically, but also spiritually. Today, the focus is on the formation of the linguistic consciousness of students of higher educational institutions, its education with a focus on our national values.

In accordance with the main strategic directions of the National idea "Mangilik El", the training of specialists with a high level of national consciousness in accordance with the needs of society is becoming more and more relevant.

In addition to the already established scientific methods, the anthropocentric paradigm has been gaining momentum since the second half of the twentieth century. The new paradigm, as the name implies, makes an effort to study the mental world of a person, worldview features as the main form. The reason for the presentation of such trends in modern society is that the category of the concept we are considering involves the realization in the author's mind of meaningful thoughts that he considered important at stages from the moment of their transformation into text.

The concept is also found in scientific thought, which is the fruit of human mental activity. In artistic cognition, the concept is maintained by a hierarchical system and always helps to determine the contribution of national culture to the artistic picture of the world. Human brain activity creates a desire to explain the real world from a new angle through artistic images.

If we look more broadly, many branches of science, especially the Humanities, have spent many years studying man as the main object, explaining the content of the category of concepts.

Since the 50s of the XX century, the human phenomenon began to be studied at the intersection of various sciences. Until this period, the processes of human intelligence, intelligence, cognition, consciousness were the subject of study in such Sciences as philosophy, psychology, logic, and in cognitive science these issues began to be considered from a new angle. The study of a person as the main subject and object of artistic works from the point of view of intelligence, Consciousness, Cognition, diversity of the system of thinking, the specifics of perception, perception of the environment, history, religion, culture, language, mentality, life skills has become the main object of cognitive literary criticism.

Cognitivistics is a special scientific direction that deals with the study of the laws of human thinking, consciousness, mental actions and cognitive processes, as well as modeling the principles of organization and functioning of various natural and artificial systems. He considers such concepts as man-Knowledge-Culture, nation-knowledge-culture in interconnection. At the same time, there is a well-established concept of an interdisciplinary scientific direction that combines cognitive Literary Studies, Cognitive Psychology, neurophysiology, cognitive linguistics and the theory of artificial intelligence.

In the course of the development of any science, especially in the fields of philology, scientific paradigms have a gradual displacement character. According to T. Kuhn, in the era of the scientific revolution, existing scientific methods are becoming obsolete and replaced by new paradigms. The philosopher of science calls the situation of changing paradigms "a revolutionary trend in science."

The paradigm should be understood as scientific achievements accepted by the entire scientific community. With the help of a paradigm, it is simultaneously proposed to bring scientific problems to the environment, including models for solving them. The opinion of T. Kuhn that the methods and principles of scientific research in use are becoming obsolete over time and are not able to explain the latest emerging facts is becoming increasingly relevant in recent times [1]. The term "paradigm" proposed by T. Kuhn has contributed to cognitive research in the fields of literary criticism and Linguistics since the second half of the twentieth century.

The anthropocentric paradigm has developed rapidly, especially in linguistics, and as a result of the integration of industry disciplines, it has led to the emergence of new branches: cognitive linguistics, linguoculturology, Psycholinguistics, pragmalinguistics, paralinguistics, neurolinguistics. In particular, the field of cognitive linguistics has received great interest from linguists from Europe, Russia, as well as Kazakh correspondents, and fundamental axiological, gneseological, and cognitive studies have already been written. The opinion of researchers confirms the fact that scientific schools have been formed in Russia, the USA, and Europe that specifically study the field of conceptology in linguistics [2, p. 7].

The emergence of the anthropocentric direction in the world's humanitarian spheres has contributed to the identification of problems that are not studied in linguistics, as well as in literary studies. Philologists of America and the West, since the beginning of the twentieth century, have been studying the essence, activity of national concepts, which are firmly established in the minds of the nation from generation to generation, built on artistic thought, with a predominance of figurative, figurative, symbolic, metaphorical coloring, focusing on the cognitions of the subject, personal cognitive abilities.

Thus, the subject concepts of cognitive linguistics such as cognition, thinking, concept, conceptuality, cognition, conceptosphere, etc.are defined.

The history of the emergence of the concept dates back to the time of the formation of conceptualism, one of the directions of Scholastic philosophy. The main representatives of this direction argued that the concepts that recognize the true phenomenon exist in the human mind in the form of a concept.

The world is distinguished by its wealth and diversity. In the process of spiritual and practical assimilation of the world, a person considers existence through his values. It refers to

the attitude towards the world, in which objects and phenomena in the environment correspond to the feelings and aspirations of the individual, acquire a special emotional tone. A person's assessment of the world from the point of view of usefulness, etc., is characterized by values.

So, for people, the very first key to knowing the world is the action of consciousness, rooted in the conceptual, sensory foundations. For this reason, the linguistic sign is logically the second process. The thought process is a phenomenon that occurs in the brain, the action of consciousness, and language is introduced into the form of the same thought action in consciousness as "concept". Therefore, thinking is a reflection of the logical category in life. From their relationship in a conditional form, the concept is formed. In other words, when a concept is expressed, a word is marked on it, Professor A. Salkynbay explains as follows: "a recognized case, object or phenomenon is marked in the human mind, becomes a concept and becomes a linguistic sign. The fact that a person imitates and learns from nature, forms a system of mythosimvolic images in his language. This is reflected in the language as cognition, marked by the word" [3, p. 87].

In theoretical works devoted to understanding the philosophical essence of the linguistic picture of the universe, Y. Stepanov, T.V. Buligina, A.D. Shmelev, Y.N. Karaulov, E.S. Kubryakova, N.D. Arutyunova, E.D. Suleimenova, N.N. Aitova, K.U. Yesenova show various features of the linguistic picture of the world. One of its fundamental features is the idioethnic system. At the same time, the variability, instability of the linguistic picture of the universe is mentioned.

Y.D. Apresyan: "each natural language reflects a certain way of perceiving and conceptualizing the world. The meanings reflected in IT form a system of common views, so to speak, a collective philosophy that is imposed on the owners of a particular language. The conceptualization of the reality inherent in this language, on the one hand, is universal, on the other hand, has national characteristics, so that each language owner can see the world differently, through the prism of their own language. The linguistic picture of the universe, that is, different from the "scientific" world" [4, p. 350], notes that the concepts expressed in language are not simple, and even in most cases are more complex and interesting than scientific ones.

The famous scientist E.D. Suleimenova in her work: "the picture of the world" can not be referred to the picture of the world, as can not be attributed to the language of the mouse. The picture of the world is created in the mouse, the language does not reflect such a feature, the language is a special, special image of the organized material form of the world's image. The picture of the world – this is the result and the provision of mystical activity" – creates a bundle [5, p. 52].

Knowledge of the world is systemic in nature. Because we not only know the world, we must remember it. And this, in turn, requires regularity. The regularity of thought leads to the system of language. So it is natural that both thought and language are systematic.

You can learn about the world through language. Basically, the principle is correct. But it is not reasonable to say that only language represents the world. In fact, it is not the language that makes the world known, but the mind. The mind represents the world, and the language represents (marks) it. In other words, language gives (marks) a name to a recognized world,

that is, it turns it into a unit. The generalized concept of the world forms an idea [6, p. 97]. This is what reporters call the "linguistic picture of the world". According to A. Brutyan, the linguistic picture of the world is "a collection of information about the internal and external world in the language" [7, p.108].

The linguistic picture of the world includes two ideas that are related to each other, but have differences:

1) the picture of the world that language presents is different from "science"

2) each language reflects the image that reflects reality in a different way from other languages.

The linguistic picture of the world is a set of concepts of the world historically formed in the everyday consciousness of the indicated language collective and embodied in the language, a way of conceptualizing reality. The concept of the linguistic picture of the world refers to the expressed ideas of W. Von Humboldt and the new humboldism about the internal form of language and the hypothesis of linguistic relativity of the American Sepir-Warf.

E. Sepir and B. Worf propose the hypothesis that "humanity sees the world through the prism of its native language." They show that languages differ through their "World Language Picture". They believe that people who speak different languages have different types of thinking and that all this is not just related to the language, but directly related to it.

B. A. Serebrennikov criticizes the Sepir-Whorf hypothesis and notes that in the formation of a linguistic picture of the world, language cannot possess a force with its own pressure. It cannot be said that different languages form a linguistic picture of different worlds in their owners, they only indicate a special "hue" caused by the meaningfulness of objects, phenomena, processes, determined by the national culture and way of life of the people, the specifics of their activities.

The linguistic picture of the universe is the reflection in the language of the concept – concepts of the structure of reality in the consciousness of the linguistic collective, the elements and processes in it. This can be achieved through the use of linguistic names to represent the inner world of man, his environment and nature [7, p. 430].

The linguistic picture of the universe is largely determined by the system of social values. It consists of a combination of moral and aesthetic requirements imposed on values by human culture, traditional in a particular community [8, pp. 77-78.].

In conclusion, the idea of "Mangilik El" - "Kazakh Eli" is the ideological basis for the formation of a new Kazakhstan patriotism and meets the goals and objectives of the "Strategy Kazakhstan-2050". It has state-forming and nationwide values. Because this is an archetype at the level of tradition, customs, history, mentality, that is, it is the main Springs, Historical Memory, national feeling, religious feeling, mentality. All this was transformed into modern social structures and reflected as a national practice of grouping polyethnic society.

Also, all this comes to the result of ensuring social harmony through the formation of a culture of interethnic communication. These traditions and innovations have deep historical roots. They are understandable and close to the universal and multinational ethnic groups of Kazakhstan. Modern Kazakhstan is on the path of rapid development, therefore, in the course of these dynamics of development, it may lose its deep roots. To avoid this, we need to deeply understand the essence of the philosophy "Mangilik El", "Kazakh Eli".

Through the formation of national knowledge within the framework of the idea of" mangilik el", it acquires ethnopedagogical, ethnocultural, multicultural competencies, a culture of interethnic harmony and communication, socio-political competencies, information, communicative competencies, competencies related to solving problems.

In this context, specially developed scientific methods are a quantitative assessment and qualitative examination of "pedagogical" processes, phenomena. From this it follows that the main purpose of associative analysis is to determine the social content of factors of activity in various fields, to establish the scientific basis for the development of methodology and methodology of social, socio-pedagogical work carried out with a person, group. It allows us to identify the values of "Mangilik El", which are very important for today's student.

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THEORETICAL MODEL OF READINESS OF A FOREIGN LANGUAGE TEACHER TO DESIGN INNOVATIVE TECHNOLOGIES

Abstract. *This article discusses a theoretical model of the readiness of a foreign language teacher to design innovative technologies. This model consists of the following components: value-motivational, content and operational. The essence of the concept of "teacher's readiness for the implementation of innovative technologies" is also revealed.*
Keywords: *theoretical model, readiness, foreign language teacher, innovative technology, educational technology*

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ТЕОРЕТИЧЕСКАЯ МОДЕЛЬ ГОТОВНОСТИ ПРЕПОДАВАТЕЛЯ ИНОСТРАННОГО ЯЗЫКА К ПРОЕКТИРОВАНИЮ ИННОВАЦИОННЫХ ТЕХНОЛОГИЙ

Аннотация. *В данной статье рассматривается теоретическая модель готовности преподавателя иностранного языка к проектированию инновационных технологий. Данная модель состоит из следующих компонентов: ценностно-мотивационный, содержательный и операциональный. Также раскрывается сущность понятия «готовность преподавателя к реализации инновационных технологий».*
Ключевые слова: *теоретическая модель, готовность, преподаватель иностранного языка, инновационная технология, образовательная технология*

The new stage of the educational and professional reform is characterized by the rejection of the mass rigidly determined structure of the professional teacher training and the appeal to a clear, variable education system that involves the implementation of individual trajectories of the formation and development of the teacher's personality, the improvement of his/her civic qualities and professional and pedagogical abilities.

All this indicates the need for a system of advanced training in the formation and development of professionalism of a specialist, as:

- the system of advanced training of teachers is more than other pedagogical institutions, closer to the developing school (higher education institution), being at the same time an institution providing educational services and a methodological center that has connections with methodological services and owns information about the state of education.

In general, the system of advanced training is a flexible system, included directly in educational practice, capable of quickly adjusting training, focusing on the regional needs of the education system, a particular educational institution, and the personality of the teacher him/herself. With the transition to student-centered learning, this becomes relevant, since one of the conditions for the successful implementation of such learning is moving away from large-scale projects to more private ones;

- the advanced training system is capable of implementing, on the one hand, a unified educational policy when working with all categories of teachers, and, on the other hand, monitoring the implementation and functioning of innovation.

But the practice of recent years shows that the advanced training of specialists in the field of teaching foreign languages, as well as the system of continuous education of these specialists at the present stage, is poorly functioning due to limited teaching hours and funding, insufficient preparedness of specialists to improve their professional skills in the process of implementing a creative approach to pedagogical activity, to the design of innovative technologies, professional autonomy is poorly developed, the disorder of the self-education system.

Currently, a foreign language teacher is in a difficult situation, as there have been great changes in the methodology of teaching foreign languages.

If earlier the teacher suffered from a lack of interest and need in learning foreign languages from the society, the lack of the latest scientific and methodological literature, lack of information about the country of the language being studied and contacts with its native speaker, now this situation has changed in many respects and the teacher has access to a variety of foreign and domestic materials in foreign languages.

All this gave rise to a situation where the teacher began to find it difficult to choose priorities in professional activity by determining the leading and intermediate goals and objectives of his/her work, the implementation of an objective assessment and self-assessment of its outcomes.

The innovative paradigm of education, which replaced the paradigm of education, is characterized by a number of qualitatively new features. These include, in particular, the transition from the reproductive model of education, working for the reproduction and stability of existing social relations, to a productive, humanistic one; updating the content of education by moving from the empirical to the conceptual, from the thematic to the problematic, as a result of which the outdated educational and disciplinary model of education is being replaced by a student-centered model.

The professional competency of a modern teacher and his/her mentality must meet the requirements of the modernization of basic education. For the formation of creativity, which is the central component of innovation, it is advisable to use computer, interactive technologies, business games, etc. more often in the learning process. The introduction of elements of modern technologies into the education system will contribute to the natural process of their integration into the system of continuous education. The ability of a future specialist to "see" a problem, generate ideas, and critical thinking testify to the formation of a future specialist. Finally, the implementation of innovative activity presupposes the teacher's ability to reflect on the various components of his/her activity, i.e. the desire to work with full dedication, the

willingness to take an analytical position towards oneself and one's work. The development of the university along the path of progress depends on the knowledge and skills of teachers, on their understanding of the need for pedagogical innovations.

All this indicates the need for a more detailed study of the problem of forming the teacher's readiness to design innovative technologies for implementation.

All this testifies to the relevance of the problem of designing innovative technologies for foreign language teachers, as well as the need to create favorable conditions for the development and improvement of self-education and self-realization of the teacher's personality in the context of new objectives of the training of a high professional level specialist, who fully meets European standards in a specific area of practical activity, in this case - pedagogical.

The objective of our study is to develop a theoretical model of the readiness of a foreign language teacher to design innovative technologies, taking into account his/her individual abilities and qualities.

Before developing a model of teacher's readiness to design innovative technologies, it is necessary to understand the term "readiness". In modern psychology and pedagogy, the term "readiness" is extremely ambiguous and the range of its interpretations is quite wide: "readiness" is associated with the concept of a psychological attitude towards activity (D.N. Uznadze, D.S. Prangishvili); a socially fixed attitude that characterizes the social behavior of an individual (F.V. Vasin, E.S. Kuzmin, V.Ya. Yadov, etc.); preparedness (M.I. Dyachenko, L.A. Kandybovich, V.A. Krutetsky). At present, despite the differences in the interpretation of the concept of "readiness", most scientists are of the opinion that this is a special mental state of the individual, which can manifest itself both at the functional level and at the personal level. Among the external and internal factors that determine the readiness of the individual for activity, include: the content of the tasks, their difficulty, novelty, creative nature; the environment of activity, an example of the behavior of others; features of stimulating actions and outcomes; motivation, desire to achieve a particular result; assessment of the probability of its achievement; self-assessment of one's own readiness; personal experience in solving problems of great difficulty; the ability to control, regulate the level of one's state of readiness; the ability to self-adjust, to create optimal internal conditions for the forthcoming activity [1].

Researchers note that readiness is the primary fundamental condition for the successful implementation of any activity. At the same time, the mastery of special and general educational knowledge to the extent of their professional application is expressed by the concept of "readiness for pedagogical activity". The levels of this readiness, as shown by B.C. Ilyin [2], N.V. Kuzmina [1], A.N. Markova [3], N.D., B.C. Slastenin [4], etc., range from elementary educational and didactic skills to the skill of a teacher as a complex integrative education.

V.A. Slastenin believes that readiness to solve pedagogical problems at a high level of skill is a set of professional and pedagogical skills, while considering skills as a component of activity, in which knowledge and skills are embodied. Abilities, unlike skills, have greater mobility, a conscious nature, which contributes to the transition of actions into creativity. The scientist notes that the essential indicators of a person's readiness are the mental state, emotional stability, professional and pedagogical thinking, i.e. such thinking that allows you to

penetrate into the cause-and-effect relationships of the pedagogical process, analyze your activities, look for a scientifically based explanation of successes and failures, and predict the outcomes of work [5].

We note that in a number of works by V.A. Slastenin, L.S. Podymova the issue of preparing a teacher for innovative activity is considered, where readiness can be formed only in the context of the integrity of the main structural components of innovative activity: motivational, creative, technological and reflective [6].

In modern pedagogical research (A.A. Nurlybekova), the readiness of teachers to implement innovative educational technologies is considered as a system of interrelated and interdependent components. On the basis of these studies, we have identified the following components of the teacher's readiness to design innovative technologies: value-motivational, content and operational [7, 8].

The value-motivational component performs a regulatory function in the structure of readiness, expresses the conscious attitude of the teacher to the design of innovative educational technologies and their role in solving the relevant problems of modern education, since only motivation adequate to the goals of innovative activity ensures the harmonious disclosure of this activity and self-disclosure of the personality of the teacher.

As a criterion, we highlight "a personally significant meaning of designing innovative educational technologies." The indicators of this criterion are:

- awareness by the teacher of social significance and the need to design and implement innovative educational technologies;
- the need for pedagogical innovations;
- the focus of the teacher on the design of innovative educational technologies.

The next component of the teacher's readiness to design innovative educational technologies is the **content component**, which, along with the motivational component, is included in the control part of the action. Since the content component presupposes the teacher's value attitude to knowledge about modern educational technologies, we single out "theoretical and methodological knowledge about innovative educational technologies" as this criterion, which is expressed in the following indicators:

- knowledge about the object of the teacher's activity, the features of managing the technology for the implementation of the pedagogical process;
- knowledge about the essence, specifics, types of pedagogical technologies;
- knowledge of the methodological foundations of pedagogical technologies, characteristic features, classification, implementation features.

The operational component is a set of methods of the teacher's activity in the design and implementation of innovative educational technologies.

As a criterion, we single out "the skills and abilities of a teacher in designing pedagogical technologies", the indicators of which are;

- the ability of the teacher to manage the student's activities;
- design skills of the teacher;
- ability to use means of control and diagnostics;
- the ability to organize the interaction of students with teaching aids;
- the ability to use interactive methods in the pedagogical process;

- corrective skills of the teacher.

The analysis of indicators of the teacher's readiness for designing innovative educational technologies, included in each criterion, led to the identification of the following levels: adaptive, reproductive, heuristic and creative.

The content characteristics of the value-motivational, content and operational components, as well as the criteria and indicators of their formation, in their totality, constituted a structural-level model of the teacher's readiness to design innovative educational technologies.

Thus, it should be noted that increasing the level of readiness of a teacher to design innovative technologies does not depend on work experience, but is directly related to the professional training of a teacher.

In order to ensure the success and creative nature of professional activity, the teacher needs to build his/her cognitive activity - professional self-education - taking into account the knowledge and characteristics of the object of his work.

All of the above indicates the need for professional self-education and increasing the level of readiness of foreign language teachers to design innovative technologies.

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CLASSIFICATION OF SIMPLE SENTENCES BY TYPES OF COMMUNICATION IN ENGLISH

Abstract. Sentence is derived from Latin sententia, which literally meant feeling' or opinion In the field of grammar, this meaning has specialized to mean an utterance that expresses a feeling an assertion, a question, a command, a wish, or an exclamation, which in writing usually begins with a capital letter ends with a period, question mark, or exclamation mark.Hornby (1995) stated —A written English sentence begin with a capital letter and end with a full stop, a question mark, or an exclamation mark.A sentence is a set of words expressing a statement, a question or a command. A sentence is a complete unit of meaning when we speak, our sentences may be extremely involved or even unfinished, yet we can still convey our meaning through intonation, gesture, facial expression, etc. When we write, these devices are not available, so sentences have to be carefully structured and punctuated.

Key words: structure, sentences, meaning, intonation, device, grammar, command, question

According to Frank (1972), sentences can be classified into two types, such as: first, by meaning and the second by function. Based on the meaning, sentence is a complete thought. However, based on the function, a sentence consists of subject and predicate. For example, there is a mother said to her son as following: Mother: Jhon, dinner is ready ! Son: Coming! Based on the dialogue above, the son gave answer with a single word only. The word has given a complete definition. Because, his mother has understood what her son said is I am coming.

The second definition will be more complete. Structurally, a sentence consists of subject and predicate. So, a sentence is a group of word that has subject, predicate and express a complete information. Sentences are made of clauses; clauses are groups of word that express a single idea. There are two types of clauses; they are independent and dependent clauses. Independent sentence can stand alone as complete sentences. A dependent clause needs an independent clause to complete its meaning; it means that a dependent clause can not stand alone.

Different types of sentences are made of different combinations of these two types of clauses. The Elements of Sentence According to Eastwood (1994), the elements of sentence are subject, verb, object, and complement. The two crucial parts of sentence are the subject and the verb. The subject is who or what causes the action or expresses a state of being.

The verb indicates who or what the subject is doing or is being. The subject and verb often carry the meaning of the sentence. Consider this example: The woman left work Subject Verb The subject woman and the verb left indicate the basic content of the sentence while

providing structure. So the important are the subject and the verb that they alone are sufficient to create a complete sentence. For example: Jacob runs. Grace thinks. The parts of sentence are not only subject and predicate, but also object and complement. It can be seen as follows:
a. Subject

The simple subject of a sentence is usually a single noun or pronoun. Example: The judge's reputation for order in the Simple subject courtroom is well known. The complete subject is the simple subject with all its modifiers that is, with all the words that describe or qualify it. Example: The judge's reputation for Complete subject order in the courtroom is well known. Subject also can be compound subject, implied subject and trouble spots.

Compound subject is a subject may be compound. That is, it may consist of two or more subjects, usually joined by and or or, that function together. Example: - The prosecutor and the attorney for the defense made opening statements. - Luke and his friends listened carefully. Implied subject is a subject may be impliedor understood. An imperative sentence is a sentence that gives a command—has you as the implied subject. Example: - (You) Sit in that chair, please. - (You) Now take the oath. - (You) Please read the notes carefully. Trouble spots are a prepositional phrase starts with a preposition (a word such as at, in, of, to, or with) and ends with one or more nouns or pronouns with their modifiers: at the time, by the jury, in the courtroom, tot he judge and the media, with controlled anger.

Some of the most common prepositions are the following: about before but Into Past above behind by like to across below despite near toward after beneath down of under agaists beside for off until among between from on upon around beyond in over with Some prepositions are composed of more than one word and are formed from other parts of speech: according to as far as because of in spite of ahead of as well as in back of instead of along with aside from in from of together with Becareful not to confuse the subject of a sentence with the noun or pronoun (known as the object of the preposition) in a prepositional phrase.

The object of a preposition (the final noun or pronoun of a prepositional phrase) cannot be the subject of a sentence. Example: The car with the dents is mine. Subject/Prepositional Phrase The subject of the sentence is car. The word dents is the object of the preposition with and cannot be the subject of the sentence. The words there and here are adverbs (or filler words) and cannot be subjects. There is no problem. Subject Here is the issue.

Subject To more easily identify simple subjects of sentences, we can review the following information about nouns and pronouns. Nouns are naming words. Nouns may name persons, animals, plants, places, things, substances, qualities, or ideas. For example: Manny, armadillo, Atlanta, tree, rock, cloud, love, ghost, music, and virtue. A Pronoun is a word that is used in place of a noun. There are some pronoun as follows: Pronouns that can be used as subjects of sentences may represent specific persons or things and are called personal pronouns: Subject Object I me You you We us They them She her He him It it who Whom, whomever Example: They recommended my Subject sister for the coaching position. Indefinite pronouns refer to nouns (persons, places, things) in a general way: Each everyone nobody somebody Either neither anyone someone Example:Everyone wants a copy of Subject that photograph. Pronouns point out particular things. They are singular and plural pronouns. It can be seen as follows: Singular:this, that Plural:these, those Example: This is my treasure. These are my jewels. That is your junk. Those are your trinkets. Then,Pronouns also introduce

questions, for example: Which is the best CD player? What are the main ingredients in a Twinkie? Who understands this computer command? To be the subject of a sentence, a pronoun must stand alone. Example: This is a treasure. (Subject is this; pronoun stands alone.) This treasure is mine. (Subject is treasure. This is an adjective, a word that describes a noun; this describes treasure.) b. Verb Verbs show action or express being in relation to the subject of a sentence.

There are some types of verb. They are action verbs, Being verbs, and Verb phrases. Action verbs show movement or accomplishment of an idea. Someone can –consider the statement or –hit the ball. Here are other Examples: Molina left the arena. Yuma bought the book. They adopted the child. Tao understood her main theories. Being verbs indicate existence. Few in number, they include is, was, were, am, and are. Examples: The movie is sad. The book was comprehensive. They were responsible. I am concerned.

We are organized. Verbs may occur as single words or as phrases. A verb phrase is made up of a main verb and one or more helping verbs such as the following: is was can have are were could had am will would has Here are some sentences that contain verb phrases: The judge has presided over many capital cases. His rulings are seldom overturned on appeal. I should have known the answer. Verb also can be compound verbs and verbal. Compound verbs are Verbs that are joined by a word such as and or or are called compound verbs. Example: The prosecutor had presented and had won famous cases. Karla prepared carefully and presented her ideas with clarity. We will go out for dinner or skip it entirely.

Compound verbs show two physical or mental actions performed by a simple or a compound subject. Meanwhile, Verbalis a verb like words in certain respects, but they function as other parts of speech. The three kinds of verbal are infinitives, gerunds, and participles. An infinitive is made up of the word to and a verb. An infinitive provides information, but, unlike the true verb, it is not tied to the subject of the sentence. It acts as a noun or describing unit. Example: He wanted to get a bachelor's degree. (As an object of the verb wanted, to get acts as a noun and is an infinitive.) A bachelor's degree is not easy to obtain. (As a modifier, or describer, of easy, to obtain acts as an adverb and is an infinitive.) A gerund is a verb like word ending in -ing that acts as a noun. For examples: Going to work was her main objective. (The activity of going to work)She thought about going to work. (The act of going) Going in each sentence acts as a noun. In the first sentence, it is the subject of the sentence. In the second, it is the object of the preposition about.

A participle is a verb like word that usually has an -ing or an –ed ending. Examples: Walking to town in the dark, Luther lost his way. Wanted by the FBI, Rachel was on the run. In the first example, the word walking answers the question When? In the second, the word wanted answers the question Which one? Both walking and wanted are describing words; they are not the true verbs in the sentences. Verbal serves as nouns or modifiers. Never, not, and hardly are also modifiers, not verbs. For example: - The attorney could not win the case without key witnesses.(Not is an adverb. The verb phrase is could win.) - The jury could hardly hear the witness. (Hardly is an adverb; could hear is the verb phrase.) Although the subject usually appears before the verb, it may follow the verb instead: Into the court stumbled the defendant. Verb Subject From tiny acorns grow mighty oaks. Verb Subject There was little support for him in the Verb Subject audience. Here are your books and your papers.

Verb Subject Subject Verb phrases are often broken up in a question. Do not over look a part of the verb that is separated from another in a question such as ─Where had the defendant gone on that fateful night? If we have trouble finding the verb phrase, 21 recast the question, making it into a statement: ─The defendant had gone where on that fateful night.The result will not necessarily be a smooth or complete statement, but we will be able to see the basic elements more easily. For example: - Can the defense lawyer control the direction of the trial? Change the question to a statement to find the verb phrase as follows: The defense lawyer can control the direction of the trial. Objects According to Owen Watson, Object is a noun or substantive that directly or indirectly receives the action of a verb, or one that governed by noun phrase and prepositional phrase.

Object is divided into two kinds; they are direct object (DO) and indirect object (IO). Example: I have a new book. O I buy an elephant. O He gives me a golden ring. IO DO They lend me much money. IO DO d. Complement Complement is a word or group of word used to complete the meaning of the predicate (verb). Example: - She is a nurse Complement - He runs quickly. Complement - We are in the living room. Complement - You were policemen. Complement We can modify the main subject and predicate with other words, phrase or clause.

Phrase is combination of two words or more that have characteristics non predicative and it can be understood. For example: New book, A new book, and My new English book. Meanwhile, A clause is a group of words containing a subject +finite verb (+ complement).34 Example: - After she went to the cave. S V - When I love you. S V - Before she cleans your house. S V - Since you leaved me. S V The following is a table of sentence pattern. Table 1.Sentence Pattern No. Sentence pattern Examples S -V Subject– Verb My cousin will arrive S V S–V –O Subject– Verb– Object I love you S V O S–Lv –N Subject– Linking verb– Noun You were policemen S V N S–Lv–Adj Subject– Linking verb– Adjective You looked so pretty S V Adj 5 S–V–IO– DO Subject– VerbIndirect Object-Object Theylendmemoney S V IO DO S–V–O–N Subject– VerbObject– Noun I call him pipi S V IO O S–V–O– Adj Subject– Verb-Object– Adjective You make me happy S V O Adj

Clauses A clause is a group of words containing a subject and a verb. It can either be an independent clause (simple sentence), or it can be a dependent clause that relies on an independent clause to form a complete sentence. There are two kinds of clauses. They are independent clause and dependent clause. Independent clause is a complete sentence. It contains the main subject and verb of sentence. Is also called a main clause. Example: Bangkok is the capital of Thailand Surfing is a popular sport While dependent clause is not a complete sentence. It can not stand alone. It must be connected to an independent clause. Example: - Although a steady drizzle was falling... - Since the building was almost complete... In these example are incomplete because there is no independent clause.

The independent clause carries the essential action of the sentence.Dependent clause has three types of clauses which classified based on their function in the sentence, they are: a. Noun clause The clause is doing the same work as the noun, it is called a noun clause. Noun is used as a subject or an object. A noun clause is used as a subject or an object. In other words, a noun clause is used in the same ways as a noun. There are some function of noun clause. The function of noun clause as follows: The Function of Noun Clause No. The function of noun clause Examples 1 As a subject Whatever you want for dessert is fine with me As subjective

complement What I wonder is whetherHe will come As direct object I don't know what I should do.

As object of preposition We are interested in what he does for a living. b. Adjective clause An adjective clause is a dependent clause that modifies a noun and pronoun. It describes, identifies, or gives further information about a noun. An adjective clause is also called a relative clause. The the function of adjective clause as follows: The Function of Adjective Clause Noun Antecedent Meaning Pronoun Illustrative Sentence A person Who (whom or whose) or that - Using subject pronoun: e.g. I thanked the woman who helped me. - Using object pronoun: e.g. The man whom I saw was Mr. Jones. - Using possesive adjective: e.g. My friend, whose daughter an actress, gives me a cat. Things Which, that - Using subject pronoun: e.g. The book which is on the table is mine. - Pronoun used as the object of verb: e.g. The movie that we saw last night was not very good. - Pronoun used as the object of preposition: e.g.

She is the woman about whom I told you. A place Where Where is used in adjective clause to modify a place (city, country, room, house, etc.) e.g. The bilding where he lives is very old. A time When When is used in an adjective clause to modify a noun of time (year, day, time, century, etc.) e.g. Adverbial clause Adverbial clause is the clause that performs the function of the adverb which modifies verb, adverb, etc. like another clause; adverbial clause is introduced by a word conjunction to join with another part of the sentence. Adverbial clasuses can be classified as follows: The Classification of Adverbial Clause Classification Subordinate conjunction Example Time After, before, when, while, as, by the time, since, until, till, as soon as, once, as long as, whenever, every time, at the first time, the last time, the next time - I will leave before he comes. - The first time I went to Malaysia, I went to Petronas Twin Tower. Place Where, wherever, whiter, anywhere, nowhere, everywhere, anywhere, anyplace. -Where there is a will, there is a way. -They sat down wherever they could find empty seats. Cause and effect Because, since, now that, as, as long as, inasmuch as, in order that, because of, owing to, due to, therefore, consequently, so... that, such...that. - Because he was sleepy, he went to bed. - Now that the semester is finished, I'm going to rest a few days and then take a trip.

Purpose So that, in order that (in order to + verb 1), in hope that. - I turned off the TV in order to enable my roomate to study in peace and quite. Opposition (unexpected result) Even though, although, though, but...anyway, but... still, yet... still, nevertheless, nonetheless, however, despite, in spite of. - Even though it was cold, I went swimming. - I went swimming despite the cold weather. Kinds of Basic Sentence Jeanne Dawson in his book entitled ―The Writing Construction Manual stated ―There are threebasic of sentences such as simple sentence, complex sentence, compound sentence.

According to Brandon (2012), ―The four kinds of basic sentence in English are simple, compound, complex, and compound-complex.Oshima and Hogue (2008) said, ―The kind of sentences is determined by the kind of clauses used to form it.1It can be seen as follows: a. Simple sentence Simple sentence is a sentence that contains a subject and a predicate. it communicate one complete idea as an independent clause. It is a complete sentence. A simple sentence consists of one independent clause and no dependent clauses. It may contain phrases and have more than one subject or verb. Simple sentence is the smallest sentence-unit. there are five simple sentence patterns within of the five groups.

There are different sub-patterns. The five patterns differ from each other according to what (if anything) follows the verb. 1) Subject + Verb Example: My head aches Verbs used in this pattern are either always intransitive or verbs which can be transitive or intransitive, here used intransitively. 2) Subject + Verb + Complement Example: Frank is an architect The verb in this pattern is always be or a verb related to be, such as appear, become, look, seem, sound, and taste. While the complement may be as follows:. Compound sentence A compound sentence is the logical combination of two complete thoughts or independent clauses to form one sentence. In other words, a compound sentence is one in which there are two or more control units (simple sentence). It is usually linked by a coordinating conjunction or a semicolon, but subordinating conjunctions used in a complex sentence can be used as coordinators as well to form a compound sentence as it were. We often need to join ideas.

One way we can do this is to link simple sentences to form compound sentences. This linking is achieved by any of the following: 1) A semi-colon: We fished all day; we didn't catch a thing 2) A semi-colon, followed by a connecting adverb: We fished all day; however, we didn't catch a thing 3) A co-ordinating conjunction (e.g. and, but, so, yet) often preceded by a comma: We fished all day, but we didn't catch a thing In a compound sentence, there is no single main clause with subordinate clauses depending on it: all the clauses are of equal importance and can stand on their own, though of course they follow a logical order as required by the context. We often refer to clauses in a compound sentence as co-ordinate main clauses. The co-ordinating conjunction which can be used to form compound sentences are: and, an then, but, for, nor, or, so, yet, eiher or, neither nor, not only but also. These can be used for the purposes of addition (and), contrast (but, yet),. Complex sentence A complex sentence is a sentence that includes a dependent clause linked to an independent clause by a subordanating conjunction of some kinds to form a complete sentence. A complex sentence is one in which the control unit has a support unit added to it.

A support unit is a group of words supporting the meaning of the control unit by adding more meanings to it. Complex sentence can be formed in two ways: 1) By joining subordinate clauses to the main clause with conjunctions. Example: The alarm was raised (main clause) as soon as the fire was discovered (subordinate clause) 2) By using invinitive or participle constructions. These are non-finite and phrases rather than clauses, but they form part of complex (not simple) sentences because they can be re-expressed as clauses which are subordinate to the main clause. Example: To get into university, you have to pass a number of examinations (If you want to get into university) Seeing the door open, the stranger entered the house (When he saw the door open) The subject of the main clause must be replaced by a pronoun in a subordinate clause if a reference is made to it, e.g. the racing car went out of control before it hit the barrier A pronoun can occur in a subordinate clause before the subject is mentioned. This is not possible with co-ordinate clauses, e.g.

When she got on the tram Mrs. Tomkins realized she had made a dreadful mistake Co-ordinate and subordinate clauses can combine in one sentence, e.g. the racing car went out of control and hit the barrier several times before it came to a stop on a grassy bank The five simple sentence patterns can be combined in an endless variety of ways. Subordinate clauses can be classified under three headings: 1) Noun clauses:He told me that the match had been cancelled 2) Relative or adjectival clauses: Holiday resorts which are very crowded are not very

pleasant 3) Adverbial clauses: However hard I try I can t remember people names d. Compound complex sentence A compound-complex sentence is a sentence that consists of two or more independent clauses and one or more dependent clauses. Example: Compound-complex sentence: Albert enlisted in the Army, and Robert, who was his older brother, joined him a day later. Independent clauses: Albert enlisted in the Army Robert joined him a day later Dependent clause: who was his older brother Compound-complex sentence: Because Mr Roberts was a talented teacher, he was voted Teacher of the Year, and his students prospered. Independent clauses: he was voted Teacher of the Year his student proposed Dependent clause:

Because Mr. Roberts was a talented teacher The example above used a comma to separate between independent clause and dependent clauses, and also between dependent clause and independent clause. Compound-complex sentence consists of minimum two main clauses that connected by coordinate conjunctions, such as and, but, or, and so or we called it compound sentence, and minimum one dependent clause after subordinate conjunction, such as whenever, although, and whenever.

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SEMANTIC FEATURES OF COLOR ADJECTIVES IN KAZAKH AND ENGLISH LANGUAGES

Annotation. *Color is one of the basic concepts of culture. It is in contact with all spheres of society and, as a result, often occurs in minds of people. Color often plays an important role in determining the mental, physical and emotional well-being of a person, his perception of the world.*

From the examples given in the article, it can be seen that the two languages use names that are part of different semantic groups. It is relevant to identify their similarity and features in languages by comparing color adjectives in unrelated languages. Therefore, the article defines the semantic features of the intercultural presence of color adjectives in Kazakh and English.

Keywords: adjective, color, lingua-cultural study, comparative analysis, semantics, vocabulary

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СЕМАНТИЧЕСКИЕ ОСОБЕННОСТИ ЦВЕТОВЫХ ПРИЛАГАТЕЛЬНЫХ В КАЗАХСКОМ И АНГЛИЙСКОМ ЯЗЫКАХ

Аннотация. *Цвет – одно из базовых понятий культуры. Оно соприкасается со всеми сферами общества и, как следствие, часто возникает в сознании людей. Цвет часто играет важную роль в определении психического, физического и эмоционального самочувствия человека, его восприятия мира.*

Из примеров, приведенных в статье, видно, что в двух языках используются имена, входящие в разные семантические группы. Актуально выявить их сходство и особенности в языках путем сравнения цветных прилагательных в неродственных

языках. Поэтому в статье определяются семантические особенности межкультурного присутствия цветных прилагательных в казахском и английском языках.

Ключевые слова*: прилагательное, цвет, лингвокультурология, сопоставительный анализ, семантика, лексика.*

On the basis of the idea of the relationship between language and culture... a new science" linguoculturology has emerged, which studies the manifestation of stabilized cultures, reflected in language. Although linguoculturology is an interdisciplinary science, it is individualized by its own complex specificity as a combination of the two Sciences. It has its own goals. One of the main tasks is to study and describe the relationship between language and culture from the point of view of national consciousness, its reflection in the language. In the color world, each emotion has a place, that is, each emotion corresponds to a specific color. And some color harsh (cold) evokes certain emotions.

S. Uporova said that in linguistics, a systematic method for color-expressing vocabulary has not yet been invented. For example, a word that means color is an emotion, and not just a color, but an attempt to express our attitude to it. And color can be expressed as expletive (direct naming of a color or sign by color) and inplicite (by naming an object that has a color sign fixed in everyday life or culture at the level of tradition) [1].

Color occupies a special place in culture. The historical path of the people is ethnic. In this study, we will consider the formation of the adjective color in different cultures in terms of linguocultural position. In particular, we will try to determine the development of color adjectives in English and Kazakh culture, as well as lexical color expressions in Kazakh and English ethnocultures. We are interested in how these peoples (Kazakh/English) distinguish color kayalai. As already mentioned, each nation has its own system of thinking (for example, life, home, family). This culture itself creates national knowledge, national value.

Scientists such as A. Kaidar, E. Zhanpeisov, M. Kopylenko, zh. Mankeeva, S. Zhapakov, G. Kosymova, G. Gizdatov, K. Zhamanbayeva, etc. contributed to the formation of cognitive linguistics in Kazakh linguistics in this direction. Up to the present stage, color names were considered in the morphological field of linguistics of Turkic languages, lexical and grammatical personalities were identified. Words related to species and color were considered in a category called "qualitative adjective".

The adjective white since ancient times has been differentiated, formed, both by morphological features and by the sides of its function in the sentence. Therefore, the type can be differentiated into adjectives denoting color, adjectives denoting criticism and quality, adjectives depending on volume and area. Today, the most relevant in our research are adjectives denoting type color. The human being, as a child, could not distinguish the color of things or things. But for the qualitative character (type color), but used the root. He Root is currently the name of "color", the essence of which has become generalized.

Kazakh and English belong to two different language groups. Therefore, adjectives in it have significant differences both in External forms and in structural, semantic features. Therefore, it is important to compare the synonymous equivalents of color adjectives in English with Kazakh. In general, in both languages – a class of words denoting a sign, property, quality,

character, volume, weight, color of an object, thing. What is he? "what?", what kind of? "what?" in this article, we will talk about how to do it.

I. Morphological structure of adjectives (Morphological structure of the adjective**)** In English, adjectives according to their structure **simple (**негізгі**)**, **derivative** (туынды) and **compound** (күрделі) is divided into**,** in the Kazakh language **singular** (негізгі, туынды түбір) and **complex**:

a) **Simple** (негізгі) **adjectives** (no Affixes are attached to root adjectives): **English language:** *red – қызыл, white – ақ, blue – көк, big – үлкен, old – кәрі.* **Kazakh language:** *сұр – grey* and etc. Words like this are the main roots that cannot be further disassembled.

There are not many color adjectives in the Kazakh language in the root form. If we compare with Indigenous adjectives, we can notice a feature in development. Some color adjective words carry both literal (adjective) and material meaning. If we take the words **blue** and **black** in our modern language. "Blue "in the material essence is the sky," black " gives a certain gesture. Color names in our language can be interpreted as a peculiar feature. The transition of some such color adjectives to the adjective group is a continuation of the indigenous Genesis unit. That is, it is a process of differentiation of adjectives and nouns into each other, which exists not only in kazaak, but also in Turkic languages from ancient times. In that language, the affixes that make a single derivative adjective are classified in their own right. The second feature of the adjective color in the Turkic language is the expansion of the meaning of the indigenous Root, its loading and differentiation,and thus the fact that one Root has several semantic meanings. For example, the word" blue". In the ancient Turkic language, this word in the sense of material color was clearly traced by two different styles (siniy, blue, blue Turk), so that they were easily separated from each other. Then it turns out that the derivative adjective is formed in a three-step way.

b) **Derivative** (туынды) adjectives: in English, prefixes and suffixes are formed by adding to the root, and in Kazakh, only suffixes are formed in two different ways: 1) by adding suffixes to noun words; 2) the suffix to the verb is formed by conjugation by conjugation. In English*: blu**ish** – tending towards blue (көкшіл - көкке ұмтылу); green**ish** – somewhat green (жасылдау – біршама жасыл), gre**ish** –somewhat grey (сұр – азгап сұр).* **-Ish** the suffix gives the meaning of saying approximation rather than clarity in color. For example,

... greenish grass.

... permed yellowish hair.

Combining two color adjectives -**ish** or -**y** suffixes. For example:

... greenish-white flowers.

... a greeny blue line.

... the blue-green waves.

One of the color adjectives that does not have prefixes and suffixes in English is "red". In the Kazakh language: bluish, whitish, etc. (here the name is formed by adding suffixes to the words). As we can see, in both languages the color is made in the sense of approximation rather than the real name.

б) ***Compound*** *(күрделі болып)* adjectives in both languages (Kazakh-English) are formed by two or more words: for example:

In Kazakh

Snow-white – қардай аппақ ақ сұр

Dark-grey – қошқыл сұр қара көк

deep-green – қою жасыл (сарғыш реңкпен);

hunter-green — қою жасыл;

rifle(-)green – қою жасыл;

bottle-green – бөтелке түсті жасыл;

Thus, the compound adjective includes complex criticisms made in a syntactic (analytical) way. Complex adjectives function as a single whole by combining, combining, repeating both the main adjectives and other words.

The widespread use of an adjective in English by hyphens is explained by the compositional relationship between colors. For example, *blood-red, iron-grey, royal-blue.* It should be noted that this feature is inherent in both Kazakh and Russian languages. Compound adjectives consist of two or more elements and are usually written with a hyphen. For example, red-green. In English, compound words are divided into specific complex and derived complex words. In fact, complex words are formed by a simple arrangement of the bases of words that already exist in the language: *bottle-green.* Derived complex adjectives are formed using the High-Performance-ed suffix, to which color is added to the components. In general, versification in the adjective system is characterized by the following models: N+ A, A + A, A + Adv, Adv + A, N + Part II, prp + Part II, PRP + Part I, N + (V+ing), Adv + (V + ing) and V + N [2, 99].

1) n + a – pea-green, milk-white, blood-red, sky-blue, ice-blue, bottle-green, snow-white, jet-black, dove-grey, pearl-grey, nut-brown, flesh-coloured, sky-blue, blood-red, lily-white;

2) adv + a –тоff-white;

3) a + a – red-hot, white-hot, royal-blue, blue-black, iron-grey, electric-blue, lime-green, blue-black, red-hot, royal-blue, evergreen;

According to quantitative analysis, 60% of color adjectives belong to specific complex words, while derivative complex color adjectives account for only 40%. This can be explained by the fact that derivative complex adjectives are formed only with the help of the suffix-ed. However, understanding this group of complex adjectives usually does not cause much difficulty.

In comparison, in the Kazakh language, adjectives are divided into singular, complex, and Main and derived adjectives depending on their structure [3,2]. And in English, according to the structure, it is divided into 3 [4, 59].

II. Semantic groups of adjectives (Semantic groups of adjectives). They express the various properties and features of matter both directly and through the relation of other things. Therefore, adjectives in both Kazakh and English are divided according to their meaning in both languages:

1 qualitative adjectives

2 relative adjectives [5, 48].

M. Orazov: "it is impossible to have a specific meaning in words denoting the form of the species of various objects. Therefore, adjectives also have a tone that expresses the point of view of the narrator, evaluating it, along with a semantic type that expresses the type color,

nature, external and internal property of things. However, he argues that qualitative and relative adjectives differ from each other in terms of color names."

A qualitative adjective is formed directly from the adjective itself, determines the color of the object, the quality of criticism. These serve as the main instigator of the class of words called adjectives in general. For example:

In English   In Kazakh

Black–   қара   *жасыл* (алқап), *сарғыш* (гүл)

Adjectives that express the character and sign of certain things in relation to another object are called relative adjectives. For example:

In English   In Kazakh

The Siberian white bear – сібірлік ақ аю қызылды–жасылды алқап

In English, adjectives have forms similar to pronouns: Possitive adjectives: my, your, his/her/its, our, your, their. Demonstrative adjectives: this/these, that/those. Interrogative adjectives: whose, what, which. Distributive adjectives: each, every, everyone, everybody, everything, both, either, neither; Quantitative adjectives: many and much, a little/a few and little/few. [6, 123].

Adjectives in English do not have the form of adjective birth from a noun, and among relative adjectives, only a few words can intersect with a distinctive word-generating suffix. For example, sunny, wooden etc. Thus, in English, first of all, the adjective is distinguished by its semantic and syntactic characteristics. The absence of morphological indicators allows the noun to be used as a determinant for a later noun. For example, stone wall, glass door, verb forms, etc. In this model, the first word is reminiscent of a relative adjective in terms of semantic and syntactic characteristics, while it is not possible to consider it as an indisputable adjective.

The adjective itself is an independent category of grammatically known pronouns. Pronoun-forms of adjectives that indicate that the sign or character of an object (color, type, area, weight, etc.) is not uniform and is of different degrees in terms of spoken language, that is, it is more in one thing and less in one thing. In the Kazakh language, not all adjectives are transformed into adjectives, that is, adjectives are not added to any noun. Adjectives are attached to qualitative adjectives. In our language, not all suffixes are attached even to the qualitative color adjective itself. For example, if adding the suffix" Shil "to the adjective" blue "makes the meaning of" bluish", then adding the suffix" Shil "to the word" green "can not be called" greenish". This is a distinctive feature of the adjective pronoun in the Kazakh language. Qualitative adjectives have four forms of pronouns in Kazakh, and three in English.

In English, adjectives usually precede nouns that refer to them. However, if the sentence contains one of the following verbs, the adjective will appear after the noun. For example,"the sky is blue". (The sky is blue.) The adjective blue refers to the pronoun sky, but follows the verb in the sentence, which is the form of the verb be.

In our opinion, the concentration of National features on color symbols accumulates and determines the cultural potential of the population. Thus, the national character is reflected in its linguistic units, reflecting the features of nature, life, customs, history and culture. Color symbols, which act as a unit of language, contain cultural information, since language is closely related to culture.

Over time, the national language as a socio-historical category never loses its real meaning, which allows it to preserve the most important property of the transmission of cultural and historical traditions from generation to generation.

In conclusion, the analysis of the linguistic content of the concept of "color" in the culture of different peoples and the semantics of colors in those cultures made it possible to identify the features of the use and meaning of the word "color" in the life of society. As a result of the analysis, we can conclude that color plays an important role in any culture.

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SOCIOCULTURAL COMPETENCE AS A COMPONENT OF COMMUNICATIVE COMPETENCE

Historical changes in the country, peculiarities of culture, differences in traditions and customs usually turn out to be a stumbling block in communication between people of different nationalities ant ethnicities. Socio-cultural information presented in the lessons of foreign language activates the cognitive interest of students, favorably affects the development of their communication skills, motivates them to further study the language and allows solving a number of educational tasks. Research in the field of teaching a foreign language shows that interest in a foreign culture is explained by the urgent need for successful communication, which cannot be carried out without taking into account the peculiarities of culture in the structure and essence of communication as a key condition for adapting a person to new living conditions. Sociocultural competence implies knowledge that language can be a means of transferring the cultural experience of the people speaking this language. This article is dedicated to analyze sociocultural competence as a component of communicative competence.

Key words*: sociocultural competence, communicative competence, personality-oriented approach, foreign language culture, intercultural communication, foreign languages*

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СОЦИОКУЛЬТУРНАЯ КОМПЕТЕНЦИЯ КАК КОМПОНЕНТ
КОММУНИКАТИВНОЙ КОМПЕТЕНЦИИ

Исторические изменения в стране, особенности культуры, различия в традициях и обычаях обычно оказываются камнем преткновения в общении между людьми разных национальностей и этносов. Социокультурная информация, представленная на уроках иностранного языка, активизирует познавательный интерес учащихся, благоприятно влияет на развитие их коммуникативных навыков, мотивирует на дальнейшее изучение языка и позволяет решить ряд учебных задач. Исследования в области обучения

иностранному языку показывают, что интерес к иностранной культуре объясняется острой потребностью в успешном общении, которое невозможно осуществить без учета особенностей культуры в структуре и сущности общения как ключевого условия. для приспособления человека к новым условиям жизни. Социокультурная компетентность предполагает знание того, что язык может быть средством передачи культурного опыта людей, говорящих на этом языке. Данная статья посвящена анализу социокультурной компетентности как компонента коммуникативной компетентности.

Ключевые слова*: социокультурная компетенция, коммуникативная компетенция, личностно-ориентированный подход, иноязычная культура, межкультурное общение, иностранные языки*

In modern conditions of teaching languages, there is a shift in emphasis from the development of exclusively communicative skills to the formation of readiness to conduct a dialogue of cultures. The study of any new language for a person should be aimed at developing the ability that allows the individual to realize themselves within the framework of the dialogue of cultures, i.e. in the context of intercultural communication. It is carried out in the interrelation of the development of a foreign language code and the development of a person's cultural experience, in which a person's attitude to themselves, to the world, as well as the experience of creative activity, is especially distinguished.

Since ancient times, it has been known that the teaching of a foreign language cannot be complete and comprehensive without referring to the culture of the country of the language being studied. Since the end of the 19th century, familiarization with the realities (objects and phenomena inherent in a certain layer of culture) within the framework of the educational process has been on the same level in importance as teaching oral speech.

Communicative competence is the ability and readiness to carry out foreign language interpersonal and intercultural communication with native speakers. Communicative competence as a multidimensional phenomenon consists of several competencies. There are several variants of models of communicative competence, reflecting different views on its components. In general, domestic and foreign researchers identify a number of complementary components, the study of which showed that many components of these models are equivalent, and the content of communicative competence remains generally unchanged. In the European Standard for Foreign Languages, the structure of communicative competence is represented by linguistic, discursive, sociocultural, sociolinguistic, strategic and social competences [1, p. 77].

Understanding the results of research on the components of communicative competence leads to the conclusion that communicative competence does not appear to be something stable, given once and for all, but is a dynamic system that transforms depending on the goal, stage and form of learning, that is, the component composition of communicative competence should be determined taking into account the goals and specifics of teaching communication in a particular educational institution. In our opinion, the most complete characterization of the component composition of students' communicative competence: linguistic, sociocultural, social, lingua-cultural, educational and compensatory competences.

Within the framework of our article, sociocultural competence is of particular interest. Many scientific works are devoted to the characteristics of sociocultural competence. In the

European Standard for Learning Foreign Languages, sociocultural competence is defined as an aspect of communicative ability relating to those special features of society and culture that are expressed in the communicative behavior of members of society [1, p. 78].

It is believed that any foreign language can be considered as a means of obtaining socio-cultural experience of representatives of a different lingua-cultural community. Research in the field of teaching a foreign language shows that interest in a foreign culture is explained by the urgent need for successful communication, which cannot be carried out without taking into account the peculiarities of culture in the structure and essence of communication as a key condition for adapting a person to new living conditions.

Sociocultural competence implies knowledge that language can be a means of transferring the cultural experience of the country, a reflection of historical changes, as well as knowledge of the norms of speech behavior depending on the communicative situation; implies the ability to detect nationally marked vocabulary in texts of different styles and understand their meaning.

According to the dictionary of methodological terms, sociocultural competence is a set of knowledge about the country of the language being studied, the national and cultural characteristics of the social and speech behavior of native speakers and the ability to use such knowledge in the process of communication, following customs, rules of conduct, norms of etiquette, social conditions and stereotypes of behavior of native speakers. language. Sociocultural competence is part of communicative competence and is its component [2].

This article proposes the following as a working definition: sociocultural competence is the ability to operate a system of sociocultural knowledge and skills in the implementation of communication in a dialogue of cultures, that is, at the intercultural level.

Most researchers note the multicomponent composition of sociocultural competence. The content of sociocultural competence can be considered in the form of four components:

a) sociocultural knowledge (information about the country of the language being studied, about the spiritual values of cultural traditions, including among representatives of different ethnic groups, knowledge about the peculiarities of the national mentality of behavior);

b) communication experience (selection of an acceptable style of communication, correct interpretation of the phenomena of a foreign culture);

c) personal attitude to the facts of culture (including the ability to overcome and resolve socio-cultural conflicts in communication);

d) knowledge of the ways of using the language (the correct use of nationally marked language units in speech in various areas of intercultural communication, susceptibility to similarities and differences in international and foreign language socio-cultural fields) [3, p. 280].

Kirkpatrick also considers sociocultural competence to be a complex phenomenon that includes a set of components belonging to various categories. In his opinion, the following components of sociocultural competence can be distinguished:

- lingua-cultural component (lexical units with national-cultural semantics and the ability to apply them in situations of intercultural communication);

- sociolinguistic component (linguistic features of social strata, representatives of different generations, genders, social groups, dialects);

- socio-psychological component (possession of socio- and culturally conditioned scenarios, national-specific behavior patterns using communication techniques adopted in a given culture);

- cultural component (socio-cultural, historical-cultural, ethno-cultural background) [4, p. 26-28].

These approaches to defining the components of sociocultural competence demonstrate their constant change, renewal and expansion, while the main core still remains unchanged.

The analysis of the structural and content models of sociocultural competence has shown that, as a rule, each model focuses primarily on the linguistic and cultural component. Considering the lingua-cultural component of socio-cultural competence, it is important to note that here a number of specific lingua-culturemes are found that reflect socio-linguistic and cultural information. It is especially advisable to consider this characteristic in the course of reviewing materials that contain linguistic and cultural information, in particular authentic works of art, and constitute the essence of sociocultural competence. Such lingua-culturemes contain non-equivalent vocabulary, realia, as a specific component of non-equivalent vocabulary, which leads to the presence of another characteristic of the formed sociocultural competence - possession of non-equivalent vocabulary and basic methods and techniques for conveying the meaning of these lexical units in the native language, as well as ways to convey such realities of the native language. in a foreign language [5].

In our opinion, sociocultural competence has three levels: cognitive, behavioral and emotional-evaluative, that is, each student of a new language masters the sociocultural content gradually and can communicate in the target language with varying degrees of adequacy to the conditions of intercultural communication.

It goes without saying that historical changes in the country, peculiarities of culture, differences in traditions and customs usually turn out to be a stumbling block in communication between people of different nationalities. A particular difficulty lies not just in the difference between some realias, but in the attitude of representatives of different cultures towards them, since these objects and phenomena live and develop in different worlds. Behind linguistic and cultural equivalence lies conceptual equivalence, the equivalence of cultural representations. The opinion that knowledge of the specifics of the country of the language being studied is very important made us think about the lingua-cultural approach to teaching foreign languages. The fact is that the regional information presented in the lessons activates the cognitive interest of students, favorably affects the development of their communication skills, motivates them to further study the language and allows solving a number of educational tasks.

Allocation of levels of proficiency in language and culture is possible not only on the basis of taking into account the degree of formation of certain skills, but also in terms of the content of assimilation. Thus, in the socio-cultural competence, we have identified the following levels:

- cognitive level, which implies the possession of knowledge about the characteristics of the language being studied and the culture of its speakers;

- behavioral level, which ensures the mastery of behavioral patterns of native speakers of the target language, mastery of the skills of verbal and non-verbal behavior;

- emotional-evaluative level, which provides awareness and evaluation of one's own emotional reactions to the peculiarities of the culture of the people whose language is being studied; identifying similarities and differences between the phenomena of a different and native culture.

Sociocultural competence is formed as a result of mastering the sociocultural content of education. The sociocultural content of language teaching is considered in many studies of foreign and domestic scientists (G. Neuner, J. Zarat, R. Richterich, V.V. Safonova, N.D. Galskova, Z.N. Nikitenko and O.M. Osiyanova, P.V. Sysoev, V.V. Molchanovsky and others). Most of these researchers single out such components of the sociocultural content of language teaching as knowledge, skills and abilities.

In our opinion, when revealing the structure of the socio-cultural component of language teaching, one should proceed from the structure of the cultural phenomenon itself. Culture in its broadest sense is the only source from which the content of education as a whole is drawn, since education always performs one general function - the transfer to the younger generation of the level of culture achieved by a given society for the preservation and its further development. Outside of culture, there is nothing that could be included in the content of education, and at the same time, the content of education must include all elements of culture in order to fully develop the individual.

So, the formation of a student's sociocultural competence makes it possible to realize all four goals of modern education:

1) cognitive - the student represents the world as an integral multi-level system;

2) educational - the student has such personal values as a humanistic worldview, patriotism, respect for other cultures, morality, a culture of communication;

3) practical - the student owns foreign language communication in the unity of all his competencies (language, speech, educational and cognitive);

4) developing - the student has formed socio-cultural stereotypes of behavior, as well as enriched personal mental experience.

One of the key points of socio-cultural competence is the willingness to compare countries and their historical development, cultural level and characteristics of people inhabiting a particular territory. It is also very important to explain to students how important it is to respect other cultures, customs, traditions and show tolerance towards representatives of any nation. Being a worthy representative of one's country and its culture and being ready to anticipate difficulties on the part of the audience is also extremely important. And at the same time, it is necessary to be able to defend one's point of view and find the necessary arguments, respect one's comrades and not depend on their opinion. The communicative function of the language is to provide intercultural communication, but sometimes the participants in communication are not able to understand each other, despite the fact that they use the same language structures. This is explained by the fact that the means of language chosen by the communicants are built on the basis of different sociocultural structures [6, p. 197].

Summarizing and concretizing the views on the components of the socio-cultural content of language teaching, we single out the following components: linguistic and cultural knowledge and extra-linguistic knowledge; skills and abilities of verbal and non-verbal behavior; attitude towards the study of the foreign language and culture; to the foreign culture, native culture.

Modern educational standard is built on a competency-based approach to education. It provides for the systematization of competencies, skills and knowledge in accordance with the requirements of the labor market, increasing responsibility for work efficiency, expanding the boundaries of the freedom of a future specialist, at the same time making requests for his qualifications and indicating the rules for its assessment. The development of students' sociocultural competence is determined by a modern approach to the development of a comprehensively competent specialist.

Sociocultural competence as a learning goal and sociocultural content are part of the language teaching system. This system has an object of learning, an object of assimilation and a result of mastering the language. The object of learning is language and culture, the object of assimilation is the sociocultural content (knowledge, skills, abilities and attitude to activity), and the result of mastering the language and culture is sociocultural competence.

Thus, sociocultural competence is of great importance in modern education. This type of competence implies overcoming xenophobia and existing stereotypes, as well as fostering tolerance towards representatives of another language and other cultures. At foreign language lessons, sociocultural competence is formed by introducing students to the national and cultural specifics of speech behavior and the realities of countries that speak a foreign language: customs, rules, norms, social conventions, rituals, social stereotypes, regional knowledge. Taking into account the fact that sociocultural competence is a component of foreign language communicative competence, as well as the fact that at the present stage of development of the methodology of teaching foreign languages, the formation of sociocultural knowledge and skills is one of the goals of education at school, we can safely say that mastering a foreign language without familiarization with the culture and mentality of the country of the language being studied cannot be complete.

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FUNCTIONAL PECULIARITIES OF THE CONTINUOUS FORM IN MODERN ENGLISH

Annotation. *The main purpose of the article is to identify lexical and grammatical factors that affect the use of verbs of different semantics in the form of continuation. In the course of the study, conclusions are drawn about the features of the use of verbs of the form under consideration, as well as about the lexical transition in the meaning of verbs that were not previously used in an extended form. The article uses the method of descriptive and comparative analysis, which is used to identify, interpret and classify the meanings of verbs. Scientists have never come to a common opinion about the semantics and features of the functioning of the long-term form in modern English. Their meanings change under the influence of various factors of the internal and external linguistic context, which determine the novelty of the study. The results of the study indicate the universality of using this form with various semantic verbs in modern English.*

Keywords: *ambiguous, static, dynamic, selectivity, simultaneous, verb form, modern*

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ФУНКЦИОНАЛЬНЫЕ ОСОБЕННОСТИ ФОРМ ПРОДОЛЖИТЕЛЬНЫХ ВРЕМЕН В СОВРЕМЕННОМ АНГЛИЙСКОМ ЯЗЫКЕ

Аннотация. *Основной целью статьи является выявление лексико-грамматических факторов, влияющих на употребление глаголов разной семантики в продолжительных временах английского языка. В ходе исследования делаются выводы об особенностях употребления глаголов рассматриваемой формы, а также о лексическом переходе в значении глаголов, ранее не употреблявшихся в расширенной форме. В статье используется метод описательно-сопоставительного анализа, который применяется для выявления, интерпретации и классификации значений глаголов. Ученые так и не пришли к единому мнению о семантике и особенностях функционирования долговременной формы в современном английском языке. Их*

значения изменяются под влиянием различных факторов внутреннего и внешнего лингвистического контекста, что и определяет новизну исследования. Результаты исследования свидетельствуют об универсальности употребления этой формы с различными семантическими глаголами в современном английском языке.

Ключевые слова: неоднозначный, статический, динамический, избирательность, одновременный, глагольная форма, современный.

In modern English, the simple form has the forms of the present, past and future tenses, which differ in both structure and content. The present simple tense is formed by the infinitive of the semantic verb without the particle to. The verb in the form of a third person singular has an ending - s / -es.

The basic meaning of the present simple tense is the expression of ordinary facts, regular, repetitive actions in the present tense: «He visits his parents every Sunday». It is also used to express well-known truths. This time is characteristic of proverbs and sayings, which reflect human experience and wisdom: «Still waters run deep». Old love does not rust [1, 92-93]. This form can be used to express a sequence of actions that quickly follow each other (for example, in sports commentaries): «The boys fight like tigers». Thompson gathers the ball and passes to Roger who makes no mistake. This form is usually used with the following adverbs: always, every day, from time to time, sometimes, generally, seldom, usually, rarely, regularly.

The past simple tense in the English language is expressed by the second form of the semantic verb and is used to express an action that took place in the past and has nothing to do with the present moment: «In answer to her question, Tim pulled the letter out of his pocket and glanced through it».

A past simple tense can express an action that lasted a certain period in the past and is now over. To denote a period of time, phrases with prepositions for and during are commonly used: «We met a lot of interesting people during the voyage» [1, 100-101] Also this form is used to express the sequence of actions in the past: «He took a bath, shaved carefully, put on a fresh shirt and left for the City». This form can be used with the following words: yesterday, ago, last week, the other day.

A future simple tense is formed with the help of the auxiliary verbs shall and will and the infinitive of the semantic verb without the particle to. In modern English there is a tendency to use the auxiliary verb will for all persons. The difference in the use of shall and will completely disappear in modern English in abbreviated forms.

A future simple tense expresses an action that will be carried out in the future: «They will discuss it as soon as possible». It can also express an action that will occur for some time in the future: «We hope that they will live happily for many years» with this form, as a rule, the following words and phrases are used: tomorrow, the day after tomorrow, next week, soon, some day, in two days, in a year [1, 106-107].

In modern English, the perfect has the forms of the present, past and future tenses, which are strictly different both in structure and in content - each form has clearly defined rules of formation and cases.

The present perfect tense is formed analytically with the help of the auxiliary verb to have in the form of the present tense and the form of the past participle of the semantic verb. The main meaning of the present perfect is the expression of the action that has taken place to the present moment, the result of which is present in the present tense: «I have made my little observations of your own nation» - said Poirot dreamily, - and a lady, a born lady, about her shoes.

It can express the action that took place just before the moment of speech, and at a more remote time in the past: «Pleased? Are you pleased?» He whispered. «How could you be? I've just matched you, I've beaten you. I've won, do not you see?».

While using the present perfect, the speaker draws the attention of the interlocutor to the result resulting from the committed action, and not at the time it was committed. The presence of the result is a necessary condition for the functioning of the present perfection form, since it relates the accomplished action, expressed by the present perfect present, to the present [2, 32]. The present perfect present is used with adverbs: ever, just, already, before, never, not... yet, lately, of late, recently.

The past perfect tense is formed with the help of the auxiliary verb in the form of past tense and the form of the past participle of the semantic verb. The main value of the past perfect is the expression of the past action, which has already been committed to a certain point in the past: «He had long forgotten how he had hovered, lanky and pale, in side whiskers of chestnut hue, round Emily, in the days of his own courtship. He had long forgotten the small house in the purlieus of Mayfair, where he had spent the early days of his married life, or rather, he had long forgotten the early days, not the small house, a Forsyte never forgot a house - he had afterwards sold it as a clear profit of four hundred pounds. ... Forgotten so long, that he had forgotten even that he had forgotten».

The past perfect tense can carry completeness of action to a certain point in the past: «She had telephoned for an interview and it had been readily granted - one of the more productive calls she'd made that morning»; precedence: «They went downstairs, two and two, as they had been told in strict precedence, mounted the carriages»; And also transmit the action that is the cause of a certain state, or the state of things in the past: «Was it not his father who had instilled in the young Devereux the belief that women were objects to be used and if necessary abused, be they wife, housemaid, nanny or any other he met in an alcoholic fit? Who had stretched out his hand only to chastise? Who had deprived the son of any tolerable concept of family, of mother and father, of life within the walls of a home bound with love rather than barbed wire? And who thereby had led the son's wife to despair and degradation, and ultimate suicide?».

The future perfect tense is formed with the help of the auxiliary verb in the form of the future tense and the form of the past participle of the semantic verb [3, 67]. The main meaning of the future perfect tense is the expression of the future action, which will take place at a certain point in the future: «I'll have dead until you make the decision!».

An important feature of the future perfect tense is its ability to express the supposed action related to the past: «You will have read about it.» This ability is due to the specific development of the future tense form in the history of the English language, the original meaning of the subjunctivity, which is put into this form at the initial stages of its development.

This form is used with adverbs: by that time, by then, by Sunday, by the end of the year, by summer.

In modern English, the continuous form is characterized by the significance of the long-term action what is happening in a certain period of time and limited in time. Present, past and the future continuous forms differ, each of which has its own, clearly defined structures of formation and cases of use [4, 47].

The present continuous tense is formed with the help of the auxiliary verb to be in personal form and the present participle and is used to express the long action that occurs at the time of speech: «I'm trembling with cold! Not of fear!» (K. Jerome), or for the expression of a long-term action occurring in the present period of time, although not necessarily at the moment of speech: «I'm free tomorrow evening. Let's start then, shall we? Where are you staying?».

In addition, in modern English, in a number of cases of the present continuous has a shade of modality and can express the future, but not necessarily a continuous one, when the intention is expressed to make it or confidence in its fulfillment.

There are different approaches in classification of the English grammatical tenses. Traditionally, 12 tenses are distinguished in English Grammar. But this classification does not include all the Passive tenses and the category of Future-in-the-Past. Russian grammarian Yury Golitzinsky distinguished 16 tenses of the Active voice and 10 tenses of the Passive voice (to sum up - 26 tenses) [5, 67]. According to the point of view of B.A. Ilyish the time is represented in English by the three tenses (past, present and future), each of which can appear in the common and in the continuous aspect. He also distinguishes future-in-the-past as a separate form. A. A. Rivlina says that the English tense system consists of four verbal tense forms: the present, the past, the future, and the future-in-the-past.

As it was mentioned, in Old English the tenses were divided into two big groups - past and present. Later the Future forms appeared, though they are composed only with the help of auxiliaries and modal verbs and they do not possess special verb forms or inflections. Each group of tenses - Present, Past and Future - are used in four aspects [6, 38].

In modern English, the basic meaning of simple forms is the expression of the action of the ordinary, permanent, which took place in the past, occurs in the present, and will take place in the future. The simple form of the present tense expresses the ordinary action of the subject. A simple form of past tense expresses an action that has taken place in the expired period of time. A simple form of the future tense expresses an action that will or will be committed in the future.

In modern English, the main meaning of the perfect forms is the expression of an action that took place at a certain point in the past, present or future. The present perfect present expresses an action, the result of which is present at the moment of speech. The perfect past of the past expresses the accomplished action in the past and bears upon itself this completeness and precedence. The form of the future perfect, in addition to its basic meaning - the expression of an action that will end at a certain point in the future, can transmit the supposed past action.

In modern English, continuous forms are characterized by the value of a long-term action occurring in a certain period of time and limited in time. Forms of the present, the past

and the future continuous are distinguished. The present continuous tense conveys a lasting effect, taking place in the present period of time, although not necessarily at the moment of speech. The present and future continuous tense can express the future indefinite action, when expressing the intention to accomplish it, or confidence in its fulfillment. The past continuous tense is used to express the action of a long-term nature occurring at a certain moment, or in a certain period of time in the past. Continuity of action is not mandatory.

In modern English, the present perfect continuous expresses a long-term action that began in the past and is still happening at the present time. It can also express a lasting action that began in the past and ended immediately before the moment of speech. Past perfect continuous tense expresses a past continuous action that took place at the time of the onset of another past action, indicating how long it took place. And it expresses a past continuous action, which ended immediately before the moment of the onset of the other past action. Future perfect continuous tense expresses a future continuous action that will begin earlier than another future action and will continue to occur at the time of its onset.

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DIFFERENTIATING BETWEEN REGULAR AND IRREGULAR VERBS

Annotation. In English, the surviving strong verbs are considered to be irregular because there are so few of them.

Keywords: English, irregular verbs, regular verbs, tense, participle.

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РАЗЛИЧИЕ МЕЖДУ ПРАВИЛЬНЫМИ И НЕПРАВИЛЬНЫМИ ГЛАГОЛАМИ

Аннотация. В английском языке сохранившиеся сильные глаголы считаются неправильными, потому что их так мало.

Ключевые слова: английский язык, неправильные глаголы, правильные глаголы, время, причастие.

In modern English, the strong verbs are largely a closed and vestigial class. (Analogy has created a few new strong verbs, such as dive.) All of the surviving strong verbs differ markedly from other verbs, and thus are classified as "irregular"; here, they are conspicuous exceptions in the midst of a much larger class of rule-bound regular verbs [1, 74].

Writers sometimes use an incorrect tense or don't know how to use the past participle forms of irregular verbs. Using verb tenses imprecisely or inconsistently can also irritate a reader.

Even when you understand the correct uses of tenses, you can run into trouble with verbs. The major culprit is the large group of irregular verbs, which form the past tense and past participle in a variety of ways (as in Table 1), not by adding - *d* or - *ed* as regular verbs do.

	Regular verbs	**Irregular verbs**
Present:	*talk, joke*	
Present:		*say, bite*
Past:	*talked, joked*	
Past:		*said, bit*

	Regular verbs	**Irregular verbs**
Past Participle:	*have talked,*	
Past Participle:		*have said, have joked*
		have bitten

Irregular verbs cause errors simply because people aren't sure about the correct past and past participle forms: Which is it? "I *drunk* the beer" or "I *drank* the beer"? Table 2 is a list of fifty commonly used irregular verbs with their past tenses and past participles. However, there are many others, so when you aren't sure about a verb, check the dictionary. The entry will include the verb's principal parts: present, past, and past participle [2, 26].

All verbs, whether regular or irregular, have five forms [often called principal parts]. These forms are the infinitive, simple present, simple past, past participle, and present participle [3, 15].

The difference between a regular and an irregular verb is the formation of the simple past and past participle. Regular verbs are dependably consistent-the simple past ends in ed as does the past participle. Check out this chart:

Infinitive	Simple Present	Simple Past	Past Participle	Present Participle
to laugh	laugh(s)	laughed	laughed	laughing
to start	start(s)	started	started	starting
to wash	wash(es)	washed	washed	washing
to wink	wink(s)	winked	winked	winking

Writers make two frequent errors with irregular verbs. They either add an incorrect ed to the end of an irregular verb or accidentally interchange the simple past and past participle. Read this sentence:

Olivia feeled like exercising yesterday, so she putted on her bathing suit and drived to the YMCA, where she swum so far that only an extra large pepperoni pizza would satisfy her hunger.

What are the problems with this sentence? First, feeled should be felt. Next, putted needs to be put. The correct past tense form of drive is drove. And we must change swum to swam.

Know the solution.

To avoid making mistakes with irregular verbs, learn the very long chart below. (see Appendix)

In addition to learning the chart above, you must also understand the difference between the simple past and past participle.

A simple past tense verb always has *just one part*. You need no auxiliary verb to form this tense. Look at these examples:

Because dinner time was near, my dog Oreo bit the spine of Moby-Dick and pulled the novel off my lap [4, 90].

Since Denise had ignored bills for so long, she wrote out checks for an hour straight.

Despite the noise, jolts, and jerks, Alex slept so soundly on the city bus that he missed his stop.

Many multipart verbs, however, require the past participle after one or more auxiliary verbs. Read these sentences:

Raymond had bitten into the muffin before Charise mentioned that it was her infamous chocolate-broccoli variety.

had = auxiliary verb; bitten = past participle

Once Woody has written his essay for Mr. Stover, he plans to reward himself with a packet of Twinkies.

has = auxiliary verb; written = past participle

Cynthia might have slept better if she hadn't watched *The Nightmare on Elm Street* marathon on HBO.

might, have = auxiliary verbs; slept = past participle

For regular verbs, knowing the distinction between the simple past and past participle is unnecessary because both are identical. Check out these two sentences:

Diane giggled as her beagle Reliable pushed his cold wet nose into her stomach, searching for cookie crumbs.

giggled = simple past

Until the disapproving Mrs. Wittman elbowed Latoya in the ribs, the young girl had giggled without stop at the toilet paper streamer attached to Principal Clemens's shoe.

had = auxiliary verb; giggled = past participle

When you choose an irregular verb for a sentence, however, the simple past and past participle are often different, so you must know the distinction. Here are two examples:

Essie drove so cautiously that traffic piled up behind her, causing angry drivers to honk their horns and shout obsenities.

drove = simple past

Essie might have driven faster if she hadn't forgotten her glasses and saw more than big colored blurs through the windshield.

might, have = auxiliary verbs; driven = past participle

In addition, past participles can function as adjectives in sentences, describing other words. When you use a past participle in this manner, you must choose the correct form. Read these sentences [5, 22]:

The calculus exams given by Dr. Ribley are so difficult that his students believe their brains will burst.

Delores discovered the stolen bologna under the sofa, guarded fiercely by Max, her Chihuahua.

The written reprimand so shamed poor Pablo that he promised his boss never again to throw a scoop of ice cream at a customer.

Illogical time sequence

Recognize time sequences in your writing and choose verb tenses that logically reflect that sequence. Sometimes the choice of a tense clearly affects your meaning.

– Esther *worked* at the department store for a year.

– Use the past tense to indicate a completed action. Esther no longer works at the department store.

– Esther *has worked* at the department store for a year.

– Use the present perfect tense to indicate that a past action is continuing in the present. Esther still works at the department store.

– Esther *had worked* at the department store for a year.

– Use the past perfect tense to indicate that something else happened after Esther's year. For example, Esther *had worked* at the department store for a year when she was asked to take over sporting goods [6, 30].

When to use the perfect tense

Learn to use the perfect tenses when they are appropriate to your meaning. Don't limit yourself to the simple past tense when writing about past action. In the following sentences, for example, a perfect tense should have been used to establish time sequence.

The car wash *stood* where the library *was*. (no)

All the things you *told* me I *heard* before. (no)

In the first sentence, since the library was in the location before the car wash—it would be difficult for them to occupy the same space at the same time—past perfect should be used for the second verb.

The car wash *stood* where the library *had been*.

The logic of the second sentence dictates that *heard* should be in the past perfect tense. The word *before* is an obvious clue that the hearing took place before the telling, even though both actions were completed in the past.

All the things you *told* me, I *had heard* before.

Faulty *if* clauses. The past perfect tense should also be used in a subjunctive past tense " *if* clause."

If she *had thought* of it, she would have called you.

A common error is to use the conditional *would have* or *could have* in both clauses. *Would have* and *could have* should be used only in the clause that states the consequences.

If I *had wanted* to, I *would have* made cookies.

not If I   *would have wanted* to, I *would have* made cookies.

If we *had brought* matches, we *could have* made a bonfire.

not If we   *would have brought* matches, we *could have* made a bonfire.

Inconsistency in tenses

Another common error is illogically mixing tenses within a sentence or within an entire piece of writing. Choose the tense you want to use in your sentence or in your essay and then make certain that all verbs are consistent with it, either by being in the same tense or by reflecting past and future times in relation to your main tense.

Robertson *went* into the market, *walks* over to the produce section, and *picks* through the tomatoes. (inconsistent tenses)

In the preceding sentence there is no logical reason to move from the past tense (*went*) to the present tense (*walks, picks*). Use the past tense or the present tense–not both. Rewrite the sentence using consistent tenses.

Robertson *went* into the market, *walked* over to the produce section, and *picked* through the tomatoes. (consistent tenses)

Look at the tenses in this group of sentences.

Unlike Richardson's, this program *will pay* its own way. It *specified* that anyone who *wanted* to use the service *has to pay* a fee. People who *refused* to do so *won't* receive the benefits. (inconsistent tenses)

Notice that the changes in tense between sentences are not related to a clear time sequence. A rewritten version of this piece shows a more consistent, logical use of tenses.

Unlike Richardson's, this program *will pay* its own way. It *specifies* that anyone who *wants* to use the service *has to pay* a fee. People who *refuse* to do so *won't* receive the benefits. (consistent tenses).

In this version, all verb tenses except the first (*will pay*) and last (*won't receive = will not receive*) are in the present tense. The future tense is appropriately used for the first and last verbs because these verbs indicate future consequences.

Causes of irregularity. Psycholinguistic aspects

Although the causes of irregular verbs are almost exclusively historical, the way we process them is a matter for synchronic linguistic studies, and in particular for psycholinguistics.

A common error for small children is to conjugate irregular verbs as though they were regular. This is regarded as evidence that we learn and process our native language partly by the application of rules, rather than, as some earlier scholarship had postulated, solely by learning the forms. In fact, children often use the most common irregular verbs correctly in their earliest utterances but then switch to incorrect regular forms for a time when they begin to operate systematically. This allows a fairly precise analysis of the phases of this aspect of first language acquisition.

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TRANSLATION PECULIARITIES OF TECHNICAL TEXTS
IN THE SPHERE OF THE CHEMICAL INDUSTRY

Annotation. *The purpose of this article is to reveal the main features of the translation of technical texts used in the chemical industry and to identify the main ways to achieve equivalence and adequacy when performing translation.*

Technical texts are characterized by their informativeness, logic, accuracy and objectivity.

Keywords: *technical text, terms, chemical texts, chemical elements, translation, transformation.*

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ОСОБЕННОСТИ ПЕРЕВОДА ТЕХНИЧЕСКИХ ТЕКСТОВ
В СФЕРЕ ХИМИЧЕСКОЙ ПРОМЫШЛЕННОСТИ

Аннотация. *Цель данной статьи - раскрыть основные особенности перевода технических текстов, используемых в химической промышленности, и определить основные способы достижения эквивалентности и адекватности при выполнении перевода.*

Технические тексты характеризуются своей информативностью, логичностью, точностью и объективностью.

Ключевые слова: *технический текст, термины, химические тексты, химические элементы, перевод, трансформация.*

Due to the rapid development of technologies and the increase in the volume of scientific and technical information, the practical importance of translating technical texts has increased as a way of exchanging technical information between specialists in various fields.

The main distinguishing feature of technical texts is that they are aimed at representatives of a certain professional group with certain extra linguistic knowledge.

Technical translation is a special type of translation activity, which is based on the creative and mental abilities of the translator, who should exclude the possibility of arbitrary interpretation of the topic of the subject and the main task for him is to transmit all information in another language without distorting it.

Common words and special terms are used in technical texts, which make it possible to provide a clear and accurate indication of real objects and phenomena, to establish an unambiguous understanding of the transmitted information by specialists.

Terms are words and phrases denoting specific objects and concepts used by specialists in a certain field of science or technology. The translation of a term consists in clarifying its meaning in context and translating its meaning into Russian.

Let's consider the influence of context on the possible translation options of the verb to run, found in the texts of measurement techniques.

Usually the verb run is usually translated into the Russian word run. However, this meaning does not reflect the broad meaning of the English verb, which in each individual case requires a special translation. The dictionary gives us only possible options and the direction where to look for the right word.

Examples with the verb run in the meaning of "enter", "conduct".

If oxygen is present in the mixture, run a sample of air, either at an accurately measured reduced pressure, or air freshly diluted with helium, so that the partial pressure of oxygen is approximately equal to that of the oxygen in the mixture being analyzed.

If oxygen is present in the mixture, then introduce an air sample at a known pressure or diluted with helium in such a ratio that the oxygen pressure in the sample would be equal to the oxygen pressure in the sample.

In the following example, the verb run translates to "work".

Place the proper column and sample volume in operation for the desired run in accordance with 8.1 and 8.2.

It is recommended to work in accordance with the requirements of clauses 8.1 and 8.2 when selecting the appropriate column and the volume of the sample being injected.

In the process of translation, the translator resorts to the following main types of lexical transformations: translation transcription and transliteration; calculus; descriptive technique; approximate translation.

Transcription and transliteration are ways of translating the lexical unit of the original by recreating its form using the letters of the Russian language. During transliteration, its graphic form is reproduced, and during transcription, the sound form of a foreign word is reproduced.

For example, the transliteration technique was used when transmitting the following words: attenuator - attenuator, detector - detector, chromatograph – chromatograph, impinger - impinger.

Descriptive (explanatory) translation, when the purpose, application or essence of the lexical unit being translated is explained or described by means of the native language.

For example: attenuator is a device for attenuating the signal, impinger is a device for determining the dustiness of the air.

Approximate translation is the search for the closest correspondence in meaning to the lexical unit of the English language in the Russian language, which does not have exact correspondences in it.

For example: passive sampling badges - passive air samplers, direct reading instruments, for real-time read out of results – devices with the function of displaying current readings, data logging instruments for collecting data overtime – devices with the function of collecting and storing data, sampling pumps – aspiration devices for sampling.

It should be remembered that an approximate translation only approximately conveys the meaning of the original word, and in some cases may not create a completely correct idea of the nature of the object or phenomenon designated by them.

When translating, the translator may encounter "false friends of the translator". "Translator's false friends" are pairs of words in two different languages, identical in pronunciation or spelling, but different in their semantic meaning.

For example: in the sections devoted to the description of a scientific experiment, the word technique mostly means "technique", "method", "method", less often translated as "equipment" or "technique".

Another technique for isolating the hydrogen in a sample is to use a palladium transfer tube at the end of the adsorption column.

Technical texts are characterized by the use of abbreviations, which save time and reduce the volume of the text.

A common way of forming terms based on the initial letters of words explaining this term is acronym terms. When translating acronym terms, it is necessary to replace the English abbreviation with the corresponding Russian, and give its interpretation in parentheses.

- ICP-MS (inductively coupled plasma mass-spectrometry) – ICP-MS (inductively coupled plasma mass spectrometry);

- GC (gas chromatography) – gas chromatography.

A large number of names of chemical elements and substances are found in chemical texts. As a rule, the names of chemical elements in English most often repeat Latin and their correct translation is given in chemical dictionaries.

When translating units of measurement, the translator may also encounter some difficulties. So when translating the unit of measurement of the concentration of parts per million quantities corresponding to the millionth of a substance in the technical documentation in Russian, it can be transferred by the English abbreviation as 1 ppm. The use of the English version of the abbreviated name of the concentration of solutions is generally accepted in tests.

A certain difficulty for translation is made up of pre positive attributive phrases consisting of the word being defined and the group of words preceding it that act as a definition function. They can be translated into Russian by a noun with a preposition, a noun in the genitive case, an adjective, an appendix, a participial turn, in a descriptive way.

gaseous fuels - combustible gases used for heating; demolition workers - workers for the analysis of construction structures (descriptive method);

carrier gas – carrier gas (noun in the genitive case);

adsorption column – absorption column, color tubes – colorimetric tubes (adjective);

degreasing agents – degreasing agents (noun with preposition).

When translating polynomial phrases, the last word in the phrase is a definable noun, the translation of the defining words begins from right to left.

Column Temperature Control – column temperature control.

To achieve the adequacy of translation, the translator uses special techniques called translation transformations, which are divided into:

- lexical transformations (transcription and transliteration, calcification and lexico-semantic substitutions);

- grammatical transformations (sentence division, sentence union, grammatical substitutions, permutations, additions and omissions);

- complex lexical and grammatical transformations (antonymic translation, descriptive translation).

The following conclusions can be drawn:

- translation of technical texts is a complex and painstaking work, the fruit of intense research work in the field of language and a specific specialty. To perform such work, it is desirable that the translator has a high qualification, has a perfect command of the language of scientific and technical literature.

- technical text can be easily recognized by the saturation of the text with terms, lexical constructions, abbreviations, and so on.

- equivalence and adequacy in translation is observed at the stylistic, lexical, grammatical, semantic and formal levels. Achieving the correct translation also requires the ability to make numerous translation transformations.

The translation of the technical text must, of course, convey the meaning of the original in a form as close as possible to the form of the original. The information available in the text should be conveyed clearly and easily. When translating a technical text, it is necessary to know the terminology, lexical, morphological, syntactic composition of the language. It is important not to allow the loss of essential information of the original, therefore deviations from the original should be justified by the peculiarities of the Russian language, style requirements. To perform a competent technical translation, a translator, in addition to having a good command of a foreign language, must have a sum of special knowledge.

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АЛҒАШҚЫ ҚАЗАҚ КОМИКСІ – ЖҮСІПБЕК АЙМАУЫТОВТЫҢ «ЖАМАН ТЫМАҚ» ПОЭМАСЫ

Аннотация. *Мақалада алғашқы қазақ комиксінің жазылу тарихы сөз болады. Жүсіпбек Аймауытовтың комикс жанрында қалам тербеудегі шеберлігі сөз болады. Шығарманың тақырыптық-идеялық ерекшеліктері сараланады. Комикс жанрының шығу тарихы, ерекшеліктері, әлем әдебиетімен байланысы мақалада жан-жақты мысалдар арқылы талданады.Қазіргі қазақ комикстерінің дамуына жол ашқан Жүсіпбек Аймауытовтың даралығы, сонылығы көрсетіледі.*

Кілт сөздер: *Комикс, тарих, өнер, бейне, халық.*

ПЕРВЫЙ КАЗАХСКИЙ КОМИКС - ПОЭМА ЖУСИПБЕКА АЙМАУЫТОВА "ЖАМАН ТЫМАҚ"

Аннотация. *В статье рассматривается история написания первого казахского комикса. Стоит отметить мастерство Жусупбека Аймауытова в описании пером в юмористическом жанре. Выделяются тематические и идейные особенности произведения. В статье на исчерпывающих примерах анализируется история возникновения комического жанра, его особенности, связь с мировой литературой.*

Ключевые слова: *Комикс, история, искусство, образ, люди.*

THE FIRST KAZAKH COMICS - ZHUSIPBEK AIMAUYTOV'S POEM "ZHAMAN TYMAK"

Annotation. *The article deals with the history of writing the first Kazakh comics. It is worth noting the skill of Zhusupbek Aimauytov in drawing with a pen in a humorous genre. Thematic and ideological features of the work are highlighted. The article analyzes the history of the emergence of the comic genre, its features, and its connection with world literature using exhaustive examples.*

Keywords: *Comics, history, art, image, people.*

«Комикс» сөзі ағылшыннан аударған кезде «күлкілі» деген мағынаны беріп, суретті әңгіме, бір оқиғаның сюжетіне негізделген, әдебиет пен бейнелеу өнері секілді өнер саласының бір түрі делінеді. Комикске берілген анықтамаларды бір арнаға

тоғыстырып жинастырсақ, бәрі де бір түйінде, яғни белгілі бір әңгіменің төңірегіндегі суретті сөз дегенге саяды. Комикстердің барлығы бірдей суретті болуы шарт емес. Интуициялық сюжетке негізделген, мағынасы сөзсіз – ақ оқырманның таным көкжиегіне оңай қонатын комикстер де жарыққа шыққан. Бір қызық жайт, ежелгі комикстердің бастауын біз сонау замандардағы тас ғасырының адамдары тасқа қашап салған бейнелерді есептеуімізге болады. Олар ешқандай сөз жазбаса да, тастағы садақ пен аңдар бейнесі – аңшылықты білдіретіні айдан анық. Жалпы комикс қазіргі төртбұрышты экрандармен көзге көрінбейтін желілерге байланған біздің ақпарттанған қоғамда басым көпшілік оқырманның таңдауы деп айтуға әбден негіз бар.

Ендігі жерде комикс тарихына үңілсек, суретті сөйлетуді алғаш ойлап тапқан ағылшын карикатуристі әрі суретшісі Томас Роулендсон екен. Оны қабырға газетіндегі комикстің атасы деп атаған, оған себеп 1812 – 1821 жылдардағы доктор Синтаксис жайлы оқиғаларды жариялауы еді. Америка Құрама Штаттары осы басталған жаңалық лебін өздеріне оңай сіңдіріп алды, ХХ ғасыр комикстер үшін алтын дәуір болды деуге болады, 1933 жылдан бастап заманауи комикстер кітабы жарық көрген екен. [1]

Бұл кезең қазақ даласындағы біршама аумалы – төкпелі уақиғалардың болып жатқан тұсы еді. Тіл мен әдебиеттің бас бостандығына қол жеткізе алмай отырған тұста, қазақ даласында комикс болды деген ой үш ұйықтасаңыз түсіңізге кірер ме еді? Олай болса, қазақтың алғашқы комиксі жайлы не білеміз?

Белгілі бір халықтың не ұлттың жер бетінде толыққанды өмір сүріп өз қоғамын құрып отырғанының дәлелі өз тіліндегі әдебиеті,тарихы, тілінің еркін қолданыста болуы деп есептесек, сол тұстағы Патшалық Ресейдің боданында отыру фактісі қазақ халқының тағдырында болғанын ескерген жөн. Тілге жүргізілген саясат, әдебиет пен басқа да өнер салаларының арналарын жапты, тамырына балта шапты. Батыр қан майданда бес қаруын ала шауып, ел намысын қорғап айқасқа түссе, біздің батырлар қолына қалам алып сөз майданында, интеллект пен білім майданында ұрысқа шықты деп есептеуге болады. Сондай бір ұлтының ардақты, бағалы қаламгерлердің қатарында, ақын әрі жазушы, драмашы әрі аудармашы, ұстаз әрі, ағартушы Жүсіпбек Аймауытовтың есімі айрықша орын алады. Оның дарындылығы халықтың көзіне бірден түскен. Сонымен бірге, актер әрі сазгер, режиссер болды. 1889 жылы қазіргі Павлодар облысындағы Семей губерниясының Қызылтау ауылында дүниеге келген Жүсіпбек Аймауытов Алашордашылармен бір бағытта қалам тербеп, сол мүддені жақтайды. 1917 жылғы Февраль революциясын ол қуана қарсы алды. Осы революциядан ол көптеген өзгерістерді күткен еді, олардың ішінде: халық бостандығын, теңдігін, бақытын. Әйелдердің теңсіздігі, адамдардағы адамгершілік, өткенмен күрес, мейірімділігі мен қайырымдылығы мол тұлғаларды өнеге тұта отырып, жас балаларды тәрбиелеу сияқты оқиғалар мен қоғамдағы үдерістер оның шығармаларының сюжетіне желі боп кіреді.

Сайып келгенде қоғамның айнасы – әдебиет екенін ескерсек, Жүсіпбек Аймауытов өз шығармаларында сол заматтағы қазақ оқығандарының тағдырын, басына түскен нәубетін сөз етті. Өз кейіпкелеріне болашағы үшін барын пида еткісі келетін жастарды мысал қылды. Қазақ қоғамындағы әйел теңсіздігі мәселесін тірек етіп, сонда болған ақ пен қызылдардың қазақ ауылдарына тигізген зардабын сынады. Болашақты аңсап, еркін өмірге қол жеткізген қазақ қызының тағдырын жазды. Ол кісінің

шығармашылығын сөз ете берсең, әрине, өлшеусіз еңбек пен ұлтқа деген жанашырлықтың көріністерін табарың хақ.

Қазақ сатирасын зерттеуші Темірбек Қожекеұлының еңбегі осы орайда ауызға ілігеді. Филология ғылымдарының докторы, профессор, академик Зейнолла Қабдолов өзінің «Мықшеге» деген мақаласында:

«Қазақ университетінің филология, журналистика факультеттерінде қырқыншы, елуінші жылдарда оқыған адамдар – эстетикалық ілім жағынан өз қатарларының маңдай алдында оқ бойы озық тұратын мамандар. Неге десеңіз, олар – әдеби білім жағынан Әуезов мектебінен шыққан адамдар.

Болмасаң да ұқсап бақ,
Бір ғалымды көрсеңіз»,

– деп Абай айтқандай, ғажайып ғұламаны көзбен көріп, оның алдынан дәріс алу – сенің оған ұқсай түсуіңе, оның әсерімен пісіп-жетілуіңе кепіл. Дәл осы ұлы мектепте пісіп-жетілген менің талантты достарымның бірі – Темірбек Қожакеев», - дейді екен [2]. Ол өзінің еңбегінде сатираның пайда болуы мен қалыптасып, даму тарихын сараптай отырып, талғамды ой – пікірлері мен парасатты пайымдарын ғылым негізінде дәлелдейді. Сатираның поэзиялық һәм прозалық жанрларының сапалық белгі қасиеттері туралы нақты тұжырым жасайды.

Олай болса, әуелде сөз еткен алғашқы қазақ комиксі – «Жаман тымақ» жайлы тоқталсақ. «Жаман тымақ» 1929 жылы жарыққа шыққан Жүсіпбек Аймауытовтың поэмасы. Оқиға мәтінмен бірге шағын суреттер арқылы баяндалған, араб қарпінде жазылған. Поэманың «Жаман тымақ» аталу себебі неде? Осы поэмадағы символ ретінде тымақ алынған. Тымақ неліктен осы поэмаға арқау болған?

Тымақ – қазақ халқының ерлері киетін ұлттық бас киімі. Әр облыста (әр жүзде) тымақ әр алуан үлгіде тігіледі. Олардың әрқайсысын «арғын тымақ», «үйсін тымақ», «найман тымақ» деп немесе «ұлы жүз үлгісі», «орта жүз үлгісі», «кіші жүз үлгісі» деп түр-түрге бөліп айтады. Оны аңның, малдың терісінен тігеді. Тымақтың мынадай түрлері болады: түлкі тымақ, елтірі тымақ, сеңсең тымақ, пұшпақ тымақ. Бұрын қазақ елі қай жүздің, қай рудың адамы екенін тымағына қарап та таныған, яғни арғын, жалайыр мен найман тымағы немесе Торғай, Семей тымағы деген үлгілері болған. Жүсіпбек тымақты негізге ала отырып, бас киімнің басынан өткен оқиғаларының астарына саяси оқиғалар мен қоғамдық құбылыстарды астарлағаны ұтымды шешім деп білеміз. «Сорлы кедей қалбаңдап, Жаман тымақ жалбаңдап» қалуы сол тұстағы қазақ кедейлерінің жағдайын шерткендей көрінеді.[2, 46] Поэма басындағы жалғыз сиырын үш ұлы мен әйеліне қарамай ауылнайдың алып кетуі ұжымдастырудың көрінісі деп түсінуге болады. Көмек сұрай барған ақсақалдың қол ұшын бермегені – сол уақыттағы қазақ даласындағы ақсақалдар сотының ізі жойылып кеткені, ендігі жерде қауқарсыздығы. Болысқа көмек сұрағанда бетін қайтаруы –өкіметке сатылып, өз қарақан басын ойлаған болыстың сипаты. Кітап ұстаған молдаға барғандағы молданың «Бер дегенде бер!» деп ақырып қуып шығуы сол кезеңдегі хакім Абай айтпақшы «табытқаққыш» молдасымақтардың тұрпатын әшкерелейді. Қазақ даласына байларды конфескациялау келмей тұрып, бай мен кедей тап өкілдерінің бір – біріне қажет болғандығы, байлардың тұрмысына кедей тап көмектескені, тиісінше байлардың оларды ішіп – жем мен киім- кешекпен қамтамасыз

ететіндігін білеміз. Ал жаман тымақтың кедей иесі байда он сом сұрай келгенде, байдың бір жылда он сомнан бес бұзау шығарып бересің деуі де саясаттың астарлы көрінісі. Ендігіде кедейдің қалбаңдап начальникке кеңсеге әрең кіріп келгендегі, төренің «Малақай!» деген бір ауыз сөзінен кедейдің малақайы ұшып түскенін айтсаңызшы. Сол малақайды кейін иттің тістеп ат қорағанда апарғанда, қорадағы аттың жоғалып, тиісінше дәлел болып малақайдың жатуы – жазықсыз жала жабылып, түрмеге жабылған қазақ кедейлерінің көрінісі іспеттес. Кеңседе жатқан малақай, телпек, шәркенің шығуы жазықсыздардың бір ақталып шығатынын болжағандай. Арбада кетіп бара жатқан тымақтың бұрынғы начальнигін айдап бара жатқан қазақты, өзін ұрып бір түсірген түймелі төрені төмпештеп бара жатқанын көріп қайран қалады. Бар қайратын қайта бойына жиып: «Мен кешегі – «Малақай», Күнім туды алақай!» деуі, кешегі Сұлтанмахмұттар аңсаған қазақ көгіне күн болып шыққан жастардың өзінің бас бостандығын алғанын көрсеткендей еді. Жолаушы арбада отырған қазақтың кигенін менсінбей, құс боп ұшып кетеді де, өзін жиыла тосқан бас киімдермен кездеседі. Осы тұста: «шуылдасты, жиылды, Алласына сыйынды» деуі ақын тарапынан жасалған аса батыл қадам деп санауға болады. Замана келбеті құдайшылықты жоққа шығарып, діншілдікті тұншықтырып, тереңге батырып тастаған еді.

Түлкі тымақтың жылмаңдауы – болыссымақтардың шашбау көтеруін сыпаттаса, сәлденің сөз болуы бір бөлек идея. Сәлде – жалпы алғанда мұсылмандардың бас киім кию үлгісі, «сізді алыстан іздеп келдік, бейшараларға қорған болып келеміз» деуі діннің қоғамнан алыстап бара жатқанының көрінісі секілді.

Күрек тымақтың батасын сырт тебуі дандайсудың белгісіндей, осы тұста бір ескеретін жайт, «Алыстан алты жасар бала келсе, алпыстағы қария тұрып сәлем береді» деген мақалды тұспалдап қолдану ерекшелігін байқамай өтуге болмас. Ақыры тақиямен табысып, тайраңдап кете барған тақиямен автор поэмасын тәмамдаған екен.

Жалпы, біздің ұғымда бас киім – ол аса киелі зат. Бас киімді жерге тастамайды, аяқпен баспайды. « Қол сынса – жең ішінде, бас сынса – бөрік ішінде» дейтін қазақ мақалын тілге тиек етсек, осы тұста тақияның бөрік астына тығылуында нендей мағына барын автор ашып көрсетпейді. Бәлкім, автор осыны оқырманның өз еркіне қалдыра салған болар.

Деректерге қарағанда, осы комикстегі барша суретті Жүсіпбек өзі салған делінеді. Шынында, суреттер айтарлықтай сапалы, әрі жазылған өлең жолдарына мағыналас келеді. Ол замандарда, қазақ арасында бірең – сараң ғана суретшілердің есімі аталды, дегенмен Жүсіпбектің осы қыры жайы біз неге еш деректерден кездестірмедік?

Әкесі жайлы Жүсіпбектің қызы Мәруа Аймауытова өз естеліктерінде: «Ж. Аймауытов өзінің қол сағатын ешқашан жанынан тастамағанын айтқан екен. Күндіз қоғамдық жұмыстар атқарып, түн ауа шығармашылығымен айналысқан. Сағатқа жиі қарайтын әдеті болған екен. «Уақытының, өмірінің аз қалғанын сезді ме екен…» дейді қызы әкесі жайлы. Әрдайым жазу столының үстінде жататын қағаз кесуге арналған екі сызғышы екен. Жүсіпбек Аймауытов он саусағынан өнер тамған адам болған. Ол сызғыштарды да өз қолымен жасаған. Сызғыштың бірі қылыш пішінді болып келеді, оның ұстайтын жағында өсімдіктер арасында ән салып отырған құс бейнесі бар. Бұл –

бейбітшіліктің нышаны. Қазақтың бейбіт сүйгіштігін, айбындылығын айғақтайтындай етіп бейнелегендей. [3]

Жүсіпбектен қалған сондай бір құнды зат — «сия сорғыш». Жазушы кей-кейде қатты ойға шомған уақытта осы сия сорғышқа қолын қойып, әрі-бері теңселтіп отыратын болған. Бұл затты да өз қолымен жасаған. Бұндағы бейнелер баласын тамақтандырып отырған құс суреті бейнеленген. Бұл Торғай өңірінде халықты аштықтан арашалап қалар уақытта жасалса керек. Осыншама талғам мен сұлулықты ұштастыра білген Жүсіпбектің эстеттігіне қайран қалмасқа болмас..

Тақырыпты тереңдей алғанда көкейде туындаған бір сауал: комиксте басымдықты өлең мәтіні ала ма, әлде сурет сапасы ұтымды рөл атқара ма? «Жаман тымақта» өлең мен сурет ұштасып, тарызың екі басындай үйлескен деп санаймыз. Суретті сөйлетіп тұрған - өлең, ал өлеңге жан бітіріп тұрған –сурет. Бір ананың қос баласындай қатар маңызға ие деген тұжырым дұрыс болар.

«Жаман тымақта» кекесін басым ба, не сатира басым ба? Бұл сауал туралы пікіріміз: авторлық позицияны алып қарасақ, мұнда сын әзілге қарағанда басымырақ байқалады. Сынның көпшілігі қазақ тұрмысына, Патшалық Ресейдің солақай саясатына негізделген тұрмыс – тіршілікті сынайды. Қолына бақ пен билік тисе болғаны, адамгершілікті ұмытатын болыстарды Абай өзінше сынаса, Жүсіпбек бір бөлек сынайды. Халықтың мүлкін тонаған төресі мен төлеңгітін жер шұқытып жіберуі де аса ауыр сын деп білемін. Әрине, «Сын түзелмей – мін түзелмейді».

Қорыта келгенде, қазақ жазушыларының, ертедегі интеллигенциясы мен оқығандарының таным көкжиегі кең болғанын аңғару үшін олардың шығармаларын зерттей әрі зерделей оқып шықса, әбден көз жеткізуге болады. Ұлтымыздың бетке ұстар элитасының, Алаштың аймаңдай тұлғаларының, қазақтың қара сөзінің құлжаларының Еуропалық өнерден де кемде – кем болмағанын білу – аса қуанышты жайт. Қапастағы қараңғы қоймадан, шаң басқан архивтен шиырлап іздеп алған, сәуле түсіріп осы інжу – маржандарды қайыстыра қалың жұртқа ұсынып отырған зерттеушілердің бары да көңілге - демеу, әдебиетімізге – медеу болады. Әлде де болсын, қыр – сыры ашылмаған туындыларды ескіліктің зіл батпағынан алынып шығар туындылардың барына сеніміміз мол! Әдебиетіміз мән – мазмұнды шығармаларға толып, аясы кеңісе – нұр үстіне нұр!

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ӘЛИХАН – АЗАТТЫҚ ЖАРШЫСЫ

Түйіндеме. Мақалада Алаш қайраткері Әлихан Бөкейханның қоғамдық қызметі публицистика саласындағы еңбектерімен ұштастырыла отырып қарастырылады. Ұлт көсемінің қажырлы еңбегі С.Торайғыровтың «Таныстыру» поэмасы үзінділері негізінде дәлелденеді. Автор, сондай-ақ, Әлихан Бөкейханның экономикалық, саяси-мәдени мақалаларына қатысты тұжырымды ой толғамдарын ұсынады.

Кілт сөздер: Алаш қайраткері, қоғамдық қызмет, экономикалық тиімділік, қазақ қоғамы, суреткерлік талант.

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АЛИХАН – ВЕСТНИК СВОБОДЫ

Аннотация. В статье рассматривается общественная деятельность Алашского деятеля Алихана Бокейхана в сочетании с его трудами в области публицистики. Кропотливый труд лидера нации подтверждается отрывками из поэмы С.Торайгырова «Знакомство». Автор также предлагает концептуальные размышления об экономических, политико-культурных статьях Алихана Бокейхана.

Ключевые слова: деятель Алаш, общественная деятельность, экономическая эффективность, казахское общество, художественный талант.

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ALIKHAN – HERALD OF FREEDOM

Abstract. The article examines the public activity of Alnash activist Alikhan Bokeikhan in combination with his works in the field of journalism. The painstaking work of the leader of the nation is confirmed by excerpts from S. Toraighyrov's poem "Acquaintance". The author also offers conceptual reflections on the economic, political and cultural articles of Alikhan Bokeikhan.

Keywords: Alash activist, public activity, economic efficiency, Kazakh society, artistic talent.

Ана жылдары есімдерді сынау, мінеу, тұрғысында болмаса, қазақ халқына зияннан басқа ешқандай жібі түзу пайда келтірмегендердің қатарында әлдебіреулерді сілтей салатынбыз. Қазір құдайға шүкір, демократияның арқасында дұрысты – дұрыс, бұрысты – бұрыс деу мүмкіндігіне ие болдық. Жасырын-жабық тізімдегі бір топ қайраткерлер қатарға қосылып, ойлау жүйеміздің көкжиегі кеңи түсті. Сондай бүкіл қазаққа қадірлі жанның, самодержавиенің түрмелерінде бит пен бүргеге таланса да алған бағытынан қайтпағандардың бірі – Әлихан Бөкейхан еді. Қазір ол жөнінде, оның қаламынан туған сан-сала шығармалар жөнінде, үлкенді-кішілі еңбектер жазылып жатыр. Жазыла бермек.

Әлбетте, кімнің кім екені, көпшілік үшін қандай қызмет атқарғаны күлге көміліп, архивте ғана сақталуы мүмкін емес. Ерте ме, кеш пе жарыққа шығары хақ. Әлекеңнің қажымас қайраткерлігін, ішкі әлемін, қалың жұртшылық алдында айғақтайтын жолдар С.Торайғыровтың «Таныстыру» поэмасында бейнеленген. «Алты миллион халқы үшін» «жеке басының» рахатын «құрбан еткен» биік кісілігін қарапайым көпшілік өкілі былайша баяндайды:

> Басында ол қарағым тұр ғой дәйәм,
> Тек ұзақ өмір берсін бір құдайым.
> Дулатов, Байтұрсынов, Бөкейханов
> Білемін бұл үш ердің айтпай жайын.
> Кешегі қара түнде болмап па еді,
>
> Бірі – күн, бірі – шолпан, бірі – айым!
> Солардан басқа кеше кім бар еді,
> Қазақ үшін шам қылған жүрек майын?».
> Поэманың тағы бір жерінде былай делінеді:
> Елі үшін құрбандыққа жанын берген,
> Бит, бүрге, қандалаға қанын берген.
> Ұрыдай сасық ауа темірлі үйде
> Зарығып алаш үшін бейнет көрген.
>
> ...Түймеге жарқылдаған алданбаған.
> Басқадай бір бас үшін жалданбаған.
> «Көркейер қайткенде алаш» деген ойдан,
> Басқа ойды өмірінде малданбаған.

1917 жылы Ә. Бөкейхан Семейге келгенінде көп адам қатынасқан жиын болған. Онда көсемге арналып құттықтау сөздер сөйленген. Соның бірі – С. Торайырғыров ойын былайша аяқтаған:

> Көш бастаған еріміз!
> Қуанышта еліңіз.
> Төбеміз көкке жеткендей,
> Көкіректен бүгін кеткендей,
> Сізді көріп шеріміз.

Еліңіздің бұл шағын,
Алаш туын һәм бағын,
Көзбен көріп төленді,
Көптен бергі теріңіз.

Көсемімен бір кездескенде шаттанған жұртшылықтың көңіл-күйі, міне, осындай. Әлекеңнің артына қалдырған бай мұрасының бірқатары – өзі өмір сүрген дәуірдің шындығы. Ел басына түскен сәтті-сәтсіз жағдайлар, оны түзету жолдары. Философиялық ойлар. Туған халқының тағдырына қалай да, арашашы болуға ұмтылған адамның жанашырлық толғамдары.

Тағдырдың жазуымен қазақтар сан алуан ұлттармен, ұлыстармен қатарласа өмір сүрген. Солардың талайымен тату-тәтті қарым-қатынаста болса, талайымен кейде келіспей жүз шайысқан. Күш сынасып, есеп қайырысқан. Соның ең елеулісі – қалмақ жұртшылығы.

Қазақтардың екі ғасырға жуық құтын қашырып, маңдайына басылған қара таңба – «Ақтабан шұбырынды». Оның қашан да ұмытылмайтыны, ұрпақтардың жадында сақталатыны белгілі. Ә. Бөкейхан қазақ-қалмақ арасында бір кезде өткен бұл сұрықсыз хал-жағдайды әңгімелей отырып, жас ұрпақтарды ақ пен қараны айыра білуге үндейді [1].

Ә. Бөкейханның «Овцеводство в степном крае» (1904) деген көлемді еңбегі де көңіл аударарлықтай, біздіңше, мұны қой шаруашылығынан мүлде хабарсыз, немесе әншейінде етті жеуді жақсы көргенімен оның қандай жолмен өндірілетінін ойламайтын, тіпті оны жабайы, дөрекі, пайдасы аз деп өзінше сырттай тон пішушілікке қарсы жазуы мүмкін. Өйткені, далалықтардың бұл малды қысы-жазы бағып-қағудың жолдарын ешкімнен сұрамайтынын, оның өсіп-өнуі үшін қандай шаралардың қажет екенін, қойдың қошқар, қозы, ісек, тұсақ деген түрлері және тентек, топалаң, сарып, қотыр, түйнек сияқты аурулармен сырқаттанатынын, сондай-ақ оның белгілерімен ол қырсықтан сақтанудың жолдарын айтады. Одан соң бір отарда шамамен 100 бас қойдың болғанын, одан өндірілген қойдың бір шаңырақтың қыстан тоңбай шығуына жағдай жасайтын экономикалық тиімділігін сөз етеді. Ендігі бір ойдың кезегінде Әлекең қазақтардың мұжықтарға қарағанда етті 6 есе көп, нанды 2 есе аз пайдаланатынын да жасырмайды.

Халқымыздың өмірден таңдап алған тіршілігін, айранын ұрттап, қойын құрттап дегендей одан әрі бейбіт жолмен жалғастыра беруі үшін, алып қашты дақпыртқа мойын бұрмай, жерді әдеттегісінше ортақ иемденудің тиімділігін түсіндіреді. Өйткені, ол – бүкіл жұртшылықтың меншігі. Кешегі ерлердің «ақ найзаның ұшымен, ақ білектің күшімен» қорғап қалған қасиетті мекені.

Ә. Бөкейханұлы Абайдың жарық дүниеден өткеніне бір жыл толуына орай көлемді азанама жариялады. Оның бүкіл қазақ қоғамы алдындағы зор еңбегін бағалады. Әлекеңнің ең жақын үздік шәкіртінің бірі – М. Дулатов осы оқиғаға байланысты былай жазғаны есімізде: «Әдебиетіміздің негізіне қаланған бірінші кірпіш, - дейді ол – Абай сөзі. Абай аты боларға керек. Абайға шейін қазақта қолға алып оқырлық, шын мағынасында қазақ әдебиеті дерлік бір нәрсе болған жоқ еді. Абайдың бізге қымбаттығы да сол. Бәлки мұнан кейін Абайдан үздік, артық ақындар, жазушылар шығар, бірақ ең жоғары, ардақты орын Абайдікі, қазақ халқына сәуле беріп алғашқы атқан жарық жұлдыз – Абай»[2]. Екі

алыптың ұлы ардагер жөніндегі көзқарасы, айтқан ойының арасында еш айырма жоқ. Егіздің сыңарындай ұқсастық қана бар.

Ә. Бөкейхан Шәкәрім қажының суреткерлік талантына тәнті болды. «Қалқаман – Мамыр», «Еңлік-Кебек» поэмаларын реалистік қуаты күшті дүниелер тобына қосты. Олардың идеясы айқын, кейіпкерлерінің алға қойған мақсатына жетпей тынбайтын қайсарлығына, табандылығына сүйсінді. Кәкітайды іш тартып жақсы көрді. Қиындықтарға қарамастан Абайдың шығармалар жинағын Петербургте жеке кітап етіп бастырып шығаруын, ересен ерлікке балады.

Ә. Бөкейхан бірінші дүниежүзілік империалистік соғыстың басталу себептері және оның қарсаңындағы халықаралық жағдай, бүкіл елдерге келтірген ауыртпалықтарын «Керек сөз» («Қазақ, 1913, 23, «Балқаш соғысы» («Қазақ», 1913, номер 26), «Тағы соғыс» («Қазақ», 1914, нөмер 79) атты мақалаларында кеңінен тоқталады. Қарулы шайқастың аумағы одан әрі өрістеп, қазақ халқын қамтығанда А.Байтұрсынов, М. Дулатовтармен бірлесіп ашық хат жазады («Қазақ», 1916, нөмер 192). Мұнда зұлматтың біздің елге де келгенін, «Қазақ шын қарсылық қылатын болса, ел-елге отряд шығатынын» ескертеді.

Біз бұл шағын мақаламызда өзінің бүкіл саналы ғұмырын түгелдей туған халқының мүддесіне арнаған, осы жолда қандай қиындықтар кездессе де қайтпаған, қайыспаған ардақты ұлдың бірқатар еңбектеріне тоқталдық. Оларда айтылған ойлардың негізінде өзіміздің кейбір байқағандарымызды ортаға салдық.

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ЛЕКСИКА И ФРАЗЕОЛОГИЯ

Аннотация. *Лексика любого живого языка находится в постоянном изменении –– в язык непрерывно входят неологизмы и постепенно уходят старые слова.*
Ключевые слова: *слова, лексическое значение, раздел, состав*

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VOCABULARY AND PHRASEOLOGY

Abstract. *The vocabulary of any living language is in constant change – neologisms continuously enter the language and old words gradually disappear.*
Keywords: *Words, lexical meaning, section, composition*

Слова в русском языке могут иметь одно или несколько лексических значений. Слова, имеющие одно лексическое значение, называются однозначными. *Запах, м.* Свойство вещества, воспринимаемое обонянием: *запах цветов, приятный запах. Заучить, -учу, учишь; заученный; сов., что.* Уча что-нибудь, запомнить твёрдо: *заучить правило, заученный жест* (много раз повторяемый, ставший уже автоматическим).

Лексикология – раздел языкознания, изучающий слово как единицу словарного состава языка (лексики) и всю лексическую систему (лексику) языка. Лексика (от греч.–словесный, словарный) – словарный состав, совокупность слов языка.

Фразеология – совокупность устойчивых оборотов речи и выражений (фразеологизмов), свойственных тому или иному языку. Фразеологией также называется раздел науки о языке, изучающий устойчивые сочетания слов.

Слова, имеющие два и более лексических значений, называются многозначными. *Рукав, -а, мн. -а, м.* 1. Часть одежды, покрывающая руку до кисти или до локтя: *короткие рукава*. 2. Отделившийся от главного русла водяной поток: *рукав реки*. 3. Труба или кишка для отвода жидкостей, газов, сыпучих тел (спец.): *пожарный рукав. Уткнуться, -нусь, -нёшься; сов., во что (разг.).* 1. Ткнувшись, погрузиться, спрятаться. *Уткнуться*

головой в подушку. 2. *перен., во что.* Погрузиться в какое-нибудь занятие, внимательно рассматривая что-нибудь; углубиться в чтение (неодобр.). *Уткнуться в книгу.*

Многозначными могут быть слова всех самостоятельных частей речи, кроме числительных. Конкретное значение многозначного слова может быть определено только в контексте, в сочетании с другими словами. *Дети играли в саду. – Сегодня играют молодые артисты, выпускники Щукинского училища. – Солнечные лучи играют на поверхности воды.*

При многозначности одно из значений слова является прямым, а все остальные – переносными. Прямое значение слова – это его основное лексическое значение. Оно непосредственно направлено на обозначаемый предмет, явление, действие, признак, сразу вызывает представление о них и в наименьшей степени зависит от контекста. Переносное значение слова – это его вторичное значение, которое возникло на основе прямого. *Игрушка, -и, ж.* 1. Вещь, служащая для игры. *Детские игрушки.* 2. *перен.* Тот, кто слепо действует по чужой воле, послушное орудие чужой воли (неодобр.). *Быть игрушкой в чьих-нибудь руках.*

Сущность переноса значения состоит в том, что значение переходит на другой предмет, другое явление, и тогда одно слово употребляется в качестве названия одновременно нескольких предметов. В зависимости от того, на основании какого признака происходит перенос значения, различают три основных вида перехода значения:

- метафора,
- метонимия,
- синекдоха.

Метафора (от греч. metaphora – перенос) – это перенос наименования по сходству: *спелое яблоко – глазное яблоко (по форме); нос человека – нос корабля (по месту расположения); шоколадный батончик – шоколадный загар (по цвету).* Метонимия (от греч. metonymia – переименование) – это перенос наименования с одного предмета на другой на основании их смежности: *закипает вода – закипает чайник; фарфоровое блюдо – вкусное блюдо; самородное золото – скифское золото.* Синекдоха (от греч. synekdoche – соподразумевание) – это перенос названия целого на его часть и наоборот: *густая смородина – спелая смородина; красивый рот – лишний рот (о лишнем человеке в семье).*

Слово – это языковая единица, которая служит для обозначения (наименования) предметов и признаков (действий, отношений, качеств, количеств). Под значением слова понимают отображение в слове реалий действительности (предметов, признаков, отношений, процессов и т. д.). Значения слов фиксируются в толковых словарях.

Словарь – книга, содержащая перечень слов или других языковых единиц (морфем, словосочетаний, фразеологизмов), размещённых в определенном порядке, чаще всего алфавитном. Словари бывают энциклопедическими и лингвистическими. Энциклопедические словари описывают сам объект вне языковой действительности и стараются представить максимальное количество признаков этого объекта. Лингвистические словари описывают языковые единицы. Лингвистические словари можно разделить на две группы: толковые, описывающие лексическое значение слов

(попутно также отражающие его написание, ударение, часть речи, отдельные грамматические формы), и аспектные, описывающие слова с точки зрения их написания (орфографические), произношения (орфоэпические), морфемного состава (морфемные), словообразовательной производности (словообразовательные), грамматических форм (грамматические), происхождения (этимологические, иностранных слов), а также с точки зрения их взаимоотношений с другими словами (словари синонимов, антонимов, сочетаемости и др.).

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МОРФОЛОГИЯЛЫК АНАЛИЗДИН МИЛДЕТТЕРИ ЖАНА АЗЫРКЫ ТИЛ ИЛИМИНДЕГИ ТАЛКУУЛАНГАН ПРОБЛЕМАЛАРДЫН ОРДУН БЕЛГИЛӨӨ

Аннотация. *Макала морфологиялык анализдин проблемаларынын тарыхына сереп салууга жана азыркы тил илиминдеги талкууланып жаткан маселелердин формулировкасына арналган. Автор азыркы тил илиминде бул маселенин өнүгүү тарыхын талдап чыккан. Бул максатта автор окумуштуулар И.А. Бодуэн де Куртене, Ф.Ф. Фортунатова, В.В. Виноградова, Л.В. Щерби жана башкалар. Макала авторунун айтымында, морфологиялык анализ жүргүзүүгө тилчи фонологиялык анализдегидей эле этаптардан өтөөрүн жана бул процессте окшош ыкмалар, түшүнүктөр колдонуларын айтат. Автор талдоонун биринчи этабында билдирүүлөр кайталануучу сегменттердин эң кичинесине бөлүнгөнүн, ошого жараша бул үчүн текстти бөлүүнүн ар кандай ыкмалары иштелип чыкканын ырастайт; экинчи этапта тандалып алынган сегменттер морфема менен болгон мамилесине жараша системалаштырылып, белгилүү бир талаптарга жооп берген морфемалык сегменттер бир морфемага бириктирилген.*

Түйүндү сөздөр: *морфологиялык анализ, лингвистика, этаптар, текст, сегменттер, морфема, морфемалык сегменттер*

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К ВОПРОСУ О ЗАДАЧАХ МОРФОЛОГИЧЕСКОГО АНАЛИЗА И ПОСТАНОВКЕ ОБСУЖДАЕМЫХ ПРОБЛЕМ В СОВРЕМЕННОЙ ЛИНГВИСТИКЕ

Аннотация. *статья посвящена обзору истории задач морфологического анализа и постановке обсуждаемых проблем в современной лингвистике. Автор анализировал историю развития этой проблемы в современном языкознании. С этой целью автор анализировал работы ученых И.А. Бодуэн де Куртене, Ф.Ф. Фортунатова, В.В. Виноградова, Л.В. Щербы и других. По мнению автора статьи при проведении морфологического анализа лингвист проходит те же этапы, что и при фонологическом анализе, и что в этом процессе используются сходные приемы и понятия. Автор утверждает, что на первом этапе анализа высказывания разбивались на мельчайшие из повторяющихся отрезков, и соответственно для этого разрабатывались различные*

приемы расчленения текста; на втором этапе выделенные сегменты систематизировались по их отношению к морфеме, а морфемные сегменты, отвечающие определенным требованиям, группировались в одну морфему.

Ключевые слова: *морфологический анализ, лингвистика, этапы, текст, сегменты, морфема, морфемные сегменты*

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TO THE QUESTION OF THE TASKS OF MORPHOLOGICAL ANALYSIS AND THE FORMULATION OF THE DISCUSSED PROBLEMS IN MODERN LINGUISTICS

Annotation. *The article is devoted to the review of the history of problems of morphological analysis and the formulation of the discussed problems in modern linguistics. The author analyzed the history of the development of this problem in modern linguistics. For this purpose, the author analyzed the works of scientists I.A. Baudouin de Courtenay, F.F. Fortunatova, V.V. Vinogradova, L.V. Shcherby and others. According to the author of the article, when conducting morphological analysis, the linguist goes through the same stages as in phonological analysis, and that similar techniques and concepts are used in this process. The author argues that at the first stage of the analysis, statements were divided into the smallest of repeating segments, and, accordingly, various methods of dismembering the text were developed for this; at the second stage, the selected segments were systematized according to their relation to the morpheme, and the morphemic segments that met certain requirements were grouped into one morpheme.*

Keywords: *morphological analysis, linguistics, stages, text, segments, morpheme, morphemic segments*

Азыркы учурда морфологиялык анализдин чөйрөсүнө түшүп калган жана сөздүн түзүлүшүнө тиешелүү суроолорду кароо орус тил илиминде эзелтен бери келе жаткан салтка ээ. Ушуга байланыштуу орус окумуштууларынын сөз формаларын жана алардын грамматикалык өзгөчөлүктөрүн изилдөөгө кошкон эбегейсиз салымын баалоо үчүн И.А. Бодуэн де Куртене менен Ф.Ф. Фортунатовдун же А.М. Пешковскийдин жана В.А. Богородицкийдин ысымдарын айтсак жетиштүү болот..

Бул проблемаларды иштеп чыгуудагы олуттуу ийгиликтер кийинчерээк В.В. Виноградовдун жана Л.В. Щербанын, Г.О. Винокурдун жана А.И. Смирницкийдин, О.С. Ахманованын жана П.С. Кузнецовдун, А.А. Реформацкийдин жана М.В. Пановдун, ошондой эле алардын бир катар окуучуларынын ысымдары менен байланышкан.

Морфологиянын көптөгөн жеке маселелери боюнча бул авторлордун көз караштарын мүнөздөгөн көз караштардын айырмачылыгына карабастан, морфологиялык кубулуштарды изилдөө тил илиминде бирдиктүү багытта жүргүзүлгөн деп айтууга болот.

Орус тил илиминин күчү билимдин терең уландысы болгон жана морфологиялык маселелерди талкуулоо дайыма сөздүн айланасында курулган. Сөз формаларын жана анын структуралык түрлөрүн изилдөө бул жерде эч качан алардын маанисинен жана функцияларынан обочолонуп жүргүзүлгөн эмес, ошонун аркасында бир эле мезгилде чет өлкөлөрдө айтылгандардан көп жагынан айырмаланган морфологиялык анализдин принциптери иштелип чыккан.

Лингвистикалык изилдөөлөрдүн өзгөчө түрү катары морфологиялык анализ болжол менен XX-кылымдын 40-жылдарынан бери өнүгүп келе жатат. Жогоруда айткандай, буга чейин орус тил илиминде буга байланыштуу көптөгөн маселелер талкууланып, структуралык морфология проблемалары Прага лингвистикалык ийириминин изилдөөлөрүндө жана сыпаттоо багытынын өкүлдөрүнүн арасында көрүнүктүү орунду ээлей баштаганына карабастан, ушул мезгилден эртерээк өзгөчөлүктөрдү билүү морфологиялык анализдин өнүгүшү жана анын милдеттери бираз кечирээк пайда болгон жана фонологияда өзүн актаган бир катар ыкмалардын жана методдордун морфологияга өтүшү менен байланыштуу болушу мүмкүн.

Адегенде, сыпаттоо багытынын алкагында, андан ары биринин артынан бири морфологиялык анализдин максаттарына, анын теориялык позицияларын жана алгачкы түшүнүктөрүн аныктоого арналган макалалар пайда болот.

Лингвистикалык басылмалардын беттеринде морфология деңгээлиндеги сыпаттоо көйгөйлөрү кеңири талкууланып, анализдөөнүн жаңы жол-жоболору сунушталып, бир нече ондогон жылдар бою жаңы идеялардын жана сүрөттөөнүн жаңы моделдеринин булагы- морфология болуп саналат. Бул жолдогу маанилүү этап – морфологиялык анализдин практикасына морфема түшүнүгүнүн кириши.

Бул түшүнүктүн аныктамасынын негизинде Ж.И. Блумфилд («морфема» термининин өзү биринчи жолу И. А. Бодуэн де Куртене тарабынан сунушталган), америкалык лингвисттер морфеманы түшүнүүгө өз алдынча түзөтүүлөрдү киргизип, морфологиялык анализдин айрым этаптарын морфеманы сүрөттөөдө айрым учурлар менен корреляциялай башташат. Фонеманын сүрөттөлүшү сыяктуу белгилүү бир ырааттуулукта жетишилген морфеманы сыпаттоо анализдин техникасынын олуттуу жакшырышына алып келет, анткени ал тандалып алынган бирдик канааттандырууга тийиш болгон талаптарды ачык-айкын түшүндүрүүгө мажбурлайт.

Морфологиялык анализди бир катар этаптарга бөлүүнүн максатка ылайыктуулугу жөнүндөгү идея буга чейин эле Д.И. Блумфилд "Тил", бирок ал 1942-жылга тиешелүү Харрис макаласында конкреттүү сынга алды [1].

Бул жерде морфологиялык анализди жүргүзүүдө тилчи фонологиялык анализдегидей этаптардан өтөөрү жана бул процессте окшош ыкмалар, түшүнүктөр колдонулаары баса белгиленди. Морфологияга мындай мамиле кылуу жалпысынан абдан жемиштүү болуп чыкканын тануга болбойт.

Маселен, лингвистикалык изилдөөнүн айрым этаптарын алардын логикалык ырааттуулугу менен деталдуу кароо изилдөөнүн методологиялык аспектилеринин өнүгүшүнө жана, албетте, лингвистиканын сыпаттоо, сыпаттоо ыкмаларынын өнүгүшүнө өбөлгө болгондугу талашсыз.

Анализдин биринчи этабында сүйлөмдөр кайталануучу сегменттердин эң кичинесине бөлүнгөн, ошого жараша бул үчүн текстти бөлүүнүн ар кандай ыкмалары иштелип чыккан; экинчи этапта тандалып алынган сегменттер морфема менен болгон мамилесине жараша системалаштырылып, белгилүү бир талаптарга жооп берген морфемалык сегменттер бир морфемага топтоштурулган. Морфема сегменттерин аныктоо процесси көбүнесе "алардын класстык мүчөлүгүн аныктоо жана ар кандай класстагы морфемалардын структуралык жана функционалдык касиеттерин белгилөө процесси менен параллелдүү болгон" [3].

Акырында анализдин акыркы этабында тандалган морфемалар формалдуу же бөлүштүрүүчү класстары боюнча топтоштурулган.

Бирок ошол эле учурда морфемалардын типтүү ырааттуулугу көбүнчө жеке морфемалар менен аныкталып, алардын класстары арасында бөлүштүрүлгөн.

Ошентип, өзүнчө морфемадан морфемалардын айкалышына өтүү жетишээрлик ачык-айкын сүрөттөлгөн эмес жана морфема менен морфемалардын өзгөчө тизмегинин ортосундагы принципиалдуу айырма баса белгиленген эмес; туунду жана флексиялык морфемалардын ортосунда туура айырма болгон эмес.

Морфемалык тизмектерге жана алардын компоненттерине дифференцияланбаган мамиле кылуу менен сөздүн өзгөчөлүгү жоюлуп, морфемалардын интегралдык комплекске айкалышынын бул түрүнүн сапаттык оригиналдуулугу туура бааланган эмес. Америкалык лингвистикада морфема жана морфемалардын комбинаторикасы аркылуу синтаксистик деңгээлде баяндалышы мүмкүн деген ой салыштырмалуу узак убакыт бою кеңири таралганы бекеринен эмес.

Морфологиялык анализдин анын сыпаттоо вариантындагы башка олуттуу кемчиликтери тилдин жалпы теориясынын алкагында бара-бара ачыла баштаган. Атайын адабияттарда кеңири чагылдырылган, алар негизинен таза дистрибутивдик анализдин мүмкүнчүлүктөрүн ашыкча баалоо менен, морфологиянын деңгээлинде тилдин парадигмалык байланыштарынын жетишсиз каралышы менен, тилдин функционалдык категорияларынын айырмаланбашы менен байланышкан. Морфемалар, сөз жасоочу морфологиянын тил системасындагы ролун так баалабай коюу менен, ошондой эле сыпаттаманын негизги бирдиктерин аныктоодо жана аларды стратификациялоодо кээ бир башка туура эмес эсептөөлөр болгон.

Демек, морфологиялык анализдин бир кыйла адекваттуу программасын иштеп чыгууда дал ушул кемчиликтерди мүмкүн болушунча жоюу зарыл экендиги талашсыз.

Бул эмгекте биз, биринчиден, анализдин бардык этаптарында сөз жасоо морфологиясынын маалыматтарын эске алууга аракет кылдык; ошондой эле морфемалардын синтагматикасы жөнүндөгү маалыматтарды алардын парадигматикалык касиеттери жөнүндөгү маалыматтар менен толуктоого, морфемалардын структуралык-функционалдык классификациясын тактоого жана дифференцияланган формада берүүгө, тар жана ошол эле учурда дистрибутивдик факторлорду жүргүзүүдө ролун, морфологиялык анализ тактоого аракет кылдык.

Ошону менен бирге морфологиялык анализдин негиздерин белгилеп жатып изилдөөнүн методологиясына гана эмес, белгилүү бир оңдоолорду киргизүүнү зарыл деп

таптык. Бизге анализдин алгачкы принциптерин жана анын акыркы максаттарын аныктоо маанилүү көрүндү.

Морфологиялык анализдин сыпаттама модели кеңири изилдөө программасын камсыздай тургандай көрүнгөнү менен, ал акырында кандай маалыматтарды бериши керектиги толук түшүнүксүз бойдон калууда.

Маселен, Ч. Хокеттин ою боюнча, морфологиялык талдоо "лингвисттин тилдеги билдирүүлөрдөн анча маанилүү эмес бирдиктерди бөлүп алып, ал бирдиктердин кайсынысын бир эле көрүнүшү катары кароону чечүүчү процедура" [4].

Бирок, бул аныктама анализдин алгачкы этаптарын гана көрсөтүп, анын максаттарын такыр көрсөтпөгөндүгү айдан ачык.

Морфологиялык анализдин милдеттери сөздүн морфологиялык түзүлүшүнүн толук сүрөттөлүшүн камтыйт, демек, түшүнүктөрдүн, терминдердин жана атайын техникалардын бүтүндөй комплекстүү аппаратын түзүү, анын жардамы менен мындай сыпаттама белгилүү бир программаны же кандайдыр бир программаны канааттандыра алат. анкета.

Башка сөз менен айтканда, "программа суроолордун толук тизмесин камтышы керек, алардын жооптору ар кандай типтеги сөздөрдүн морфологиялык түзүлүшүнө жана эң негизгиси, алардын синхрондук түзүлүшүнүн мыйзам ченемдүүлүктөрүнө адекваттуу мүнөздөмө берет" [2].

Морфологиялык анализдин максаттарын мындай түшүнүү орус тил илиминин морфологияны сөздүн грамматикалык окуусу катары кароо жана сөздү тилдин борбордук бирдиги катары аныктоо салты менен байланыштуу экендиги талашсыз.

Демек, тилди сыпаттоодо морфологиялык анализдин баалуулугу морфема сыяктуу тилдин мындай минималдуу маанилик бирдигинин бөлүнүшү, идентификациясы жана классификациясы менен эмес, анын тигил же бул аспектини таанып-билүүгө катышуусу менен аныкталат.

Морфологиялык талдоо процессинде толук мүнөздөмө алган сөздүн мындай жагы – анын морфологиялык түзүлүшү, башкача айтканда сөздүн берилген деңгээл боюнча сүрөттөлгөн түзүлүшү. Берилген сөздү түзгөн морфемаларды жана алардын структуралык-функционалдык классификациясын аныктоо максатын көздөгөн морфемикалык анализден айырмаланып, морфологиялык анализдин милдеттери сөздүн түзүлүшүн анын грамматикалык аспектисинде изилдөөнүн бүткүл чөйрөсүн камтыйт.

Эгерде морфологиялык анализдин милдеттерин кененирээк түрдө берсек, анда морфемикалык анализдин милдеттерин баш ийдирип, сөздүн маанилүү бөлүктөрүн бөлүп көрсөтүүгө жана алардын иерархиясын аныктоого, алардын ортосундагы көз карандылыкты аныктоого багытталган деп айтууга болот, эгер бөлүктөрү жана сөздүн белгилүү бир парадигматикалык катарга кириши, сөздүн түзүлүшү менен ал берген грамматикалык маанилердин ортосундагы байланыштар табылганда.

«Морфологиялык түзүлүш, — деп жазган М.Докулил, — адатта сөздүн же сөз формасынын морфемикалык курамы катары түшүнүлөт; морфологиялык талдоо аркылуу сөздө жеке морфемалар бөлүнүп, алардын сөз же сөз формасындагы кызматы белгиленет. Муну менен биз сөздүн чыныгы түзүлүшүн түшүнүүгө жетише албайбыз...» [6].

Биздин оюбузча, морфологиялык анализ ушундай «чыныгы структураны» издөөгө, сөздүн башка эмес, ошол бөлүктөрдөн (морфемалардан) синхрондук түзүлүшүнүн жолдорун аныктоого, сөздүн бардык актыларынын түз байкалган түзүмүндөгү экспрессивдүүлүкту же туюндурбоочулукту аныктоого багытталган. Анын жаралышы, акырында, белгиленген бөлүкчөлөр менен берилген сөз алып жүргөн грамматикалык маалыматтын ортосундагы байланыш, ошондой эле анын белгилүү бир парадигматикалык класска таандыктыгы орундуу. Генеративдик грамматика теориясынын өнүгүшү тил кубулуштарына процесстик мамиленин шексиз артыкчылыктарын ачып бергендиктен, туунду түшүнүктү морфологияга да жайылтуу керек.

Ушуга байланыштуу морфологиялык анализдин өзгөчө проблемасы катары терең морфологиялык структураларды калыбына келтирүү жана бул структуралардан түздөн-түз байкалуучу структураларга өтүү механизмин түзүү маселеси келип чыгат. Морфологиялык анализдин сөз жасоо мамилелерин морфология деңгээлинде изилдөө жана сөз жасоонун синхрондук принциптерин билүү менен терең байланышын бул изилдөөбүздө далилдөөгө аракет кылабыз.

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МЕНШІКТІЛІК ҚАТЫНАС ЖӘНЕ ОЛАРДЫ БІЛДІРЕТІН ФОРМАЛАР

Түйіндеме. *Мақалада автор меншіктілік мағынаны білдіру тәсілдерінің қалыптасуына талдау жасайды және олардың сөйлемдегі ерекшеліктерін қарастырады.*

Кілт сөздер: *меншіктілік қатынас, тәуелдік жалғау, аралас тәсіл, синтаксистік тәсіл, морфологиялық тәсіл, матаса байланысу*

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*THE FORMATION OF METHODS OF EXPRESSING BELONGING
AND CONSIDERS THEIR FEATURES*

Abstraction. *The article analyzes the formation of methods of expressing belonging and considers their features in the sentence.*

Keywords: *belonging relations, possessive endings, mixed method, syntactic method, morphological method, collateral subordination*

Қазақ тіл білімінде зерттеушілер меншіктілік қатынасты тәуелдік жалғауымен байланыстырады. Меншіктілік қатынас тілдік тұлға ретінде тәуелдеу категориясы деп аталады. Бұл формаға мынадай анықтамалар берілді: А. Байтұрсынов зат есімнің ***тәуелгі қалпы*** «бір нәрсені екінші нәрсе меншіктеуін көрсеткендегі сөздің түрі», - деп анықтаған болатын. **Тәуелдік** екі түрлі: *оңаша тәуелдік, ортақ, тәуелдік* [1, 201 б.]. Оңаша тәуелдік бір нәрсені екінші нәрсе оңаша меніштеуін көрсетеді. Ортақ тәуелдік бір нәрсені басқа нәрселер ортақ меншіктеуін көрсетеді дейді ғалым. ***Тәуелгі қалыпта*** үш жақ бар: 1-жақ *(мендік)*, 2-жақ *(сендік)*, 3-жақ *(бөгделік)*. Басқаша айтқанда, *оңаша* мен *ортақ тәуелдену* дегеніміз заттың жекеше және көпше түрде тәуелденуі. Зерттеу жасап, ғалым мынадай пікір білдіреді.

Жалғаулар: 1) септік- *ның, дың, ға, ге,қа, ке, ны, ды, да, дан, нан, ден, нен.* 2) көптік - *лар, лер, дар, дер.* Сонымен катар ғалым «*нікі*» (*гікі*) жұрнағы зат есімге жалғанады, нәрсенің сол затқа тиісті екендігін көрсету үшін, мәселен, «*кісі*» деген сөзге «*нікі*» жұрнағын жалғап, «*кісінікі*» деп, нәрсенің *кісіге* тиісті екендігін білдіреді; «*мал*»

деген сөзге «*дікі*» журнағын жалғап, «*малдікі*» деп нәрсенің *малға* тиісті екенін білдіреді [1, 214 б.].

Тәуелділік категориясы деп белгілі бір заттың, нәрсенің кімнің меншігі екендігін білдіретін грамматикалық категория деп атайтын болдық. Тәуелденіп тұрған зат есімнен әрі біреудің иелігіне жататын сол заттың өзі, әрі оны иемденуші адам - мұның екеуі де қоса ұғынылады. Осы қасиетінен бұл категорияға зат пен оны иеленушінің арасындағы қарым-қатынасты көрсететін категория деп анықтама беріледі.

Тәуелдік формалар қазақ тіл білімінде меншіктілік қатынасты білдіретін амал ретінде танылады. Бұл формаға алғаш берілген анықтама осыны байқатқан. Тілде көрінетін осы қатынас тәуелдік қатынас деген грамматикалық атау алды. Қатынасты білдіретін амалдар тәуелдік формалар деп аталды. Қазақ тілі білімінде тәуелдік мағынаны білдіретін амал ретінде алғаш үш жаққа (көпше, жекеше) жіктелетін *морфологиялыц тұлғалар* аталады:

1) жақ *-м, -ым, -ім, -мыз, -міз, -ымыз, -іміз;*

2) жақ *-ң, - ың, - ің, -ңіз, -ңыз, -ыңыз, -іңіз, (-тарың, -теріц; -ларыңыз, - леріңіз тағы басқалары);*

3) жақ *-ы, -і, -сы, -сі, -лары, -лері* тағы басқалары.

Тұлғалар сөз түрлендіруші формалардың қатарына жатқызылып, **тәуелдік жалғаулар** деп аталды.. Тәуелдік мағынаны білдіретін бірден-бір амал ретінде осы тұлғалар танылғандықтан, тәуелдік мағына, оны білдіретін формалар морфология саласында ғана қаралды. Бертін келе тәуелдік мағына білдіретін форма ретінде *-дікі, -нікі, -тікі* тұлғалары аталды. Бұл форманы тәуелдік мағына тудыратын журнақ деп есептеген ғалымдар - А. Байтұрсынов пен А. Ысқақов.

А. Ысқақовтың [2, 47 б.] зертгеулерінен көрінетін тағы бір тұжырым - тәуелдік мағынаны морфологиялық формалармен қатар, синтаксистік тәсіл, аралас тәсіл (автордың сөзінде: морфологиялық тәсіл мен синтаксистің тоқайласқан түрі) де білдіреді Тәуелдік мағынаны білдіретін синтаксистік тәсілге үлгі ретінде *біздің үйіміз* деген мысалдарды келтірген. Бұл тәсілдердің ерекшеліктері аталған.

Синтаксистік тәсіл *біз, сіз* есімдіктеріне ілік септік қосымшасын жалғап (мысалы, *біздің, сіздің, оған),* анықталатын (иеленетін) заттың атын білдіретін сөзді ешбір қоссымшасыз-ақ тіркестіру арқылы жасалады. Мысалы: *біздің ел, біздің шелек, сіздің ауыл, сіздің кітапхана, сіздің аудан, сіздің мекеме* тағы басқалары. А. Ысқақов бұл тәсіл біз, сіз сөздерінің қатысуына байланысты жұмсалады деп көрсеткен.

Морфологиялық тәсіл арқылы туатын тәуелдеу категориясы екі түрлі қосымша арқылы жасалады.

1*) -нікі (-дікі, -тікі) журнағы арқылы;*

2) *тәуелдік жалғаулары арқылы.*

Аралас тәсіл морфологиялық тәсіл мен синтаксистік тәсілдің түйісуінен туындайтындықтан, ондағы компоненттер де бірі анықтауш, екіншісі анықталушы болып тіркеседі. Бірақ бұл тәсіл, біріншіден бұрынғы (анықтауш) компоненттің есімдіктері ғана емес, басқа есімдерден де бола беретіндігі жағынан, екіншіден, соңғы (анықталушы) компонентінің үнемі тәуелдік жалғаулы сөз болатындығы жағынан (мысалы: *біздің үйіміз, олардың балалары, колхоздыц есепшісі,* тағы басқалары) таза

синтаксистік тәсілден басқашалау болады. Бұл аралас тәсіл тіліміздің грамматикалық құрылысына тән матасу категориясына негіз де, тірек те болумен қатар, стилистикалық өрісі мен ерекщеліктері жағынан таза синтаксистік тәсілден әлдеқайда кең де, өзгеше де болып келеді [2, 48 б.].

Меншіктілік қатынас туралы ғалымдар М.И. Черемисина,Т.А. Колосова былай дейді: «Если мы акцентируем внимание на притяжательной основе изафета, аналогия предстанет как обусловленная содержательной общностью; обоих случаях позиция субъекта, носителя признака, маркируется падежом, а позиция объекта-признака - того, чем «обладает» субъект, маркируется грамматическим лицом. Далеко не случайно во многих агглютинативных языках, располагающих категорией принадлежности, посессивные показатели широко используются для выражения грамматического лица в системе зависимой предикации»[3, 23 б.].

Осы себептен тәуелдіктің үшінші жағындағы сөз көбіне *оның* деген есімдікпен ғана байланыспай, ілік септіктегі басқа кісінің (кісілердің), заттың (заттардың) аттарымен матасып келеді. Мысалы: *университеттің кітапханасы, мекеменің кітапханасы* тағы басқалары. Қазақ тіліндегі 3-жақтың тәуелділік жалғауының осы қасиеті 3-жақ жалғауы өрісінің (қолданылымының) кеңдігінен тек меншікті емес, жұмыс барысында көрсеткеніміздей, әр алуан мағыналарды пайда болуына септігін тигізеді. Мысалы: *құстың сұңқары, жылқының тұлпары* дегендегі меншікті білдіретін (-ы) жалғауы бұл жерде жеке зат сапасын көрсетіп тұр. Мұндай жағдайларда, әрине, тәуелдік жалғауды қолдану ерекшеліктерінің кейбір көріністері екені даусыз. Осы көрініске сүйеніп А. Ысқақов **меншіктілік қатынас** түрлі тәсіл арқылы білдірілді деп есептеген [2, 50-51 бб.].

Сонымен бірге, аталған сөз тіркестері байқататын тағы бір жайт бар. Ілік септігінің білдіретін басты мағынасы - меншіктілікті, иелікті көрсету. Меншіктілік қатынасты білдіру ілік септігі формалы сөзді *тірек етіп* қалыптасты. Тіл меншік иесін көрсетіп, оны атайтын сөзді ілік септігі формасына қойды, сол арқылы ол өзіне меншік болатын затты білдіретін сөзді грамматикалық байланысқа объективті қатынасты көрсетеді.

Ғалым П.М. Мелиоранский еңбегінде тәуелдік қатынаста ілік септіктің орнын дұрыс таныған: «Родительный падеж служит прежде всего для выражения принадлежности одного предмета другому. Из этого основного значения вытекает уже и способность родительного падежа, а также отношения как части к целому, действия к производящему его и тому подобное. Возможны также случаи так называемого *«объективного»* родительного падежа», - деп, тағы бір түсінігін береді: «Для выражения принадлежности одного предмета название владельца ставится в родительном падеже, а название принадлежащего предмета снабжается притяжательными аффиксами. Например: *менің атам - мой отец; патшаның баласы - сын царя; елдің іші... (среда) народа* и тому подобное» [4, 8 б].

Кезінде ғалым А.Н. Кононов, біріншіден, «Меншік иесін атайтын сөз ілік септігін жалғап алады, екіншіден, иелікке түсетін зат меншіктелу аффиксін қабылдайды», - деп дұрыс байқаған [5, 9 б]. Меншіктілік қатынастың басты мағынасын анықтап алған соң, оны білдіретін амалдарды дәл, нақты атауға мүмкіншілік туады. Ол амалдар мынадай:

1) ілік септік жалғауы;

2)тәуелдік жалғауы.

Бұл формалардағы сөздер өзара сөз тіркесін құрай жұмсалады: *інімнің белбеуі, әкемнің ішігі, әпкемнің көйлегі* Ілік септіктегі сөз иеленуші затты атайды, тәуелдеулі сөз иеленілетін затты атайды. Бұл – түпкі, негізгі тәсіл. Бұл сөз тіркестері - тарихи құбылыс. Олардың жасалуы ғасырлары бойы қалыптасқан тілдің ішкі заңдылықтарына негізделеді.

Сондықтан, меншіктілік қатынас басты реалды көріністе оның негізінде қосымша туынды қатынастар қалыптасқан. Ондай қосымша туынды қатынастардың қалыптасуын сөз тіркесіне байланысты екенін алғаш рет саралап айтып берген М. Балақаев [6, 43-49 б.]. Меншіктілік қатынасты сөздерді изафеттік тіркесіне жатқызып, ғалым өз пікірін білдірді, қазақ тіліндегі изафеттік құрылыстар жасалу амалына қарай екі түрлі болады:

1) қабыспалы;

2) матаулы.

Екі зат есім атау күйінде қатар айтылып қабысқан, алдыңғысы соңғысына сын болатын изафеттік құрылысты *қабыспалы* дейміз. Мысалы: *күміс қасық, камыс құлақ, қазақ тілі.* Екі есім қатар айтылып, алдыңғысы ілік жалғауында, соңғысы тәуелдік жалғауда айтылып матасқан, алдыңғысы соңғысын меншіктеп тұратын изафеттік құрылысты *матаулы* дейміз. Мысалы: *қойдың жүні, баланың киімі...*

М. Балақаев *матаса* байланысу формасын атаған. «Сөйлемде ілік және тәуелдік жалғаудағы сөздердің өзара байланысын матаса байланысу дейміз», - деген ереже берген. Ғалымның пікірінше, ілік жалғаулы сөз бен тәуелдік жалғаулы сөздер өзара екі жақты байланысады. *Қаланың баласы* - ілік жалғаулы сөз міндетті түрде тәуелдік жалғаулы сөзді керек етсе, керісінше тәуелдік жалғаулы сөз ілік жалғаулы сөзді керек етеді. Осы пікірін автор 1954 жылғы академиялық грамматикада матаса байланысу формасының жасалу жолдарын бағыныңқы, басыңқы сыңарларын жеке дәлелдейді. -

М. Балақаев 1957 жылғы [7, 114-116 бб.] және кейін шыққан еңбектерінде де матаса байланысқан сөз тіркестерін жеке зерттеп, жалпы түсінігін береді [8, 46-55 б.] Матаса байланысатын сөздер – негізінде зат есімдер. Солай байланысқан зат есім мағынасында не зат есім орнына жұмсалатын сөздердің бәрі сол тіркестің бірінші не екінші сыңары болады. Мысалы: *Досболдың табысы, қойдың жүні, сенің уәдең, екінің бірі, жақсының шарапаты, жалқаулықтың кесірі.*

Сонымен, мұндай сөз тіркестері анықтауыштық қатынаста жұмсалады. Анықтауыштық қатынастағы ілік жалғаулы сөздердің, тілдің әр түрлі құрамында айтылуына қарай, матаса байланысқан сөз тіркестерінің мағыналары әр түрлі болады.

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ТӘУЕЛДІК МАҒЫНАНЫ -НІКІ, -ДІКІ, -ТІКІ ҚОСЫМШАЛАРЫНЫҢ КЕЙБІР СИПАТЫ

Түйіндеме. Мақалада тәуелдік мағынаны білдіретін қосымшаларды қолдану ерекшеліктері, олардың сөйлемдегі қызметтері қарастырылады.

Кілт сөздер: деректі тәуелділік, номинативті меншіктілік, предикативті, морфология саласы, құрама баяндауыш

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THE PECULIARITIES OF THE USE OF POSSESSIVE AFFIXES EXPRESSING THE FORM OF BELONGING TO THEIR FUNCTION

Abstraction. The article discusses the peculiarities of the use of possessive affixes expressing the form of belonging to their function in the sentence.

Keywords: specific belonging, abstract, nominative, predicative, morphology field, compound predicate

Талай ғалымдар меншіктілік қатынасты білдіретін формаларды қарастырып, қажеттігін дәлелдеп пікірлер білдіреді. Мысалы, Г.Ә. Әбуқанов өз еңбегінде осы мәселені айқындайды. Қазақ тілінде тәуелділік категориясы әр түрлі тәсіл арқылы жасалады, олардың ішінде күрделі тәуелді жұрнағы арқылы *(нікі)* фонетикалық варианттары *(дікі, тікі)*. Мысалы: Ол мақала *кім* + *дікі* «Сананың» сол кездегі *редакциясы -нікі* [1, 4 б].

Революцияға дейінгі түркі тілдерінің грамматикаларында кейбір авторлар орыс тілінің үлгісі бойынша өздік есімдіктерді жалғауларымен бірге тәуелдік есімдіктері деп танып – *нікі, – дікі, – тікі* жұрнақтарының генезисіне ерекше көңіл аударды, бұндай пікірдің негізсіз екендігін байқаймыз.

Түркітанушылардың көпшілігінің пікірі бойынша, бұл жалғау тарихына байланысты ілік септігінің -ның (фонетикалық варианттар -нің, -дың /-дің, - тың/-тің) және сын есім тудыратын - қы //-кі жұрнақтарының бірігуінен пайда болған күрделі қосымша деген пікірін дұрыс деп санаймыз.

Сондықтан бұл күрделі-тәуелдік жалғаулары грамматикалық терминге ие болады, өйткені бір заттың екінші затқа меншіктілігін предикат аспектісінде білдіреді.

Профессор Н.К. Дмитриев семантикалық мағынасын реңкі тәуелділік категориясын екіге бөледі:

1) деректі тәуелділік *(менің атым);*

2) абстракциялы тәуелділік *(ат менікі)* [2,36 б.].

Профессор Г.Ә. Әбуқановтың пікірі бойынша, бұл терминдер мәселенің даму күйін қамтып көрсетпейді. Бұл жерде меншіктілік категориясының аспектісін байқау керек, яғни иеленуші зат және иелікке түсетін затпен арасындағы синтаксистік қатынас. Осы белгіні дұрыс дифференциалдау керек:

1) номинативті менпіктілік *(меніц атым)*

2) предикаттық меншіктілік *(ат менікі)* [1, 21 б.].

Бірінші жағдайда біз анықтауыштың анықталушыға қатынасын, екінші жағдайда субъектің предикатқа қатынасын байқаймыз деп, тағы айқындайды. Мұндай пікір ақиқатқа сәйкес келеді. *-Нікі* формасының предикаттық қызметте жұмсалуын мынадай мысалдан байқауға болады: Әбекеңді мұқият тыңдаған министр жылы жымиып маған бұрылды да:. - Дұрыс-ақ, інішек. Сөйтіп журналист боламын де. Заман *сендердікі,* оқығандарың жөн (Т. Байтұрсын).

Ал М. Балақаев, А. Ысқақов белгілі еңбектерінде *-нікі, -дікі, -тікі* жалғаулары матаса байланысқан сөз тіркесінің екінші сыңары деп пікірлерін білдіреді [3,47 б.]. Сөйлеуші бір затты не өзіне, не өзгеге, не басқа затқа меншіктеп айтқысы келгенде, меншіктелетін сөзге *-нікі, -дікі, -тікі* жұрнағын жалғап, *Мына ат менікі, Мына ат сенікі, Мына жер колхоздікі* деген сияқты сөйлемдер құрайды. Сонда жоғарғы жұрнақтар жалғанған сөздерге одан бұрын айтылған заттар меншіктеліп тұрады да, ол екеуінің арасынан меншіктілік қатынас туатындығын белгілейді. Зат пен заттың меншіктілік я басқа табиғи қатынасын білдіру үшін, меншіктеуші сөздерге ілік, меншіктелуші сөздерге тәуелдік жалғаулары жалғанып та айтылады: *менің атым, сенің атың, оның аты.*

Әрине, бұл екі тіркестің меншіктілік мағынасы біріне-бірі жақын болғанмен, грамматикалық қызметі бір емес деген ғалымдар осы жерде мысалдарды келтіреді; *ат колхоздікі* – предикаттық меншік те, *колхоздың аты* – атрибуттық (объективтік) меншік. Оның үстіне ілік, тәуелдік жалғаулары арқылы айтылатын меншіктілік қатынас тәуелдеулі бір сөзбен де айтылады деп көрсетеді: *атым, атың, аты, көйлегім, көйлегің, көйлегі*

Профессор Т.Сайрамбаев *-нікі, -дікі* жұрнақты сөздердің сөйлем мүшесі болуы туралы мәселені көтереді. [4,48 б.]. Заттың меншіктілігін білдіретін жалғауды тәуелді жалғау дейміз. Тәуелдік жалғаудағы сөз ілік жалғаулы сөзбен байланысты болады. Мысалы: *Менің кітаб- ым, менің шеше- м, сенің жолдас-ың.*Тәуелдік жалғауы – зат есімнің тәуелдік категориясының қосымшасы деп анықтама береді. Жалпы алғанда әрбәр сөз табының белгілі бір жұрнақтары барлығы айқын. Ол жұрнақтар сол сөз таптарын жасауға негіз болады.

Бірақ кейбір жұрнақтар, соның ішінде *-нікі, -дікі* жұрнақтарының қай сөз табына тән, қай сөздерге жалғанады, ол сөз бен сөзді байланыстыра ма, жоқ сөз тудырушы қасиеті бар ма, сондай–ақ сөйлем мүшесін жасаудағы қызметі сияқты мәселелер арнайы қарауды қажет етеді. Осы күнгі оқулықтарда *-нікі, -дікі* жұрнақты сөздер морфологияда

тіпті еленбейді, тек сөйлем мүшелерінде, яғни баяндауыштың жасалуында ғана болмаса бұлар жайлы басқа мағұлматтарды ала алмаймыз. *-Нікі, -гікі, -тікі* жұрнақтарының қай сөз сөз таптарына жалғанып барып жұмсалуы туралы да бірізділік жоқ.

М. Балақаев, М. Томанов, Ш. Бектұров тағы басқалары ол жұрнақтардың қай сөз таптарына қатысты екенін елемейді де, сол жұрнақгар жалғанған сөздерді келтірумен шектеледі деп ғалым Т. Қордабаев өз пікірін білдіреді [5,58 б.].

Ғалымдар III. Бектұров, М. Серғалиев еңбектерінде осыған жуық пікір білдіреді [6,40-41 бб.]. Жалпы алғанда, түркологияда және қазақ тіл білімінде *-нікі, -гікі, -тікі* жұрнақтарыньң қай сөз таптарына қатысы туралы да әртүрлі пікірлер бар

-Нікі, -гікі, -тікі жұрнақтары туралы айта келе, А. Ысқақов бұл жұрнақтар ілік жалғауының негізінде қалыптасқандығын дұрыс көрсетеді. Зерттеуші бұл жұрнақты сөздердің қай сөз таптарына тәндігін ашып айтпағанымен, келтірген — мысалдарында *сіздікі, біздікі, кімдікі, әкемдікі, кітапханансінікі, Әсеттікі* (олар әрі есімдікпен, әрі зат есіммен жұмсалатындығын көруге болады), - дейді. Автор бұл жұрнақтар туралы айта келіп,егер тәуелдік жалғаулардың заттың 1, 2, 3- жағының біріне тәндігін көрсетсе, ол бұл қосымшалардың жақ категориясына қатысы жоқ деп көрсетеді. Тәуелдік мағынаны білдіретін бірден-бір амал ретінде осы тұлғалар танылғандықтан, тәуелдік мағына, оны білдіретін формалар морфология саласында ғана қаралады. Бертін келе тәуелдік мағына білдіретін форма ретінде *-нікі, -гікі, -тікі* тұлғалары аталды. Бұл форманы А. Ысқақов тәуелдік мағына тудыратын жұрнақ деп есептеген. Тәуелдеу категориясы жіктеу, сілтеу сімдіктеріне, зат есімдерге *-нікі, -гікі, -тікі* жұрнағы тіркелу арқылы жасалады. Мысалы: *сенікі, сіздікі, онікі, біздікі, олардікі, сендердікі, бұнікі, сонікі, осынікі, әкемдікі, ауылдыкі*. Оларға қосымша мына мысалдарды келтіруге болады: *сендердікі, біреудікі, ненікі? кімдікі? қайсыңдікі? мынанікі, ананікі, әкемдікі, ауылдыкі*, және тағы басқалары.

Бұл тәсіл меншіктің дерексіздігін білдіреді, өйткені мұндағы меншіктілік меншіктелуші заттан жеке айтыла береді. Екіншіден, бұл формада қолданылатын меншіктеуші сөз (зат) үнемі баяндауыш болады да, меншіктелуші зат атау түрінде тұрса, ұдайы бастауыш болады. Мысалы: *дәптер менікі; кітап онікі; мал ауылдікі*. Баяндауыштың қызметі жіктік жалғаулардай болмағанмен, қазақ тілінде көбінесе баяндауыш болған сөзге қосымшаның бірі *-гікі, -нікі, (-ның -кі)*. Ол тұлғадағы есімдердің қазақ тіліндегі предикаттық мағынасы басқа түрік тілдеріндегідей деуге болады. Ол қосымша жалғанған баяндауыштар, жоғарыда айтылғандай, басқа затқа меншіктелмейді, басқа затты өзіне тәуелді етіп меншік иесі болады. Мысалы: Айтқаныңыз келсе, Кертөбел *сіздікі*. Осынау үй *кімдікі? Кәрібайдікі*. - Әне біреу үй, Құтжан *дегендікі* (Ғ. Мұстафин).

-Нікі, -гікі қосымшасы жалғанған сөздердің баяндауыш болу амалы да постпозитивті. Солай болғандықтан ондай тұлғадағы баяндауыштар бастауыштардан соң тұрады, бастауышсыз айтылмайды. Өйткені бұл формалар жіктелмейді. А. Ысқаков сонымен бірге бұл жұрнақты сөздердің баяндауыш қызметінде жұмсалатындығын айта келіп, кейде: «Біз кеше *Әсеттікінде* болдық» сияқты сөйлемде ондай қосымшалы сөздердің морфологиялық өзгеріс арқылы сөйлемнің басқа да мүшелері болатындығын да ескертіп кетеді [7, 48-50 бб.].

Кейбір түркологтардың, В. Насилов пікірінше, *-нікі* формасы өзі жалғанған сөздерді сын есімге айналдыратын сияқты. Бізше, қазақ тілінде бұл форма ешқандай сын

есім тудыра алмайды, тек қосылған сөзіне тәуелдік мағына жамайды. Бірақ тәуелдік жалғау, әдетте, заттың белгілі бір жаққа, мысалы, 1, 2, 3-жақтың біріне тән (тәуелді) екендігін білдірсе, -нікі қосымшасы затгы ешбір жаққа телімейді, демек, бұл қосымша жақ категориясынан қалыс, бейтарап тұрады деп ғалым тағы да бір пікірін білдіреді.

Н. Сауранбаев *-нікі, -дікі* журнақтары көбіне есімдік және есімдерге тән деп біледі [8]. Тәуелдеу есімдіктері жіктеу есімдіктеріне *-нікі /-тікі/, -дікі* журнағы жалғанумен жасалады. Мысалы: *менікі, біздікі, сенікі, сіздікі, онікі, олардікі*. Жіктеу есімдігінің жекеше бірінші, екінші жағына *нікі* журнағы жалғанғанда түбірдегі - н дыбысы түсіп қалады. Жекеше үшінші жақ есімдікке жалғанғанда, түбірдегі - л дыбысы түсіп қалады

-Нікі журнағы бірдеменің белгілі иеге меншікті екенін білдіреді, яғни тәуелділікті білдіреді. Мысалы: *Мынау кітап менікі ме? Ол кітап сенікі сияқты.* Бұдан басқа *-нікі* журнағы кейде предикаттықты да білдіреді дейді ғалым [8, 26 б.]. Мысалы: мына сөйлемдерді салғастырыңыздар *Мынау сенің кітабың. Бұл кітап сенікі. Бұл Асанның кітабы.*

М. Балақаев *-нікі, -дікі, -тікі* нақтылы журнақ, не жалғау екенін көрсетпейді де, тек ол жалғанған сөздер сөйлемде предикат болатынын көрсетумен ғана шектеледі [9, 43 б.]. Осы күнгі зерттеулерге қарағанда, *-нікі, -дікі* журнақты сөздер морфологиялық жағынан өзгермейтін тәрізді. Ал зерттей келгенімізде ондай журнақты сөздер көптеліп те, септеліп те және тәуелденіп те жұмсалатынын тілдік фактілер дәлелдейді. Мысалы: Таң атты. *Жүрегім* бір жамандықты сезді. Жүгіріп Шайхан *қайынымдікіне* бардым (Т. Байтұрсын). Бертінде, бірінші хатшы болып жүргенімде *Кузекендікіне* арнай соғып, сәлемдестім (Т. Байтұрсын).

Жалпы *-нікі, -дікі* формасы жайлы тілші ғалымдарымыз Ә. Нұрмаханова, М. Балақаев, А. Ысқақов тағы басқалары оларды не журнақ, не жалғау екенін ажыратпай-ақ, тек қосымшалар деп атайды. Ал Н. Сауранбаев, Ш. Бектұров тағы басқалары мұндай формалы сөздерді журнақ деп береді. Шынына келгенде, *-нікі, -дікі* формаларында таза журнақ немесе таза жалғау қасиетінің қайсысы басым деген мәселе ойлануды қажет етеді.

Сонымен, біз М. Балақаев, А. Ысқақовтың пікірлерін қолдап, *-нікі, -дікі, -тікі* формасын қосымша деп санаймыз, өйткені *-ның (-нің, -дың, -дің, -тың, -тің)* ілік септіктің жалғауы; *-кы (-кі, -ғы, -гі)* сөз тудырушы журнақ бірігіп тұр. Бұл тәрізді қосымшалардың қызметін арнайы сөз ету дұрыс деп ойлаймыз. *-Нікі, -дікі, -тікі* жалғаулы сөздердін осы сияқты өзгерістерін, сөз тудыру жүйесін, олардың сөйлемнің тек баяндауышы ғана емес, басқа сөйлем мүшелері қызметінде жұмсалатынын байқадық. Сөйлемді тиянақтауда бұл қосымшалар зат есімді, сын есімді, сан есімді, есімдікті және құрама баяндауыш түрінде әр түрлі деңгейде қолданылады.

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Б.СОҚПАҚБАЕВ ШЫҒАРМАЛАРЫНДАҒЫ ӨМІРЛІК
ТӘЖІРИБЕ ЖӘНЕ ӘДЕБИ ШЫҒАРМАШЫЛЫҚ

Түйіндеме. *Мақалада Б.Соқпақбаев шығармаларының стилі мен формасының ерекшеліктері қарастырылады. Жазушының рухани тәжірибесі мен дарындылықтың тақырып пен сюжетті таңдауға әсері, өмірлік тәжірибенің рөлі және осы тәжірибені мақсатты түрде игеру мәселелері сөз болады.*

Кілт сөздер: *Өмірлік тәжірибе, шығармашылық тәжірибе, жазушы стилі, негізгі мотив, тақырып пен сюжет, шығармашылық процесс.*

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ЖИЗНЕННЫЙ ОПЫТ И ЛИТЕРАТУРНОЕ ТВОРЧЕСТВО
В ПРОИЗВЕДЕНИЯХ Б. СОКПАКБАЕВА

Аннотация. *В статье рассматриваются особенности стиля и формы произведений Б. Сокпакбаева. Речь пойдет о влиянии духовного опыта писателя и одаренности на выбор темы и сюжета, роли жизненного опыта и проблем целенаправленного усвоения этого опыта.*

Ключевые слова: *Жизненный опыт, творческий опыт, стиль писателя, основной мотив, тема и сюжет, творческий процесс.*

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LIFE EXPERIENCE AND LITERARY CREATIVITY IN THE WORKS OF B. SOKPAKBAYEV

Abstract. *The article discusses the features of the style and form of B. Sokpakbayev's works. It will focus on the influence of the writer's spiritual experience and giftedness on the choice of theme and plot, the role of life experience and the problems of purposeful assimilation of this experience.*

Keywords: *Life experience, creative experience, writer's style, main motive, theme and plot, creative process.*

Табиғи генетикалық сапа ретінде талантты талдауға болмайды. Бір нәрсе сөзсіз: талантсыз нағыз өнер туындысы мүмкін емес. Талант – бұл ерекше жеке қасиет. Бұл ерекшелік жазушы шығармаларының стилінен көрінеді. Алайда, түпнұсқа туындыны жасауға басқа факторлардың да қатысатындығы туралы ұмытпау керек. Талант – шығармашылық процестің ажырамас бөлігі. Талант өсіп жетіле алады. Қажетті жағдайлар болмаса, талант бүршік күйінде қалады.

Көркем шығармада жазушының жеке басының барлық ерекшеліктері көрініс табады және өмірлік тәжірибе осы ерекшеліктердің қалыптастырушы күші болып табылады. Өмірлік тәжірибе – шабыттың қалыптасу көзі. Ол сюжеттің философиялық негізін анықтайды. Тәжірибе талантты жетілдірудің қуатты факторы болып табылады, сонымен бірге жұмыстың стилі мен архитектоникасын қалыптастыруға қатысады.

Адамның жеке басын қалыптастыратын үш фактор бар: генетикалық қасиеттер, қоршаған орта және білім. Б. Соқпақбаев шығармашылығы зертханасында осы үш фактордың өзара әрекеттесуі айқын байқалады. Зерттеу нысаны ретінде бізді соңғы екі фактор қызықтырады. Жазушы стилінің барлық ерекшеліктерінің айқындаушы бастауы, қайнар көзі – өмір. Мұны жазушының өзі баса айтады. Қайғы-қасіреттің әзілмен өзіндік үйлесімі, олардың сәтті синтезі Б. Соқпақбаев шығармаларының өзіндік әуенін, лирикалық бастауын жасайды. «Бұл жөнінде Бекеңнің өзі де былай әңгімелейді: «Бір сөзбен айтсам, сол өзін жазатын жазушы менмін. Алыстан арбалап, материал жинамаймын, архивтің шаңын жұтпаймын. Жақыннан, өз басымнан кешкенді, өзім байқап-түйгендерімді, өзімді, өз айналамды тербеткен жайттарды дорбалап жинаймын. Солар туралы жазамын. Бұл тұрғыдан алғанда тағдыр маған көп «көмектесті», құтақыр қалдырмады. Өмірде, адам басында болатын не ғаламат жайттарды, қиын-қыстау оқиғаларды қабырғам қатпаған кезімнен-ақ менің үстіме аямай үйіп-төкті» [1, 3].

Жазушы стилінің барлық ерекшеліктерінің айқындаушы бастауы, қайнар көзі – өмір. Мұны жазушының өзі де айтады. Қайғы-қасіреттің әзілмен өзіндік үйлесімі, олардың

сәтті синтезі Б.Соқпақбаев шығармаларының өзіндік әуенін, лирикалық бастауын жасайды.

Жазушы шығармашылығындағы әзіл-оспақ – тек күлудің қайнар көзі ғана емес, сонымен қатар азапты, лиризмді күшейтетін шара. Мұны «көз жасымен күлу» деп атауға болады. Бұған Б. Соқпақбаев шығармашылығынан мысалдарды қалағаныңызша табуға болады. Автордың жеке әсерімен байытылған өмір драмасы шығармаға енеді және оның (драманың) сюжеттің негізін құрауы мүлде қажет емес. Көбінесе ол подтекстте, Б. Соқпақбаев прозасының ырғағында егжей-тегжейлі ұсталады. Бұл жағдайда таланттың жеке ерекшеліктерінің өмірлік тәжірибемен синтезі жүреді.

Жазушы шығармаларының өзіндік ерекшелігі бір кездері қазақ сыншыларының арасында дау-дамайдың нысаны болған. Алдымен ол кемшілік ретінде де қабылданған. Бүгінгі күні әдебиеттануда Б. Соқпақбаев шығармаларының формасы өзінің артықшылықтары бар және өміршең екендігі туралы пікір әдеби сында берік орнықты.

Б. Соқпақбаев шығармаларының архитектоникасы – мұқият назар аударуды қажет ететін қызықты құбылыс. Жазушы өз шығармаларының формасын оның жеке өмірінің күтпеген жағдайларға, қарама-қайшылықтарға өте бай болғандығымен түсіндіруге болады. Сондықтан жазушы шығармаларының архитектоникасы – таланттың жеке ерекшеліктерін оның өмірлік тәжірибесімен сәтті синтездеудің нәтижесі деп айтуға болады.

Жазушының өмірбаяны – оның шығармашылығының ерекшелігін анықтайтын фактор. Жазушының зертханасында өмірдің негізгі принциптері, өмірлік тәжірибені өзіндік қабылдау тақырыптың ерекшелігіне, идеяның өзіндік ерекшелігіне, стильдің бірегейлігіне айналатындығын, оқиғалардың динамикасы мен драмасын анықтайтындығын дәлелдейтін көптеген дәлелдер бар.

Жазушы өз шығармаларының негізгі мотивтерін, шыншылдық принципін, қарапайым адамдарға деген сүйіспеншілікті, гуманизм принципін басқа жазушылардың жағымды әсерімен түсіндіреді. Өйткені рухани туыстық, жазушының пікірінше, шығармашылықта да маңызды фактор болып табылады. Б. Соқпақбаевтың «Менің атым Қожа» повесі 27 тараушадан тұрады. Әр тараушаның тақырыбы бар. Бұл әдіс батыс әдебиетіндегі тәсілді еске түсіреді. Батыс әдебиеті шығармаларының көпшілігінде әрбір тарау басында мазмұн қысқаша баяндалып беріледі. «...Дүниежүзілік әдебиеттің анау көрінген асқаралы шыңдарына көз тастай отырып, өзім туралы, өзімнің творчестволық лабораториям дейтіндерім туралы сөз қозғаудан кәдімгідей жүрексінем. Диккенс, Шекспир, Абай, М.Твен, Толстой, Горький, Гогольдар тұрғанда... Нағыз әдебиет дейтіннің не екенін мен де әлгі аталған алыптарды оқып білгенмін. Шамамның келгенінше солардан үйренуге тырысқанмын. Менің кейбір жұртшылыққа азды-көпті танымал болған шығармаларымда өзім табысып, өзім аса сүйіп оқыған алыптардың әсер-ықпалы жіті көзді оқушыға сезіліп, байқалып та тұрады ғой деп ойлаймын»[2, 50-51]

Туындыларының интригаларға негізделген сюжетін автор өзінің жеке тәжірибесінің арқасында жасайды. Бұл жеке тәжірибе ең нәзік қақтығыстарды, адами қарым-қатынастың күрделілігін түсінуге мүмкіндік береді.

Жазушы шығармашылық тәжірибені орынды меңгереді. Ол өзін әр түрлі жанрда сынайды. Б. Соқпақбаев драматургияда да еңбек етті. Оның пьесалары бойынша

қойылған «Бозтөбеде бір қыз бар», «Өлгендер қайтып келмейді», «Менің атым Қожа» т.б. спектакльдер республиканың бірқатар театрының репертуарынан орын алды. Бірінші кезекте жазушы, одан соң драматург, ақын, сыншы, журналист –бұл Б. Соқпақбаевтың шығармашылық Олимпіне көтерілу кезеңдері. Бұл кезеңдер кейінірек оның прозасында із қалдырды, романы мен әңгімелеріне әсер етті. Жазушының драматургиядағы ізденістері қызықты. Драматургия оған сәттілік әкелмеді. Бірақ тіпті осы саладағы сәтсіздіктер оны прозаик ретінде дамытып, атап айтқанда, оған «диалог шеберлігін» үйретті.

Сонымен Б.Соқпақбаевтың шығармашылық зертханасына тоқтала отырып, біз оның шығармашылық тәжірибесінің қалыптасу ерекшеліктерін анықтадық және өмірлік тәжірибесінің көркем шығармасы стиліне әсерін байқадық. Жазушының шығармашылық тәжірибесі – оның шығармаларының барлық ерекшеліктерін қалыптастырған күш. Қаламгер романы мен повестерінің тілі де, формасы да, архитектоникасы да – өмірлік тәжірибенің нәтижесі.

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КӨМЕКШІ ЕТІСТІКТЕРДІ ТОПТАСТЫРУ
ГРУППИРОВКА ВСПОМОГАТЕЛЬНЫХ ГЛАГОЛОВ

Аннотация. *Грамматическое значение вспомогательных глаголов возникает на основе их лексического значения. Также грамматическое значение появляется в связи с отношениями в системе речи.*

Ключевые слова: *глагол, казахский язык, изучение, группировка, слово, значение*

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GROUPING AUXILIARY VERBS

Abstract. *The grammatical meaning of auxiliary verbs appears on the basis of their lexical meaning. The grammatical meaning also appears in relation to relationships in the speech system.*

Keywords: *verb, Kazakh language, research, grouping, word, meaning*

Қай дәуірден бастап көмекші етістіктердің қолданыла бастағанына тура жауап беру қиын. Көмекші етістіктерді, соның ішінде қалып етістіктерді арнайы зерттеген ғалым М. Оразов: "Ең көне жазба ескерткіш болып саналатын орхон-енисей жазуларында көмекші етістіктер қолданылған", - деп айтқан.

"Көмекші" деген сөзден белгілі бір сөздің мағынасы жағынан олқы болуы немесе тұлғасы жағынан жетімсіздігі туралы ұғым ілесе туатынын А. Ысқақов өзінің морфологияға арналған оқулығында жақсы айтып жеткізген. Осындай оқылық кейде қызметіжағынан да туындайды. Көмекші етістіктің семантикалық, функциялық ерекшелігінің өзі осында. Мұның бәрі олардың мағынасына қатысты туатын түсінік. Көмекші етістіктердің жалпы грамматикалық мағынасымен қатар, жеке грамматикалық мағынасы да болады. Демек, көмекші етістіктердің грамматикалық мағынасы жалпы және жеке грамматикалық мағынасы лексикалық мағынасының жалпылануы арқылы

жасалып, ешбір грамматикалық тұлғаның қатынасынсыз, абстракцияланудың ішкі заңымен қалыптасса керек.

Көмекші сөздердің мағына дербестігі де, қолданылу жиілігі де, қосымшаларды қабылдаумүмкіндігі де бір дәрежеде болмайтындығы жоғарыдағызерттеулерде айтылған. Көмекші етістіктердің осы қасиеттері оның зерттелуінде түрліше көзқарастардың қалыптасуына себеп болған.Көмекші етістікті зерттеген қазақ тілшілерінің көпшілігі екі топқа бөліп, *толымды және толымсыз* деп атайды.

Морфологияның алғашқы авторлары, ғалым А. Ысқақов көмекші етістіктердің қолданылу шеңбері де, жетекші етістіктерге қосатын семантикалық үлестері де, түрлену жүйесі және басқа сипаттары да бәрінде бірдей болмайтынын айтқан болатын. Солай болғандарымен де, ортақ сипаттарын ескере отырып,иғалымдар оларды ең әуелі толымды көмекшілер және толымсыз көмекшілер деген екі салаға бөліп қарастырады. Бұл етістіктер кейбір зерттеулерде тұрақты және ауыспалы деп аталады.

А. Ысқақов қазақ тіліндегі көмекші етістіктерді толымды, толымсыз деп екіге бөледі де, толымды көмекші етістіктерге: «Толымды етістіктерге бір жағынан негізгі лексикалық мағынасын толық сақтап, дербес грамматикалық функцияларын түгелдей атқарып, етістік атаулыға тән парадигмалық формалардың бәрін қабылдап, жазба тілде де, сөйлеу тілінде де дербес сөз, мүше ретінде қолданыла беретін, солай бола тұра, екінші жағынан, саралама (аналитикалық) етістік құрамында тиісті жетекші етістікте белгілі дәнекер арқылы тіркесіп оған қосымша абстракты грамматикалық мағына үстейтін бір алуан (30 шамалы) етістіктер жатады» - деп түсініктеме береді. Ал толымсыз етістіктерге болса, «Бұл көмекші етістіктердің -е түбірінде қазір толық лексикалық мағына жоқ. Оның тек жоғарыда аталған еді, екен, емес, еміс-еміс формалары ғана болмаса, өзге парадигмалық формалары қазіргі тілден шығып қалған, бұл көмекшілер -мазмұны жағынан да,форма жағынан да шалағай, яғни болымсыз сөздер,бірақ тілімізде айрықша мол функция атқарады» - дейді. А. Ысқақов оларды әрі мағынасы, әрі түрлену жағынан ерекшеленіп жататындығынкөрсетеді.

Өзбек тілін зерттеу барысында ғалым А. Хожиев толымсыз көмекші етістіктердің бар екендігін, олардың басқа көмекші етістіктен әрі мағыналық, әрі грамматикалық ерекшеліктерін айта келіп,*еди, екен, еміш, емес* сөздерін көрсетеді. Бірақ автор оларды көмекші етістік деген жалпы атаудың құрамына енгізуге қарсы болып, оларды жеке бөліп алуды ұсынады. М. Оразов көмекші сөздерге арналған зерттеулерінде аталған ғалымның еңбектерін басшылыққа алған. Түркі тектес тілдердегі көмекші етістіктер де әр қырынан қарастырылған, бірақ түркі тілін зерттеушілер арасында толымды, толымсыз етістіктерді ажыратуда бірізділіктің жоқ екендігін байқауға болады.

Толымды, толымсыз көмекші етістіктерді қай ерекшеліктеріне қарап ажыратуға болады дегенде толымды көмекші етістік бірде толық мағыналы етістік, бірде көмекші етістік қызметінде қолданылса, толымсыз көмекші етістіктер тек көмекші сөз қызметінде ғана қолданылады. бірақ бұл көмекші етістіктерді екіге бөлуге негіз бола ала ма? Осыған байланысты М. Оразов ойын былай жалғастырады: толымды көмекші етістіктердің мағынасы туралы, олардың тіркесімі туралы көптеген пікір айтылған болатын. Дегенмен де көмекші етістіктердің мағынасы, қызметі туралы айтылған пікірлердің барлығы даусыз және нақтылы фактілер негізінде айтылған деуге әлі ертерек сияқты. Тіпті тілшілеріміз

неліктен бір топ көмекші етістіктер көсемшенің *-а, -е, -йжәне-ып, -іп, -п*формасымен келген толық мағыналы етістікпен тіркесе алса, басқа біреулері осылардың бір формасымен ғана тіркеседі деген сұрауға жауап бере алмайды. Сондай-ақ көсемшенің екі формасымен тіркескенде мағыналарында азын-аулақ айырмашылық болатынын да ескеру керек сияқты.Қазіргі қазақ тіліндегі бір топ көмекші етістіктер жетекші етістіктермен ғана тіркессе, екінші біреулері әрі етістіктерге, әрі есім сөздерге тіркеседі. Олардың сыр-сипаты туралы да пікір ашық айтылмай жүр. Тіпті көмекші етістікті тіркес пен күрделі сөздердің ара қатынасын анықтау да – шешілмеген мәселе, - дейді.

Ғалым А. Ысқақов қазақ тіліндегі күрделі етістіктерді талдай отырып, олардың төмендегідей сипаттары бар екендігін көрсетеді. Бірінші топқа *жәрдем ет, ән сал, үлгі қыл, дем ал, бас ис*сияқтыларды жинақтайды да, оларды күрделі құранды етістік деп атайды. Екінші топқа *алып кел, алакел, бара кел, алып кет, ала кет, сұрап ал* сияқты сөздерді кіргізеді де, оларды жай немесе құрама күрделі етістік деп атайды. Үшінші топқа *айта сал, жаза түс* сияқты жетекші көмекші етістіктердің тіркесін енгізіп, сараламалы (аналитикалық) етістік, төртінші топқа *барып едім, бармақ болды, келетін көрінеді, келетін сияқты,*көмекші етістіктері мен жетекші етістіктер тіркесін енгізіп, оларды суреттемелі етістіктер деп атаған. Бесінші топқа *бойын аулақ салу, жігері құм болу*сияқты тұрақты тіркестерді енгізеді.

Бірақ бұл үлгіні басқа тілшілеріміз қабылдай бермейді. Мысалы, Н. Оралбаева *айта сал, барған екен* сияқтыларды етістіктің аналитикалық формасы деп есептейді. Ол ойын толық *айтаалмады.*Осы сөйлемдегі *айта алмады* деген – аналитикалық формалы етістік. Ол сөйлемде айтылуға тиісті мүмкіндік модальділігін білдіру үшін қолданылған. Бұл әрине күрделі етістік емес. Н. Оралбаеваның бұл пікірі дұрыс болғанымен,оның өзі де өз пікіріне дәйекті емес. Мәселен,*айтып бер* тіркесін күрделі етістік десе, тағы бір еңбегінде қимылдың бағыт мақсатын білдіретін аналитикалық форманттар қатарына қосады. Демек күрделі етістік пен аналитикалық формалы етістікті ажыратуда әлі де болса ала-құлалық бар. Мұны кезінде М Оразовескерткенболатын.

Көмекші етістіктер өзі тіркесетін негізгі етістіктерге грамматикалық семантика үстеп, етістіктің аналитикалық формасын жасайды. Аналитикалық формалы етістік құрамындағы көмекші етістіктің қызметі сан-салалы. Аналитикалық форма білдіретін мағына тек жетекші сөзге ғана байланысты болмайды, көмекші етістіктер де бұған өз үлесін қосады, сөйтіп толық мағыналы дербес сөз арқылы білдіре алмайтын өте нәзік мағыналарды білдіру үшін қолданылады. Сонымен аналитикалық формалы етістік негізінен толық мағыналы бір етістіктен, оған жалғанатын қосымша мен бір көмекші етістіктен құралып белгілі бір мағынаны білдіреді. Аналитикалық етістік құрамындағы негізгі етістікке жалғанып тұрған қосымша мен көмекші етістіктің бірлігін аналитикалық формант деп атайды. Етістіктің жетпістен астам аналитикалық форманты барлығын Н. Оралбаеважоғарыда аталған еңбектерінде көрсеткен.

Аналитикалық формант құрамында көп қолданылатын қосымшаларға көсемше жұрнақтары жатса, есімше мен шартты рай қосымшалары өте сирек қолданылады. Аналитикалық формант сөйлемде, сөз тіркесінде тек дербес мағыналы сөзбен тіркесіп қана жұмсалады. Мысалы, *-п қал, а- сал, -а баста, -а түс, -а бар, -п жатыр, -се екен, -п еді* т.б аналитикалық форманты жеке қолданыла алмайды, дербес мағыналы етістіктен (айт-

ып қал, бар-а сал, айт-а бастады, айт-а түсті, көр-іп жатыр, бар-са екен) ғана жұмсалады. Демек аналитикалық етістік құрамындағы аналитикалық форманттың екінші сыңары көмекші етістік. Көмекші етістіктің қалыптасып, қолданылуы, мағынасы тек аналитикалық формантпен байланысты.

Көмекші етістіктер аналитикалық формант құрамында қолданылғанда, түрлі грамматикалық мағыналарды білдіреді. Атап айтсақ, амал-әрекеттің орындалуының мезгіл-мезетін, шалағайлығын, созалаңдығын, асығыстығы мен жайбарақаттығын, қайталануын, сылбырлығы мен ширақтығын, созылыңқылығын, тосындығын т.б. білдіретін көптеген мағыналық реңк үстейді. Амалдың өту сипатының осыншама мағыналық реңктерін амал-әрекеттің орындалу дәрежесімен байланысты анықтап, Н. Оралбаева оны амал-әрекеттің басталуы, орындалу барысы, аяқталуы деп үш сатыға бөледі, ал амал-әрекеттің орындалу тәсілінің он төрт түрін көрсетеді.Амалдың өту сипатын білдіретін аналитикалық форманттар мәселесі,ондағы көмекші етістіктердің орны Н. Оралбаева, М. Оразов, С. Маралбаева, А. Алтаева, Ж. Масалиева, М.С. Жолшаевалардың зерттеулеріне де арқау болған.

Көмекші етістіктер етістіктің өзімен де, есім сөздермен де тіркесіп қолданыла беретінін жоғарыда айттық. Бірақ, көмекші етістіктің грамматикалық семантикасы олардың тіркесу мүмкіндігіне қарай ажыратылады. Демек, қазақ тілінде көмекші етістіктер көбіне жеке дара жұмсалмай, есім сөздермен де, есімше және көсемше етістіктермен тіркесіп қолданылады. Мысалы, *жәрдем бер, сурет сал, назар сал, көңіл қой, көмек ет, тағзым ет, оқыған еді, сарт ет, келіп еді, келсе игі еді* т. б.

Көмекші етістіктердің семантикасын саралау барысында А. Алтаева көмекші етістіктің тіркесу мүмкіндігін зерделей келе, есім сөздермен де, етістікпен де тіркесу мүмкіндігіне *е, бол, ал, бер, көр, сал, қой* көмекші етістіктері ие екендігін, алесімше мен көсемше етістікпен тіркесіп көмекшілік қызмет атқаратын көмекші етістіктерге: *баста бақ, жөнел, жібер, таста, бар, кел, кет, түс* көмекші етістіктерін жатқызады, сондай- ақ етістіктің барлық формасымен жұмсалуға қабілетті *е, бол* көмекші етістіктері екенін, *барған еді, барар еді, бармас еді, баратын еді, барып еді, бармақ еді, барса еді, барса игі еді, барушы еді, бара жатыр еді* деген мысалдармен түсіндіреді.

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ТІЛДІҢ ЛЕКСИКА СЕМАНТИКАЛЫҚ ЖҮЙЕСІ

Аннотация. чтобы разделить слова на лексико-семантические группы, необходимо каждое слово поместить в семантический анализ и определить семантическую структуру.

Ключевые слова: история, народ, язык, лексика, слова

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LEXICAL SEMANTIC SYSTEM OF THE LANGUAGE

Abstract. To divide words into lexico-semantic groups, it is necessary to put each word in semantic analysis and determine its semantic structure.

Keywords: history, people, language, vocabulary, words

Сөзжасамның лексика-семантикалық тәсілі белгілі бір сөздердің жаңа мағынаға ие болуы, көп мәнді, ең бастысы омонимдік қатарда келуі арқылы жасалады. Сондай-ақ осы жол кейбір сөздердің ол бастағы мәнін жоғалту не болмаса әлсірету барысында басқа бір сөз табының қатарынан танылуға жол береді. Бұл тәсілде сөздің құрамы, тұлғасы ешбір өзгеріске түспейді, өзгеріс тек сөздің мағынасында ғана болады. Сөз дыбыстық, морфемдік құрамын сақтай отырып, тілдегі бұрынғы қолданылып жүрген мағынасының үстіне жаңа мағына қосып алады. Сөздің тек мағынасынды өзгеріс болғандықтан, бұл тәсіл лексика-семантикалық тәсіл деп аталған. Мысалы: *құн, буын, таңба, көрме, түбір, дыбыс* т.б. сөздердің ғылымның түрлі саласында термин сөз қызметіндегі мәні мен мазмұны олардың тілдегі жай сөз ретіндегі мағынасынан өзгеше.

Морфема деп сөздің лексикалық және грамматикалық мағыналарын білдіретін және өзіне тән мағынасы мен формасы бар сөз бөлшегін айтамыз.

Морфология саласында бұл секілді сөздің морфемалық бөлшектері қызметтеріне орай екі түрлі болып кездеседі: 1) түбір морфема; 2) қосымша морфема.

Түркітанымда сөз болып жүрген лексика-семантикалық топ туралы пікірлер қазақ тіл біліміндегі айтылып жүрген пікірлерден онша алшақ емес. Мұның себебі, түркі тілдерінде де сөз семантикасының толық зерттелмеуі, лексика-семантикалық топтарға сөздерді топтастыру принциптерінің жасалмауы. Лексика-семантикалық топ туралы пікір айтушылар оның ғылыми негізін анықтамай-ақ өздерінше өлшем-критерий қойып талдап жүр. Түркі тілдеріне байланысты жазылған еңбектерде етістіктің лексика – семантикалық топтарын А. Ысқақовтың он бірге дейін бөлгені пікірімізге дәлел бола алады. Әр автордың өзінше дәлелдері бар екенін жасыруға болмайды. Мысалы, А.Ысқақов бағыт – бағдар етістіктерін жеке топ етіп алғанда, кел, кет, қайт сияқты етістіктері қимылдың бір бағытқа

қарай бағытталатын мағынасын негіз етіп алған. Ал Э.Р. Тенишевтің еңбегінде оларды қозғалу етістіктеріне қосудағы дәлелі қозғалысқа түскен заттың бір орыннан екінші орынға өтетіндігі, кеңістікке орын алмастыратындығы. Есім сөздерді семантикалық топтарға бөлгенде мұндай талас туа бермейді. Лексика-семантикалық топ теориясын түбегейлі шешу үшін сөздердің лексикалық мағынасын, олардың семантикалық құрылымын анық білу керек. Лексика-семантикалық топтарға тек бір сөз табына енетін сөздер ғана ене алады. Жалпы тіл білімінде сөздерді лексика-семантикалық топтарға бөлудің ғылыми қағидалары жасалынған. Бірақ барлық тілдерге бірдей сай келетін даяр рецепт жасалмайды. Әр тілдің өзіне тән ерекшелігін еске ала отырып, жалпы қағидалардан ауытқуы не жаңа қағидалардың жасалынуы мүмкін. Себебі сөздердің лексикалық мағыналарының құрамында ұлттық реңк болады. Бұл сөзсіз жалпы қағидаға өзгеріс енгізеді. Тіл білімінде мұндай талдау әдісін компонентті талдау деп көрсеткен. Сөздердің мағынасын компоненттік әдіспен талдау, екінші сөзбен айтқанда семаларға талдау, сөз мағыналарын өте қарапайым жолмен түсіндіруге мүмкіндік туғыз*ады*

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SECTION: PEDAGOGY

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TOOLS FOR MEASURING AND ASSESSING THE LEVEL OF INTERCULTURAL COMPETENCE IN TEACHING FOREIGN LANGUAGES

Abstract. *The aim of the study is to analyze worldwide methodologies for evaluating intercultural competence of secondary school students. To gain the information about the current level of intercultural competence we explored several tools for measuring. Then, the Multidimensional Personality Questionnaire was applied that consists of 50 questions. Each metric of the test serves to assess the parameters relating to the concept's component pieces and is based on a particular model of intercultural competency. The reliability and scope of intercultural competency assessment techniques are investigated. The study explored the level of intercultural competence of 12 students of 9th grade. By the end of the study, the gained data can be used for further action research.*

Key words: *intercultural competence, intercultural development inventory, multicultural personality questionnaire, teaching foreign languages*

ИНСТРУМЕНТЫ ИЗМЕРЕНИЯ И ОЦЕНКИ УРОВНЯ МЕЖКУЛЬТУРНОЙ КОМПЕТЕНЦИИ В ПРЕПОДАВАНИИ ИНОСТРАННЫХ ЯЗЫКОВ

Аннотация. *Цель исследования - проанализировать мировые методики оценки межкультурной компетентности учащихся средних школ. Чтобы получить информацию о текущем уровне межкультурной компетентности, мы исследовали несколько инструментов измерения. Затем был применен Многомерный личностный опросник, состоящий из 50 вопросов. Каждая метрика теста служит для оценки параметров, относящихся к составным частям концепта, и основана на той или иной модели межкультурной компетентности. Исследуются надежность и область применения методик оценки межкультурных компетенций. В ходе исследования изучен уровень межкультурной компетентности 12 учащихся 9-х классов. К концу исследования полученные данные можно использовать для дальнейших исследовании в действии.*

ШЕТЕЛ ТІЛДЕРІН ОҚЫТУДА МӘДЕНИЕТАРАЛЫҚ ҚҰЗЫРЕТТІЛІК ДЕҢГЕЙІН ӨЛШЕУ ЖӘНЕ БАҒАЛАУ ҚҰРАЛДАРЫ

Түйін сөз. Зерттеудің мақсаты – жалпы білім беретін мектеп оқушыларының мәдениетаралық құзыреттілігін бағалаудың әлемдік әдістерін талдау. Мәдениетаралық құзыреттілік деңгейі туралы ақпарат алу үшін біз бірнеше өлшеу құралдары қарастырылды. Содан кейін 50 сұрақтан тұратын Көп өлшемді тұлға сауалнамасы қолданылды. Әрбір сынақ метрикасы концепцияның құрамдас бөліктеріне қатысты параметрлерді бағалауға қызмет етеді және мәдениетаралық құзіреттіліктің сол немесе басқа моделіне негізделеді. Мәдениетаралық құзыреттіліктерді бағалау әдістерінің сенімділігі мен көлемі зерттеледі. Зерттеу барысында 9-сыныптың 12 оқушысының мәдениетаралық құзыреттілік деңгейі зерттелді. Зерттеудің соңында алынған нәтижелерді одан әрі әрекетті зерттеу үшін пайдалануға болады.

Кілт сөздер: мәдениетаралық құзыреттілік, мәдениетаралық даму сауалнамасы, көп мәдениетті жеке тұлғалық сауалнама, шетел тілдерін оқыту.

Introduction:

All aspects of human existence, including the realm of culture, have now been affected by the movement of globalisation. And while the history of mankind was formerly merely the history of specific nations, populations, and cultures, it is now clearly changing into a global, united history of mankind. Representatives of many scientific fields have developed a keen interest in the intercultural communication process, which studies the interaction and reciprocal effect of cultures. Intercultural competence is the possession of this competency. According to scientists (Kunanbayeva, Hymes, etc.), intercultural competence (IC) is the knowledge and ability to successfully participate in intercultural interaction. This knowledge and skills are very important tools in modern society, as interaction with representatives of other cultures occurs daily and intensively [10, 11].

In accordance with Kunanbayeva S.S. (2013), the capacity for effective communication with members of various cultures is referred to as intercultural competence. This talent may already present at an early age or may be acquired and enhanced via competence and willpower [10, 159]. Emotional competence and intercultural sensitivity are the cornerstones of effective cross-cultural communication. Finding out if a person possesses this skill or has the capacity to do so is the aim of an intercultural competency assessment. Cultures can differ not only between continents or nations, but also within a single organisation or even a single family. This is because every human being has a unique history, a unique life, and, to some extent, a unique culture. [10, p. 160]

The idea of "communicative competence" was developed as a consequence of efforts by methodologists all around the world to establish a single aim for teaching foreign languages, coordinate and synchronise material and teaching techniques to accomplish this shared goal. Dell Hymes (1972) coined the term "communicative competency" in his essay "On

communicative competence." This term was developed on the basis of Noam Chomsky's concept of "linguistic competence," which the scholar used to determine the individual's internal mental grammar, declaring that it is precisely here that language is represented in the form of abstract sets of rules, which are most clearly reflected in the individual's subconscious intuitive representations of language. [11, p. 261]

D. Hymes (1972) defines communicative competence as "internal understanding of language's context appropriateness" [11, p. 261]. Salima Kunanbayeva (2013), rector of Kazakhstan's Ablaikhan University of International Relations and World Languages, made a significant contribution to the study and implementation of a competency-based approach to teaching foreign languages in Kazakhstan [10]. Her work is distinguished by its scope, efficiency, and in-depth knowledge of contemporary challenges. She is a key specialist in Kazakhstan on issues concerning the content and organisation of foreign-language development, a representative of education reforming projects, and the coordinator of a number of European Union international programmes [10].

Literature review

Researchers (Greenholtz, J., Lily A. Arasaratnam.) in the field of intercultural competence have not yet come to a consensus on the structure and components of this phenomenon, there are many models of intercultural competence. On their basis, appropriate diagnostic techniques are being developed. To date, there are a wide range of different tools for measuring the level of intercultural competence, which focus on its various elements, such as intercultural sensitivity, interpersonal skills, cultural empathy, emotional stability, flexibility, etc. We will consider the most popular tools for measuring intercultural competence.

B.D. Ruben (1976) was one of the first to establish a scale for analysing intercultural behaviour in seven categories, using behavioristic principles: ambiguity, interaction management, respect, relative role behaviour, knowledge orientation, attitude to interaction, and empathy. This method has been utilised successfully in previous research, but not lately; also, its use in multicultural populations is unknown [1, p. 229-240].

One of the main tools, The Intercultural Development Inventory (IDI) questionnaire was developed by the staff of the Institute of Intercultural Communication (Minneapolis, USA). This theory is based on M. Bennett's (1993) concept of intercultural sensitivity. The researcher believes that "the range of intercultural development is a spectrum from a reduced perception of differences (as a consequence of limited experience of cultural differences) to a complex perception based on the experience of cultural diversity" [2, p. 8-22]. The scientist identifies ten "culturally integral" dimensions from a variety of parameters and signs of cultural differences, the correct assessment of which will increase the effectiveness of interaction with people of other cultures: language and communication, norms and values, beliefs, a sense of personal space, personal relationships, clothing and appearance, the value of time, food and eating habits, training, work habits and practices. Based on these culturally integral parameters, the researcher suggests assessing the ability of people or groups to perceive cultural differences within the continuum of intercultural development.

Also, the Intercultural Development questionnaire is a questionnaire of 50 items and 4 open contextual questions answered by the respondent. Based on Milton Bennett's Developmental Model of Intercultural Sensitivity, Mitch Hammer and Bennett first developed

the Intercultural Development Inventory (DMIS) [12, p. 115-136]. The result of data processing allows us to obtain an individual profile of the respondent's general position in the range of intercultural development (denial/ protection - minimization - acceptance - adaptation). This continuum reveals a specific orientation in relation to cultural differences, ranging from a monocultural to a multicultural system of views. IDI is used to measure cross-cultural competence in various contexts, such as education, training programs, healthcare, corporations, government organizations. The authors of this toolkit in their publications and speeches characterize it as reliable and reliable in any languages and in any cultures. Thus, I. Ya. Leibman (2010) testifies that the developers of the questionnaire position it as "an inter-culturally valid and exceptionally reliable assessment method" [3, p. 58-66]. However, the Canadian researcher J. Greenholz (2005) notes that "validity and reliability is not the quality of the tool itself, but of the data obtained through the tool in a single. [4, p. 93]

Researchers K. van der See and K.P. van Udenhoven (2013) have developed a Multicultural Personality Questionnaire (MPQ), which is a tool for measuring intercultural effectiveness, without focusing on communication skills [5, p. 118-124]. The researchers distributed 78 questions within five dimensions of "intercultural success": cultural empathy, openness, social initiative, emotional stability and flexibility. This questionnaire was used to study the intercultural competence of foreign students, the adaptation of Western expatriates abroad and showed sufficient validity. In their study, the authors found that international students demonstrated lower subjective well-being at the beginning of their studies on academic mobility program compared to local students because they are not used to the new culture and lifestyle [5, p. 118-124]. Since emotional stability is important for maintaining mental health, emotionally stable students do better academically. Thus, the multicultural personality questionnaire was able to predict academic performance based on indicators of the level of cultural empathy, open-mindedness, emotional stability, flexibility and social initiative.

Researcher Arasaratnam (2012) has developed a tool for measuring the level of competence (Intercultural Communication Competence Instrument, ICCI) in intercultural situations from the point of view of cognitive, affective and behavioral measurement [6, p. 6-27]. This toolkit includes 52 questions. Arasaratnam and Doerfel identified ethnocentrism (22 questions), motivation (4 questions), attitude to other cultures (8 questions), involvement in communication (8 questions), communicative competence (10 questions) as important elements of intercultural competence. The researcher found a positive relationship between engagement in communication and cultural empathy, as well as between engagement in communication and attitudes towards other cultures [6, p. 6-27]. The study also indicates a positive relationship between attitudes to other cultures and cultural empathy, between attitudes to other cultures and experience, between attitudes to other cultures and motivation, between motivation and experience, between intercultural competence and involvement in communication, between IC and motivation, and between IC and empathy.

The Culture Shock Inventory (1994) is another scale that measures a person's specific characteristics related to intercultural sensitivity. Culture shock is "a multifaceted experience resulting from stress on the background of contact with another culture " [7, p. 121-126]. As society becomes more multicultural, people are more likely to encounter situations of intercultural communication. Winkelman argues that people experience cultural shock due to

various factors, such as previous experience working with other cultures and intercultural adaptation, the difference between their own culture and the culture of the host, the level of training, education, social support, personality traits, psychological characteristics. The Cultural Shock Questionnaire is a self–assessment tool that helps prevent cultural shock by evaluating the experience of working with people from other countries, their language skills, openness to new ideas, beliefs and specific knowledge related to culture.

The tool for describing intercultural competence developed by researchers Trompenaars and Vuliams (2010) evaluates the qualifications and readiness of an individual for international tasks. This technique tries to "describe and measure a certain way of thinking, sensitivity, intellectual skills, the ability to explain, which, in turn, forms intercultural competence" [8, p. 59]. The developed tools allow the participant to assess their level of intercultural competence at the moment. According to the authors, this methodology does not focus on one specific characteristic of cultural knowledge or behavior, like other tools. In this case, we are talking about the range of competencies, or, in other words, cross-cultural competence, and, accordingly, the positive effect of cross-cultural communication situations. Within the framework of this methodology, four aspects of intercultural competence are distinguished: recognition, respect, coordination and implementation.

Methodology:

The study's aim was to find out the level of intercultural competence of secondary school students of 9th grade. It was conducted in the secondary school in the region of Almaty. The focus grpup consists of 12 students of different sex. We provided Multicultural Personality Questionnaire to gain the information about their readiness for intercultural communication.

Data collection:

The 50 questions MPQ survey was provided to identify the level of intercultural competence of students.

Table 1. List of MPQ questions

Nº	Questions	Answer (True or False)
1.	When I work with others I like to take charge.	
2.	I keep close track of where my money goes.	
3.	I often find myself worrying about something.	
4.	I usually like to spend my free time with friends rather than alone.	
5.	Sometimes I feel and experience things as I did when I was a child.	
6.	My table manners are not always perfect.	
7.	If people criticize me, I usually point out their own weaknesses.	
8.	I am just naturally cheerful.	
9.	The best way to achieve a peaceful world is to improve people's morals.	
10.	I often keep working on a problem even if I am very tired.	
11.	Some people go out of their way to keep me from getting ahead.	
12.	I often stop one thing before completing it and start another.	
13.	1. I can be greatly moved by eloquent or poetic language.	
14.	My feelings are hurt rather easily.	
15.	I don't like having to tell people what to do.	
16.	I could be happy living by myself in a cabin in the woods or mountains.	

17.	My future looks very bright to me.	
18.	I am always disgusted with the law when a criminal goes free because of a clever lawyer.	
19.	When someone hurts me, I try to get even.	
20.	While watching a movie, a T.V. show, or a play, I may become so involved that I forgot about myself and my surroundings, and experience the story as if it were real and as if I were taking part in it	
21.	I see no point in sticking with a problem if success is unlikely.	
22.	I enjoy being in the spotlight.	
23.	When faced with a decision I usually take time to consider and weigh all possibilities.	
24.	I am easily "rattled" at critical moments.	
25.	I have always been extremely courageous in facing difficult situations.	
26.	Many people try to push me around.	
27.	As young people grow up they ought to try to carry out some of their rebellious ideas instead of just settling down.	
28.	When I am unhappy about something.	
29.	If I stare at a picture and then look away from it, I can sometimes "see" an image of the picture, almost as if I were still looking at it.	
30.	It might be fun and exciting to be in an earthquake.	
31.	It is easy for me to become enthusiastic about things that I am doing.	
32.	I perform for an audience whenever I can.	
33.	I play hard and I work hard.	
34.	I enjoy violent movies.	
35.	Often I get irritated at little annoyances.	
36.	Sometimes I feel as if my mind could envelop the whole world.	
37.	I often act without thinking.	
38.	Most people make friends because they expect friends to be useful	
39.	I would be very embarrassed to tell people that I had spent my vacation at a nudist camp.	
40.	I prefer not to "open up" too much, not even to friends	
41.	I often feel happy and satisfied for no particular reason.	
42.	In most social situations I like to have someone else take the lead.	
43.	I suffer from nervousness.	
44.	I like to watch cloud shapes change in the sky.	
45.	At times I have been envious of someone.	
46.	I like to stop and think things over before I do them.	
47.	I am very religious (more than most people are).	
48.	I enjoy putting in long hours.	
49.	I live a very interesting life.	
50.	People often try to take advantage of me.	

Source: K. van der See and K.P. van Udenhoven (2013)

Students were asked to answer the questions identifying if the sentences were true or false for them. If the student gives the answer 'True' for the true-keyed questions and 'False' for false-keyed questions, he/she gets 1 point.

Table 2. The answer key of the questionnaire

False-keyed questions	6, 12, 15, 16, 22, 28, 31, 38, 41, 43, 46, 49
True-keyed questions	1, 2, 3, 4, 5, 7, 8, 9, 10, 11, 13, 14, 17, 18, 19, 20, 21, 23, 24, 25, 26, 27, 29, 30, 32, 33, 34, 35, 36, 37, 39, 40, 42, 44, 45, 47, 48.

Table 3. The results of MPQ questionnaire

№	Students	Score
1.	Student A	70%
2.	Student B	80%
3.	Student C	64%
4.	Student D	46%
5.	Student E	84%
6.	Student F	78%
7.	Student G	40%
8.	Student H	42%
9.	Student I	38%
10.	Student J	42%
11.	Student K	56%
12.	Student L	68%
	Average score:	63%

The questionnaire consists of questions that check students' Wellbeing, Social Potency, Achievement, Social Closeness, Stress Reaction, Alienation, Aggression, Control, Harm-avoidance, Traditionalism, Absorption, Wellbeing Abbreviated, Stress Reaction Abbreviated, Unlikely Virtues. Table 4 shows the questions that are constructed for each component.

Table 4. MPQ scoring

Elements	Questions
Wellbeing	8, 17, 32, 42
Social Potency	1, 15, 23, 33, 43
Achievement	10, 22, 34, 50,
Social Closeness	4, 16, 29, 41,
Stress Reaction	3, 14, 25, 36, 44
Alienation	11, 27, 39,
Aggression	7, 20, 35,
Control	2, 12, 24, 38, 47
Harm-avoidance	19, 31, 49
Traditionalism	9, 18, 28, 40, 48,
Absorption	5, 13, 21, 30, 37, 45
Wellbeing Abbreviated	32, 42
Stress Reaction Abbreviated	3, 14, 36, 44
Unlikely Virtues	6, 26, 46

Source: K. van der See and K.P. van Udenhoven (2013) [5]

According to K. van der See and K.P. van Udenhoven (2013), to be the person who is ready for intercultural communication, who possesses the personal qualities, such as tolerance, respect, self-esteem, open-mindedness, stress resistance, the students must get 60% of correct answers.

In accordance with the results of the MPQ testing, we identified that 9th grade students' average score is 63 percent, which is enough to interact with society of other culture.

Conclusion

To conclude, there are different tools for measuring the level of intercultural competence, but researchers need to choose the best suitable mean. This study was conducted by implementing Multidimensional Personality Questionnaire which best suited the secondary school students. This study helps us to identify the readiness of students for intercultural communication. The gained data will help to know the current level of intercultural competence and to find out the progress of implemented practice.

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ACTION RESEARCH ON THE THE STUDENT-CENTERED TEACHING APPROACH

Abstract. *The study aims to find out the efficacy of student-centered approach in increasing the level of interest and motivation of students in the context of Kazakhstan. The hypothesis of research is that the usage of student-centered instructional methods will be able to boost motivation to control students' own learning process as well as their language skills. Throughout the school term, student-centered methods were implemented in a focus group in contrast with the control group which have had less student-centered approach practice. The study data was collected from summative assessment for the first and the second term and formative assessment. Even though, student-centered approach is considered to be time-consuming, making classroom difficult to organize and requiring a lot of material, the study have found out that there is a beneficial change in the results.*

Key words: *student-centered education, constructivism theories, secondary school, cognitive skills.*

ИССЛЕДОВАНИЕ В ДЕЙСТВИИ ПОДХОДА К ОБУЧЕНИЮ, ОРИЕНТИРОВАННОГО НА УЧАЩЕГОСЯ

Аннотация. *Целью исследования является выяснить эффективность личностно-ориентированного подхода в повышении уровня заинтересованности и мотивации студентов в условиях Казахстана. Гипотеза исследования заключается в том, что использование личностно-ориентированных методов обучения сможет повысить мотивацию учащихся к контролю над собственным учебным процессом, а также над своими языковыми навыками. На протяжении всего учебного года методы, ориентированные на учащихся, применялись в фокус-группе, в отличие от контрольной группы, в которой подход, ориентированный на учащихся, практиковался меньше. Данные исследования были собраны из итогового оценивания за первую и вторую четверть и формирующего оценивания. Несмотря на то, что подход, ориентированный на учащихся, считается трудоемким, затрудняющим организацию занятий и требующим большого количества материала, исследование показало, что в результатах есть положительные изменения.*

Ключевые слова: *личностно-ориентированное образование, теории конструктивизма, общеобразовательная школа, когнитивные навыки.*

ОҚЫТУДЫҢ ОҚУШЫҒА БАҒЫТТАЛҒАН ТӘСІЛІ БОЙЫНША ІС-ӘРЕКЕТТІ ЗЕРТТЕУ

Түйіндеме. *Зерттеудің мақсаты – оқушылардың қызығушылығы мен ынтасының деңгейін арттыруда Қазақстан контекстіндегі оқушыға бағытталған әдістің тиімділігін анықтау. Зерттеудің гипотезасы – оқушыға бағытталған оқыту әдістерін қолдану оқушылардың өз оқу үдерісін басқаруға деген ынтасын, сонымен қатар олардың тілдік дағдыларын арттыруға мүмкіндік береді. Тоқсан ішінде оқушыға бағытталған әдістер фокус топта жүйелі түрде қолданылды, керісінше, бақылау тобында бұл әдіс тәжірибеде аз қолданылды. Зерттеу деректері бірінші және екінші семестрдегі қорытынды бағалау мен формативті бағалаудан жинақталды. Студентке бағытталған әдіс көп уақытты қажет ететін, сабақтарды ұйымдастыру қиын және көп материалды қажет ететін болып саналғанымен, зерттеу нәтижелерінде оң өзгерістер бар екенін көрсетті.*

Түйін сөздер: *оқушыға бағытталған білім беру, конструктивизм теориялары, жалпы орта мектеп, когнитивті дағдылар.*

INTRODUCTION

It has been a contentious topic to discuss the notion of student-centered approach. Some instructors, like Woods D.R., are offended by this idea because they believe it undervalues their own professional duties. Others (Nunan D., Richardson, V) believe it entails delegating to the student the teacher's tasks and obligations.

According to Zydney et al. (2012), the notion of student-centered learning refers to situations in which the individual selects the learning objective, the learning method, or both the learning goals and the learning means. As a result of this research, the individual may set distinct individual learning goals and follow them with little or no external limits, as is typical of spontaneous, self-initiated informal learning. Alternatively, the person may only have access to certain, specified resources to pursue individual learning goals, such as in formal settings during free time. When learning objectives are stated externally, as in most formal educational settings, the person selects how they will be pursued. In summary, during directed learning, the cognitive tasks shift from externally mediated choosing, processing, and encoding to independently predicting, seeking, and evaluating relevance based on specific needs and goals [2, p. 3211].

Table 1. Traditional and experiential educational models compared by Nunan David (2012)

Dimension	Traditional model: behaviorism	Experiential model: constructivism
View of learning	Transmission of knowledge	Transformation of knowledge
Power relation	Emphasis on teacher's authority	Teacher as 'learner among learners'

Teacher's role	Providing mainly frontal instruction; professionalism as individual autonomy	Facilitating learning (largely in small groups); collaborative professionalism
Learner's role	Relatively passive recipient of information; mainly individual work	Active participation, largely in collaborative small groups
View of knowledge	Presented as 'certain'; application problem solving	Construction of personal knowledge; identification of problems
View of curriculum	Static; hierarchical grading of subject matter, predefined content and product	Dynamic; looser organization of subject matter, including open parts and integration
Learning experiences	Knowledge of facts, concepts and skills; focus on content and product	Emphasis on process; learning skills, self inquiry, social and communication skills
Control of process	Mainly teacher-structured learning	Emphasis on learner; self-directed learning
Motivation	Mainly extrinsic	Mainly intrinsic
Evaluation	Product-oriented: achievement testing; criterion-referencing (and norm-referencing)	Process-oriented: reflection on process, self-assessment; criterion referencing.

Source: Nunan David, 2012: 50

Constructivism and student-centered approach

The most well-known constructivist theorists are Jean Piaget, Jean-Jacques Rousseau, John Locke, Levy Vygotsky, and John Dewey. Constructivists believe that learners gain knowledge by experience [3, 4, 5]. According to Dewey (1944), education should take into consideration the student's interests, which will drive them to participate in the educational process, while seeking the teacher's assistance only when it is truly necessary [6, p. 8-16]. In accordance with constructivist approaches, students need to build the knowledge by themselves and the teacher becomes from 'sage on the stage' to 'guide on the side'. To plan the educational process using the student-centered approach, teachers need to apply negotiated curriculum in the collaboration with the students.

Nunan David (2012) suggests these steps to implement the student centered learning approach along the negotiation continuum:

Step 1: Teachers need to make instruction goals clear to students. It is necessary to spell out the pedagogical agenda for learners making it explicit.

Step 2: Teachers need to allow students to create their own goals. Students need to set a goal for each week, term or educational year.

Step 3: Teachers need to encourage students to use their second language outside the classroom. A logical purpose of this idea is to get learners activating their language outside the classroom to develop their cognitive skills in real life conditions.

Step 4: Teachers need to raise awareness of learning process. However, it is important to give them a voice in how they learn. Students ought to know the strategies underlying classroom tasks.

Step 5: Teachers need to help students identify their own preferred styles and strategies.

Step 6: Encouraging learner choice. It is preferable to engage the students in a relatively modest level of decision-making in the first instance. For example: if the material for a lesson include a reading passage and a listening text, learners might be asked to decide which they would rather do first.

Step 7: Teachers need to allow learners to generate their own tasks. For example, it might be giving a text to students, and asking them to write their own questions.

Step 8: Encouraging students to become teachers. Being asked to present something to another group it gave a clear reason for the work, called for greater responsibility to one's own group, and led to increased motivation and greatly improved accuracy.

Step 9: Teachers need to encourage learners to become researchers. When we reach this step we may conduct project-based and inquiry-based learning activities [1, p. 58].

These steps correspond to Bloom's taxonomy, the last step of which is doing research. We implemented teaching methods according to these steps.

METHODOLOGY

The study was conducted in 2 groups: focus and control group. Each group consists of 13 students of 7th grade. Control group is chosen from another school where student-centered approach is implemented less than teacher-centered approach about which we discussed in the previous study.

During the study, we applied methods of student-centered instruction, such as *jigsaw, debates, projects, brainstorming, interactive games, mental models, inquiry-based techniques, KWL method, presentations, competitions, PBL, social media.*

The study was conducted during a term that lasts 8 weeks. The study results were gained from the summative assessments for the term (1 and 2) and formative assessment, which is dedicated for assessing active participation and gained knowledge.

It should be noted, that students of control group were chosen from comprehensive secondary school, and the students of focus group study in the private intellectual school. Nevertheless, all of the students of both group are educated via the same educational program and term plan. The difference is the degree of the implementation of student-centered approach in practice.

Table 2. The results of the summative assessment for the first term

Results of:	Control group's Average score for each skill	Focus group's Average score for each skill
Summative assessment for the 1st term	Listening: 2 (33%) Reading: 3 (50%) Writing: 2 (33%) Speaking: 3 (50%) Formative assessment: 60%	Listening: 3 (50%) Reading: 4 (67%) Writing: 3 (50%) Speaking: 3 (50%) Formative assessment: 63%

At the end of the first term, we counted the average score that students got at the summative assessment test. Summative assessment test for the term (SAT) always consists of the tasks for all the language skills (reading, listening, speaking, writing). Maximum points for

SAT are 24 points (6 points for each skill). We assessed the formative assessment (1-10 points) results by analyzing students' performance and participation, which indicates the level of interest and motivation to study the subject of English.

Findings

After 8 weeks of the implementation process of student-centered methods, we got the results of summative assessment for the second term.

Table 3. The results of the summative assessment for the first term

Results of:	Control group's Average score for each skill	Focus group's Average score for each skill
Summative assessment for the 2nd term	Listening: 3 (50%) Reading: 3 (50%) Writing: 3 (50%) Speaking: 3 (50%) Formative assessment: 64%	Listening: 4 (67%) Reading: 5 (83%) Writing: 4 (67%) Speaking: 5 (83%) Formative assessment: 75%

The results of both groups showed that language skills were improved in general. Table 4 shows percentage of academic performance achievement.

Table 4. Academic performance achievement difference

	Listening:	Reading:	Writing:	Speaking:	Formative assessment:	Academic performance:
Control group	+ 17%	0	+17%	0	+4%	50%
Focus group	+17%	+16%	+17%	+23%	+12%	75%

According to the table 4, it can be noticed that, there is a difference between control and focus groups' results. Both of groups had improved listening and writing skills at the same level (17%). However, focus group had improved reading and speaking skills with a noticeable difference (16%, 23%), while there is no notable improvement in the results of control group.

Discussion and Conclusion

Even though, the study showed positive results on students' academic performance and motivation to learn, there were still several inconvenient moments, which limited the activity of the teacher to implement it perfectly.

Firstly, the main inconvenience was preparing a large amount of differentiated tasks for the students who have different perception type and learning style. Nevertheless, we must admit, that it helped to make the students' learning process effective. Besides, it was difficult to make the class organized and control the discipline at the beginning of the study. But as the students got used to this type of class management, it became easier to conduct the lessons.

The most effective as well as timesaving student-centered instruction was flipped classroom method, where students need to learn the lesson material before the classroom and they discuss and do exercises with the teacher at the classroom. This gave us the opportunity to save time and spend the classroom time for practice and working with gaps.

To sum up, this study was intended to check the efficacy of student-centered instruction in the context of Kazakhstan. Even if, there were difficulties while implementing it in practice, we managed to use and organize lessons successfully by the end of the study. Consequently, there are positive results in the academic performance and interest for learning of students. The gained data *proves* that student-centered instruction is appropriate for secondary schools of Kazakhstan. Further research is needed to create a syllabus for implementing student-centered instruction that is suitable for each grade.

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EXPLORING ISSUES OF TEACHING GRAMMAR IN SECONDARY SCHOOL

This is the study entitled Exploring Ways for Teaching Grammar Lessons at Secondary Level. This is the introductory chapter which consists of background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definition of the key terms.

Teaching grammar is one of the aspects of language teaching. Different methods such as teaching from rules, teaching from examples, teaching through texts have been employed to teach grammar since the past. Thus, this present study entitled "Exploring Ways for Teaching Grammar lessons at Secondary Level" aimed at exploring the practice ways for grammar teaching at secondary level in terms of; teaching prepositions, articles, tense, tags, causative verbs and subject verb agreement. This research was done to explore the practice ways for each of these grammatical lessons. Both the primary and secondary sources of data were used to carry out this research. Separate tools i.e questionnaire and classroom observation checklists were used to elicit the data. The result shows that most of the teachers use inductive ways to teach grammar lessons focusing on learner- centered techniques. The findings indicated that the teachers can use and select methods on the basis of level of the learners and context and nature of the text.

Key words: *grammar, teaching, nature, text, research, primary, questionnaire*

There are many languages in the world. Among them, English is a language which is widely used all over the world as a means of communication. In this regard, Harmer (2007, p. 13) says "English works as a lingua franca between the people who do not share the same first language (or even second) language". It is used as an official language in many parts of the world. In the context of our country, English has been given more priority than other international languages such as Chinese, French and Germany. In recent years, it is taught as a compulsory subject from grade one to bachelor's degree as a foreign language (EFL). According to Awasthi (2005, p. 22), "The introduction of ELT in Nepalese education started only in 1971 AD with the implementation of National Education system plan 1971". The same year Tribhuvan University started B.Ed. programme in English education. When the High Level National Education Commission (2002 AD) recommended that ELT should be started from grade one of school, which added a new brick in English education in Nepal. Language is the means of communication through which we express our inner feelings, desires, and exchange ideas between and among the people. The main purpose of language teaching is to make the learner able to communicate appropriately in a given context meaningfully. So, a language should be appropriate in its structure too. The structure of language is technically termed 2 as

grammar. So, grammar is one of the variables of language teaching that should be taught and learnt. It is the description, analysis and formalization of language pattern. Cowan (2012, p. 3) defines grammar as "the set of rules that describes how words and groups of words can be arranged to form sentences in a particular language".

He emphasized grammar as the organization of words to make comprehensible and organized sentences. It is a backbone of language teaching. Similarly, Thornbury (1999, p. 1) says "A grammar is a description of rules that govern how a language's sentences are formed". Furthermore, grammar is a connection of words to make an acceptable sentence. He further asserts it studies possible forms (or structures) in a language. Grammar is an attempt to explain why the sentences are in an acceptable way. In the same way, Hagemann (2002, p. 3) defines "Grammar is the set of rules of the language shared by its speakers which tells how to pronounce syllables, (phonology), how to form words, (morphology) how to structure sentences, (syntax) and what style of language to use in a given context, (pragmatics).

Grammar is the rules of language which helps to produce structurally and contextually meaningful sentences and discourse. Thus, grammar is a multidimensional word which has multiple meaning. In this a way, different scholars have presented different ideas regarding the definition of grammar. Without teaching grammar language teaching cannot be completed. Grammar teaching is essential variable of language teaching and develops linguistic competence. Teaching grammar has similar history as to the language teaching.

They are in reciprocal relation in the field of language teaching. In this regard, Celce-Murcia (2001 as cited in Nassaji & Fotos 2011, p. 13) explains "Language teaching was equated with grammar teaching and grammar was used as content as well as organizing principles for developing curriculum and language teaching materials". For thousands of years, grammar teaching was the center of language pedagogy and curriculum development. From that time of history of language teaching different ways and methods are being used in the field of grammar teaching.

On the basis of the context of language teaching, 3 nature of the grammar lesson, level and background of the learner ways of grammar teaching can be adopted and sometimes generated too. Thornbury (1999, pp. 29-90) has mentioned the ways of teaching grammar as deductive, inductive and text- based method. These three are especially the ways of teaching grammar which follows their own different ways and techniques while presenting the grammar lessons in the language classroom. These methods have their own pros and cons in the field of grammar teaching. As these methods are the specified ways of teaching grammar this study tries to explore out which of these ways are adopted or to discover any other new ways to teach each grammar lesson in the EFL context like Nepal at secondary level.

Statement of the Problem Grammar teaching is one of the variables of language teaching. We cannot deny the role of teaching grammar in language classroom. In this regard, Pennington (1995, p. 4) says "a central goal for language pedagogy will be for the learner to build up, over time, a grammatical repertoire and an understanding of the functions that grammatical repertoire in various context of communication". So, for the successful language use, the learners will also need to acquire the ability to apply various grammatical structures in different grammatical context and to develop the ability of understanding communicative meaning. To achieve the pedagogical goal successfully instructor can use various ways of

teaching grammar on the basis of nature of grammar lesson, level of the learner, his proficiency level and teaching and learning environment.

The success of grammar teaching depends on the ways adopted in the process of delivering the lessons to the learners. There are different ways of teaching grammar such as deductive, inductive and text- based which the teachers are practicing inside the language classroom. In the context of Nepal, teaching grammar is really a challenging task for 4 teachers and matter of great difficulty for learner because of teachers' less concern to utilize effective ways of grammar teaching like inductive method. So, in the one hand the students are working hard to achieve expected result and on the other hand, teachers' ways of grammar teaching are less appropriate to address the students' expectations. In this scenario, whether the ways of teaching grammar being practiced are appropriate or we can use other different ways.

This situation is yet to be explored and the focus of my research will be laid on the exploration of such issues. Nowadays, the syllabus in school level is designed on the basis of communicative approach and the teachers are also using and focusing communicative ways of grammar teaching in spite of that students' grammatical competency is not satisfactory.

Most of the teachers are not adequately able to bring varieties of ways of grammar teaching such as inductive, text-based, communicative methods. The teachers are practicing with the same way i.e. GT method for all grammar lessons as a result learners seem bored and less interested to grammar lesson. They rarely assessed with the effectiveness of this method for each and every lesson prescribed in the textbook. This has resulted ineffective educational achievement and produced less competent learners in English grammar. Recognition of an appropriate ways is the main problem in the grammar classes at secondary level. The ways of teaching grammar differ according to each lesson, context and level of the learners. We can generate our own ways of teaching grammar as to be suited in our context. This study tries to explore out the practiced ways and further suggest possible ways of teaching grammar for each grammar lesson.

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THE POSSIBILITIES OF USING ONLINE-TESTS AS A FORM OF ASSESSMENT AND FEEDBACK

Nowadays, testing is the main method used to control and assess how well students are learning. In recent years, testing has become a greater and more common way to evaluate knowledge in all educational institutions around the world. The tasks on the test are the most accurate, appropriate, and objective way to evaluate various sorts of class activities on a qualitative level. Tests are a special form of control through which you can evaluate the knowledge, skills and abilities of the subject, as well as their personal and psychophysiological characteristics. Online testing can be distinguished as a distinct type among the numerous testing options available for a modern teacher. An effective tool for raising student motivation is the employment of such a tool for assessment and operational control of students' knowledge and giving them appropriate feedback. This article is dedicated to find the possibilities of using Online-tests as a form of assessment and feedback.

Key words*: Online-test, online platforms, Internet technologies, forms of assessment, forms of control, feedback*

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ВОЗМОЖНОСТИ ИСПОЛЬЗОВАНИЯ ОНЛАЙН-ТЕСТОВ КАК ФОРМЫ ОЦЕНИВАНИЯ И ОБРАТНОЙ СВЯЗИ

В настоящее время тестирование является основным методом, используемым для контроля и оценки того, насколько хорошо студенты учатся. В последние годы тестирование стало более распространенным способом оценки знаний во всех учебных заведениях мира. Задания на тесте являются наиболее точным, адекватным и объективным способом качественной оценки различных видов деятельности в классе. Тесты представляют собой особую форму контроля, посредством которого можно оценить знания, умения и способности испытуемого, а также его личностные и психофизиологические особенности. Онлайн-тестирование можно выделить как

отдельный вид среди многочисленных вариантов тестирования, доступных современному учителю. Эффективным инструментом повышения мотивации студентов является использование такого инструмента для оценки и оперативного контроля знаний студентов и предоставления им соответствующей обратной связи. Данная статья посвящена поиску возможностей использования онлайн-тестов как формы оценивания и обратной связи.

Ключевые слова: Онлайн-тест, онлайн-площадки, интернет-технологии, формы оценивания, формы контроля, обратная связь

One of the main components of education management and education quality management is assessment. To effectively assess and control the educational process, the teacher has to know a wide range of factual information regarding many facets of the educational process.

Assessment leads in continuous feedback and the availability of data on the early outcomes of educational activities. If the objective of the educational process is to transmit knowledge and skills from instructor to student, then the student's regular work throughout the year and systematic monitoring that enables him to assess the knowledge he has acquired are the means to accomplish this aim.

As stated in the teaching methodology, using tests is one of the sensible and useful additions to the techniques of evaluating students' knowledge, skills, and talents at various educational levels. Additionally, test control has evolved into one of the tools used to individualize the educational process since it enables consideration of the psychological traits that students already possess and which obstruct the achievement of their educational endeavors.

Compared to other forms of current control, test has a number of important advantages. The benefits include the ability to swiftly assess the level of knowledge of a bigger group of pupils and check a significant proportion of the content covered in tiny doses. A strict verification process essentially removes subjectivity in the interim. Students acquire discipline and a desire for competition as a result of the use of this kind of control in their assimilation of academic material [1, p. 259].

The fundamental functions of testing in the classroom are feedback (in the broad sense) and control (in the more specific sense), and the more closely they are related, the better both the learning process and the testing are.

Testing refers to an intentional, uniform assessment given to all students under closely monitored conditions, allowing for the measurement of the researched pedagogical process characteristics. This method of control is based on the usage of tasks of a standard form, which is called "test. It is sometimes incorrect to refer to control-training activities and simple tests as tests because instructor tests must also be created in accordance with specific guidelines and specifications [2, p. 17].

Testing is one of the most accurate and technologically advanced forms of control with controlled quality parameters. Testing is one form of control. The test methodology requires special research, practical development and experimental verification.

The following advantages of test control of knowledge are distinguished in comparison with traditional forms of control:

1. More extensive standardization

2.The assessment must be objective, regardless of the teacher's preferences.

3.The student's cognitive activity is stimulated in a positive way.

4.The capacity to considerably lessen conflict between the instructor and the pupil as well as to lessen the emotional (stress) weight on the instructor and pupil.

5.The speed of knowledge control, which involves testing everyone at once.

6.Comprehensive material coverage—all topics are covered in the test's questions.

7. Not having access to a cheat sheet.

8.Put an emphasis on using contemporary technology tools, including automated training and management systems.

9.The learner must retain not just the subject's overall information but also numerous details that are missed during routine instruction.

10. Universality and comprehensiveness; examinations are used for training, self-control and self-training, intermediate and final certification, and other purposes [3, p. 41].

There are various test categories. Each test has a distinct objective and a distinct measurement standard. We'll start by looking at the three categories used by domestic authors to classify their tests.

General skill assessments are the first class of exams. With the help of these exams, you may determine the subject's degree of linguistic competency in relation to the task he is preparing for. The second group is known by researchers as success tests, or, more commonly, educational achievement assessments. These exams are designed to evaluate how well a student has mastered a certain body of knowledge or even a specific area of study. Compared to assessment, this kind of testing is a more accurate measure of learning. The third group includes diagnostic exams, which enable you to ascertain not only the degree of knowledge, skills, and abilities, but also the causes of their inadequate development [4, p. 43].

Online testing can be distinguished as a distinct class among the numerous testing options. An effective tool for raising student motivation is the employment of such a tool for instruction and operational control of students' knowledge. The following characteristics define this type of testing: using computer technology (PC, tablet, etc.) to conduct the test; using telecommunications technology (the Internet) to access test tasks; using test tasks for which a number of procedural stages of test formation were completed in advance (planning, compiling, approval, processing, and interpretation of results, rescheduling, design, and preparation of specifications, instructions for the final test); and performing tasks online, i.e. via the Internet [3, p. 53-55].

The issue can be brought to a fully automated check using the established technologies, guaranteeing the highest level of objectivity. A modern professional school is increasingly adopting technical tools for testing and result analysis. The ability to build a class of test tasks and utilize them in training and adaptive testing systems is made possible by the ever-expanding possibilities of technical assistance, the introduction of visual design tools and high-level programming languages, and the simplicity of the mathematical equipment.

One of the most cutting-edge types of automated control with controlled quality parameters is represented by the test system. Testing is the only method of student knowledge control that can compete in this regard. Tests in modern higher education are commonly employed at all phases of the didactic process. You can thus effectively give preliminary, ongoing, and final control over students' knowledge, abilities, accounting for their development, and academic achievements. However, it is not yet required to absolutize the test form's capabilities. Not all of the qualities required to master the curriculum can be discovered by testing. It is well recognized that when we compete on speed, we fall short on accuracy. For instance, certain markers of knowledge, skills, and abilities—like the capacity to connect ideas rationally and persuasively—as well as the capacity to concretize one's response using examples—cannot be identified by testing. This implies that testing must be used in conjunction with additional, or what are known as "conventional," forms of testing.

There are a lot of online platforms for using and making tests, including:

KAHOOT!: An interactive learning environment that enables you to offer new information in any discipline in a humorous manner and conduct knowledge checks, assessments, and surveys. designed for a range of age groups, from young children to adults. English-language support. A Russian translation is accessible if you sign in using the Google Chrome browser.

There are numerous pre-made English tests on the website. Using Kahoot!, the teacher can design their own assignments in the form of tests or quizzes. To queries, you can submit images, illustrations, graphics, and videos. You may set up any survey or control as a competition using the platform. The website provides a bonus option for pupils to get quick answers to do this.

Quizizz: A well-known service that offers remote learning through the development of current material, oversight, homework in the form of examinations and quizzes, and the organization of contests. Millions of people utilize it in more than 100 nations worldwide.

There are a ton of pre-made activities on the website in many different fields and businesses, but instructors can also develop their own original tests and submit them in their profiles. Real-time task completion by the class is made possible, and the teacher has the opportunity to monitor each student's progress and produce game-related reporting data. The website's interface is accessible in Russian.

Both manual data entry and registration with a Google account are options. We add students in the "Classes" section by sending students a special invitation link or through Google Classroom (if you have registered classes on the platform).

Google Classroom: An easy-to-use, free Google platform for setting up online classes, creating and editing practical assignments and examinations, managing autonomous work, and actively sharing assignments with an instructor. You can evaluate student work, issue announcements, archive courses, share data from other programs, and access information without an Internet connection using the service. The teacher can monitor the process of completing assignments in real time. The platform covers several services, in particular:

You may create, save, and share text files using Google Drive, a cloud storage service with up to 15 GB of free capacity;

With the addition of links, graphics, figures, and tables, documents can be created, designed, and edited using Google Docs; Spreadsheets are available in Google Sheets, and you may make, modify, and conduct presentations online in Google Slides.

Using Google Calendar, make a schedule.

The "Classroom" service is practical in that you may sign up for it by just creating a Google account and Gmail email address.

Online test pad: A free multifunctional service for conducting the educational process and testing via the Internet. A convenient site for creating a variety of educational materials and types of tasks, structuring them into folders. In addition, a huge number of tasks in basic school subjects are posted on the site in the public domain. The interface is presented in several languages, among which is Ukrainian.

Contains a built-in test designer with many settings for question types and results, statistical reports and task styling. The format of test questions includes 17 options: one or more correct answers, free form answer, sequencing and matching, filling in the gaps, slider, service text, file upload, sequential exclusion, interactive dictation.

You can create five different types of crossword puzzles with the crossword constructor: classic, crossword, Japanese, color, and fill. The platform includes comprehensive instructions for utilizing the survey builder to conduct an online survey. Conversational settings with virtual interlocutors of varied degrees of complexity, consequences, and themes can be created by using chapter "Dialogue simulators." The selection of the initial replicates determines how the speech scenario will be constructed going forward.

There is an infinite amount of test questions, crossword puzzles, and logic games in the area titled "Difficult jobs." Both homework assignments and self-study and control work can be completed in this way.

After putting it all together, we'll come up with a list of guidelines for creating an effective test:

1. The test item's premise (question) should only include one issue or idea.

2. Try to avoid being overly wordy and include all the words that are repeated in the answer alternatives in the premise (question).

3. The stem and the answer choices should both be worded as simply and concisely as feasible, utilizing vocabulary that the students are familiar with.

4. Whenever you can, try to use positive language instead. Use capital letters to draw attention to any negation you must still use.

5. The form, structure, and logic of the answer choices should be the same.

6. Aim for an average length for each response; typically, the right response is the longest. Avoid using the phrases "always" and "never" (they usually correspond to incorrect answers).

7. As little as possible, select the answers "all of the above" and "right A and B," as the student will mark the first accurate response and go on to the next question after encountering it. Avoid selecting "no proper answer," as this discourages students from seeking the right response (and sometimes indicates that the compiler did not have the strength to write a good wrong answer).

8.The test's tasks shouldn't be connected to one another; that is, one question's solution shouldn't be used to answer another.

9.There should only be one correct or optimal response for each job, but all solutions must make sense. It would be ideal if the teacher was aware of the typical error that a student would make in order to choose a particular incorrect answer.

10. Vary the questions' categories and degrees of difficulty. Strong students should be given the chance to demonstrate their abilities [5, p. 17-18].

Test systems offer an objective way to gauge one's level of knowledge, making it possible to quickly and accurately ascertain the accuracy and dependability of evaluations.

- Using a test system facilitates the organization of a quantitative examination of the educational quality for diverse study groups and associations, which is not achievable using the conventional system of knowledge assessment.

- The test enables a quick assessment of how well a sizable number of pupils have learned the entirety of the curriculum for the discipline being taught.

- Everyone agrees that one of the biggest benefits of verifying jobs inside the test system is the impartiality of the results and their independence from the tester [6, p. 5-6].

Testing, sadly, is not flawless. It contains a systemic inaccuracy if we consider the test score as the lone factor and treat it as an absolute evaluation of the student's knowledge. The thing is that there are quite a few categories of students who, due to some mental characteristics of their personality, do not correspond well to the test methodology and receive significantly underestimated marks. This covers individuals who think slowly as well as others who are dubbed "testophobes" because they have an irrational fear of the testing process. Additionally, it is safe to say that the drawbacks of utilizing exams to gauge students' understanding of the material they have learned are to blame for the subject under study's content restrictions. Some topics' material does not lend itself well to the development of quality testing. Moreover, some aspects of the subject itself may be checked very quickly using the testing system, while others are difficult.

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COMMUNICATIVE CULTURE OF SECONDARY SCHOOL STUDENTS

Abstract. The modern state language policy in the field of education is aimed at presenting a highly educated and competitive state with a population of at least three languages: the State language - in Kazakh, the language of interethnic communication – in Russian and the language that allows for successful integration into the global socio-economic process – in English. Today, new technologies and ways of learning English are rapidly developing. The article deals with the problem of improving the communicative culture of students with the help of multimedia technologies, including those used in foreign language lessons. And the purpose of the study is to study the current level of development of the communicative culture of high school students. This study aims to explore the current level of development of secondary school students' communicative culture. To find it out, students' speech in final exams were observed and explored. The study was conducted in ordinary secondary public school in Almaty. 46 students of 9th grade took part in the study. Gained data shows that there are jargons, slangs, grammatical and spelling mistakes, long pauses in students' speech.

Keywords: communicative culture, speech culture, jargon words, slangs, grammatical and spelling mistakes, long pauses.

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КОММУНИКАТИВНАЯ КУЛЬТУРА УЧАЩИХСЯ СРЕДНЕЙ ШКОЛЫ

Аннотация. Современная государственная языковая политика в области образования направлена на представление высокообразованного и конкурентоспособного государства с населением не менее трех языков: Государственного - на казахском, языка межнационального общения – на русском и языка, позволяющего успешно интегрироваться в мировой социально-экономический процесс – на англоязычном. Сегодня стремительно развиваются новые технологии и пути изучения английского языка. В статье рассматривается проблема повышения коммуникативной культуры учащихся с помощью мультимедийных технологий, в том числе применяемых на уроках иностранного языка. А целью исследования является изучение текущего уровня развития коммуникативной культуры старшеклассников. Целью данного исследования является изучение текущего уровня развития коммуникативной культуры учащихся средних школ. Чтобы выяснить это, мы наблюдали и исследовали речь студентов на выпускных экзаменах. Исследование проводилось в

обычной средней государственной школе в Алматы. В исследовании приняли участие 46 учащихся 9-го класса. Полученные данные показывают, что в речи студентов присутствуют жаргоны, сленги, грамматические и орфографические ошибки, длительные паузы.

Ключевые слова: коммуникативная культура, культура речи, жаргонные слова, сленги, грамматические и орфографические ошибки, долгие паузы.

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ОРТА МЕКТЕП ОҚУШЫЛАРЫНЫҢ КОММУНИКАТИВТІК МӘДЕНИЕТІ

Аңдатпа. Білім беру саласындағы қазіргі заманның мемлекеттік тіл саясаты жоғары білімді және бәсекеге қабілетті, халқы кемінде үш тілде: мемлекеттік тілде - қазақ тілінде, ұлтаралық қатынас тілі ретінде – орыс тілінде және әлемдік әлеуметтік-экономикалық процеске табысты ықпалдасуға мүмкіндік беретін тілде – ағылшын тілінде сөйлейтін мемлекет ретінде көрсетуге бағытталған. Бүгінгі таңда ағылшын тілін үйренудегі жаңа технологиялар мен тіл үйрену жолдары қарқынды дамып келеді. Мақалада мультимедиялық технологияларды, соның ішінде, шет тілі сабақтарында қолданылатын әдістердің көмегімен оқушылардың коммуникативті мәдениеттерін арттыру мәселесі қарастырылған. Ал зерттеудің мақсаты орта мектеп оқушыларының коммуникативтік мәдениетін дамытудың ағымдағы деңгейін зерттеу болып табылады. Бұндай деңгейді білу үшін біз студенттердің қорытынды емтихандардағы сөздерін бақылап, зерттедік. Зерттеу Алматы қаласындағы орта мектеп оқушыларымен жүргізілді. Зерттеуге 9 - сыныптың 46 оқушысы қатысты. Нәтижесінде студенттердің сөйлеуінде жаргондар, грамматикалық және орфографиялық қателер бар екенін анықталды.

Кілт сөздер: коммуникативті мәдениет, сөйлеу мәдениеті, жаргон сөздер, сленгтер, грамматикалық және орфографиялық қателер, үзілістер.

Introduction and Literature review. The relevance of the topic we are considering is due to the need to solve the problems of socialization of students in order to adapt them to life in the future society. According to Abanina K.A., Krukovckaya O.A., Plyasunova E.V., Ryabinina M.V., the formation of speech and communicative culture is considered as a linguistic, pedagogical and social problem. At this stage of the development of society, the importance of the formation of a communicative culture is confirmed by the severity of this problem [1, p. 7-14]. Researchers state that in connection with significant changes in society, education today should complement the subject-content or subject-activity meaning, filling it with socio-cultural and social-personal components in order to eliminate the barriers between education and culture, education and life, personality and society [2, 3, 4]

Therefore, in the education system, in relation to educational activities, educational work, social education should not be considered as an additional set of specific activities.

The educational process in modern conditions has its own characteristics. This is, first of all, the target setting, which is to prepare highly educated students with new thinking, competence, communication skills and the need for a communicative culture. At the same time, communicative culture is understood as a set of communicative skills, including mastering the science and art of communication, the technique of constructing texts of different types of speech and styles, the basics of polemical art and the theory of argumentation, which, in general, represent the ability to master the word in a wide variety of communication situations.

The most important task of the teacher is to familiarize students with the art of the word, develop their artistic thinking and aesthetic feelings, reading and speech culture, the formation of moral and aesthetic orientations of personality.

To solve this problem in the lesson, the setting of a triune goal allows:

1. The learning goal depends on the type of lesson and is detailed, because only in this case it can be fully achieved.

2. The developmental goal involves the development of a communicative culture among students, independence in choosing a method, mode, conditions and organization of work.

3. The educational goal of the lesson is set within the framework of a holistic approach to the process of personality formation, the goal set covers all areas of education: mental, ethical, moral, aesthetic, environmental, etc. [5]

In the context of the development of a communicative culture, it is important to pay attention to the motivating component of students, in particular, to the development of communicative and motivational readiness, which contribute to effective interaction in a socio-professional environment [6, p. 67-68]. These same qualities should be considered as components of the teacher's professional and pedagogical culture.

The position of a teacher grows out of the system of views, beliefs and value orientations that are formed in the process of professional formation and development. At the same time, a motivational-value attitude to pedagogical activity, to its goals and means of support is formed. The motivational-value attitude to pedagogical activity is expressed in the direction that constitutes the core of the personality of a military teacher. When taking into account the requirements for a teacher as a subject of the development of a communicative culture, a set of professionally determined requirements for a teacher can be designated as professional readiness for the formation of a communicative culture of students.

The teacher as a subject of social education is not only a representative of the pedagogical profession, not only a subject that transmits knowledge, forms skills, but these functions are supplemented by the mission of the creator of the personality of a future citizen who meets the needs and norms of society, a highly moral, highly cultured citizen. In this regard, the goal of development, self-development of a teacher should be continuous general and professional development as a teacher of a new type, which is characterized by duty, high responsibility, spiritual culture, social activity, desire and ability to work together with others, high level of professionalism, creative pedagogical style of work, and the need for constant self-education.

It is recommended to use the following methods to develop the communicative culture of students in teaching process:

The goal of the developing of communicative culture technology (DCCT) technique is to master the most challenging multidisciplinary issues in the shortest amount of time. The core of the technology used to implement the approach rests in the fact that it offers cutting-edge knowledge on several topics related to the growth of a communicative culture in English for the future of higher education, professional employment, and professional engagement. At the same time, each of their components is described [8, p. 48]. During collective bargaining, for instance, advantages and drawbacks are listed, and a choice is taken based on the group's opinions. This will play a significant role in the growth of an English-speaking communicative culture among highly educated professional workers in the future.

The developing language skills strategy (DLSS) is a collaborative verbal presenting technique and a language skills development strategy. This is a carefully designed set of questions that guides learners toward a progressive mastery of information in the area of the creation of an English-language communicative culture in connection to the professional pursuits of upcoming highly educated professional persons. used to summarise, present, and repeat new information. It is considered that pupils must correctly respond to one question from the teacher in order to apply these questions. [7, p. 77]

Methodology

The study was conducted in the secondary school in Almaty. 48 students of 9th grade took part in the study. We observed their speech while the Summative assessment for the term exam, which is usually considered as the final exam of the term. The students had to answer to several questions written on the exam cards. Students had a minute to get prepared and 4 minutes to speak. Their speeches were recorded by the teacher. After careful listening to each audio and observing the speaking exam, it was found that there are several cases of using jargon words, slangs, abbreviations, distortion, grammatical and spelling mistakes in students' speech.

Inappropriate words to use for speech culture	Cases of usage
Jargon words	2
Slangs	11
Abbreviations of words	2
Distortion of words	4
Grammatical and spelling mistakes	51 (87% of students had)
Long pauses	22 (46% of students had)

Table 1. The cases of using inappropriate words in speech

According to the data presented in Table 1., it may be noticed that there are only several cases of using jargon words, distortion of words and abbreviations. It can be considered as a good result, but for 9th graders who are almost future specialists, who are going to join college next academic year, it is not appropriate to have such problems with speaking culture. In addition, 51 cases of making grammatical and spelling mistakes warned us, because almost 87% of students have problems with basic grammar and spelling skills. 46% of students (22) had long pauses (almost 10 seconds) during their speaking, which shows their unpreparedness and poor speaking skills. However, there are more able students, too. Some students presented

perfect speech with good logical structure, fluency and advanced words. But, they make only 12% of them.

After every speech teachers gave them feedback explaining students' mistakes and problems. This is necessary to assess by criteria and to work with the gaps. Developing speech culture of students is important, because as future specialists, they have to possess the ability to communicate and present their ideas [9, 10].

CONCLUSION:

The formation of a communicative culture is a continuous pedagogical process that requires the efforts of joint activity of the student and the teacher. Communicative skills and abilities are formed during class hours, joint school events, through participation in shows, contests, exhibitions of fine and decorative arts, in holidays, joint work, individual conversations. All actions for the formation of the communicative culture of schoolchildren are aimed at the consistent introduction of the younger student into the social world, allows taking into account the individual level of development of each child, his interests, contributes to successful socialization and enriches the experience of tolerant interaction.

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ФУНКЦИОНАЛДЫҚ САУАТТЫЛЫҚ - САПАЛЫ БІЛІМ НЕГІЗІ

Аңдатпа. Мақалада функционалды сауатты тұлға қоғамның құндылықтарына сәйкес, қоғамдық ақуалдың қалыптасқан мүдделеріне қарай әрекет етеді. Бүгінгі күнге қажетті мамандықты таңдап дұрыс шешім қабылдап, заманауи ақпараттық технологиялардың тілін біліп кез келген әлеуметтік ортаға бейімделеді деп тұжырымдаған.

Түйін сөздер: тәлім-тәрбие, функционалды сауаттылық, тұлға, тәрбие, құндылық, өзіндік таным

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FUNCTIONAL LITERACY-THE BASIS OF QUALITY EDUCATION

Annotation. In the article, a functionally literate person acts in accordance with the values of society, in accordance with the established interests of the public protein. He decided to choose the right profession and adapt to any social environment, knowing the language of modern information technologies.

Keywords: education, functional literacy, personality, education, value, self-knowledge

Қазақстан жаңа ғасырға дүниежүзі елдері қатарында терезесі тең ел ретінде келіп отыр. Жаңа ғасырды бастаған ұрпақ келер ұрпаққа қарыздар болып қалмас үшін қолдан келген игіліктерді жасайтыны анық. Қашанда білімі мол, рухани байлығы бар халықтың ұл - қыздары ешқашан да жүдемесі хақ. Біздің басты байлығымыз – білім. Қазіргі жас ұрпақтың білімі мен тәрбиесі қандай дәрежеде болса, еліміздің ертеңі де сондай дәрежеде болмақ. Сондықтан қоғам талабына сай, қоғамды көркейтетін, дамытатын, Қазақстан Республикасының ішкі және сыртқы істер байланысында мемлекеттің өркениеті үшін еңбек ететін, шетелдермен еркін ғылыми және мәдени қарым-қатынас жасай алатын, оқығанын өмірде қолдана алатын, ана тілін жетік білетін, ұлтжанды азамат дайындау – бүгінгі ұстаз қауымының басты мақсаты.

Ұлттық жоспардың мақсаты - Қазақстан Республикасындағы мектеп оқушыларының функционалдық сауаттылығын дамыту үшін жағдай жаса. Функционалдық сауаттылық оқушылардың танымдық қабілеттерінің деңгейін және оқушылардың өнімді жұмысының көрсеткішін білім деңгейі ретінде қарастырады. Бұл деңгей өмірдің әртүрлі саласындағы тапсырмаларды шешуде мектептік білім мазмұнының қолданбалық сипатына және оқушылардың игерген біліміне негізделеді. Сондықтан, қоғамдағы өмірлік пен практикалық іс-әрекеттердің дағдылары мен әлеуметтік іс-тәжірибені меңгеру үшін оқушылардың білім алу барысында негізгі және пәндік құзыреттіліктері қалыптасуы тиіс. Біздің ойымша, функционалдық сауаттылық дегеніміз — сапалы білім берудің кепілі [1; 2].

Жалпы, барлық зерттеушілердің болжамы бойынша адамдардың сауатсыздық деңгейінің төмендеуі, оларға дұрыс білім беріп, тиянақты оқытпаудан, оқырман болуға үйретпеуден болған көрінеді. Осыған байланысты 1997 жылдың өзінде-ақ Қазақстан Республикасының орта білімді дамыту жөніндегі Концепция жобасында адамдардың сауатсыздығын жою еліміздің жалпы орта білім беру жүйесіндегі реформалануға тиісті стратегиялық нысан екендігі атап көрсетілді. Осы мәселені анықтау күн тәртібіндегі негізгі мәселеге айналды. Сараптама нәтижесіне көз салсақ, білім құрылымдарының білім алушыларды қоғамдық- шығармашылық өмірге араласуына бағытталмағанын байқаймыз. Басқаша айтқанда, дәлел бар да, оның іске асыру жоқ. Содан болар мемлекет басшысы Н.Назарбаевтың өзінің жыл сайынғы Жолдауында «функционалдық сауаттылықты арттыруды» негізгі тапсырма етіп жүктеуі бекер емес. Елбасы дұрыс айтады, «білім беру тек қана оқытумен ғана шектелмей, оны керісінше, әлеуметтік адаптация процесіне бейімдеу қажет». Аталмыш тапсырманы орындау үшін Білім және ғылым министрі Б.Жұмағұловтың басшылығымен оқушылардың функционалдық сауаттылығын арттыруға бағытталған бес жылға арналған Ұлттық әрекет жоспары құрылды.

Функционалды сауатты тұлға қоғамның құндылықтарына сәйкес, қоғамдық ақуалдың қалыптасқан мүдделеріне қарай әрекет етеді. Бүгінгі күнге қажетті мамандықты таңдап дұрыс шешім қабылдап, заманауи ақпараттық технологиялардың тілін біліп кез келген әлеуметтік ортаға бейімделеді. Осы тұрғыда функционалды сауатты адамның негізгі белгілерін тұжырымдауға болады: қоғамдық ортада өмір сүре білетін, тіл табыса білетін, белгілі бір сапалық қасиеттері бар, жалпы негізгі және пәндік құзыреттіліктерді меңгерген адам болып саналады [2; 3].

Заманауи мектептің ең басты міндеті оқушы өмірінің барлық белеңдерінде білім алуға деген құлшынысын қалыптастыру үшін, оған әрбір қадамының маңыздылығын түсінуге мүмкіндік беруден, тәсілдер мен таным көздерін таңдауда бағдар ұстай білуге үйретуден тұрады.

Жалпы қазақ тілі пәнінен оқушының функционалдық сауаттылығын дамыту мәселесіне мынандай тұжырымдарманы ұсынуға болады:

1.Оқушыларды бірінші сабақтан бастап сөйлесім әрекетінің түрлерін (айтылым, жазылым, тыңдалым, оқылым, тілдесім) меңгерте білу;

2. Оқушылардың алған білімдерін өмірде, кез-келген жағдайда, әлеуметтік ортада қолдана алуға үйрету;

3. Мемлекеттік тілде ауызша, жазбаша қарым-қатынас жасау;

4. Әлеуметтік талаптарына сай келу үшін оқушының ақпараттық технологияларды қолдану және проблемалардың шешімін таба алуға үйрету;

5. Оқушыларды өзгермелі өмірге бейімделуіне үйрету;

6. Оқушылардың жеке бас қабілеттерін дамытуы;

7. Оқушылардың әлеуметтік-мәдени дағдыларын дамытуы;

8. Қазақ халқының салт –дәстүрі, мәдениеті, тарихын түсіну және құрметтеуге баулу;

Халықаралық PISA, TIMSS зерттеулерінің нәтижесі біздің еліміз бойынша төмен нәтижелер көрсетіп тұр. Әлемдегі өзгерістерге сәйкес құндылықтар мен білім маңызын қайта қарауды қажет етеді. Осы мәселелерді шешу үшін мұғалімдердің жұмыс жүйесіне өзгерістер енгізу керектігі туындап отыр. Әлем елдеріндегі білімнің азығы – Сингапур, Жапония, Финляндия елдерінің білім жүйесіндегі ерекшеліктерін бір-бірімен салыстырар болсам, білім сапасын көтеру мәселесі қарастырылатынын көруге болады. Ондағы мақсатым дамыған елдердің басым жақтарымен, әлсіз жақтарын қалай бақылайтынын анықтау болды. Соңғы кезде ресми дерек бойынша, мектеп жасындағы балалардың 40%-ы әдеби мәтінді түсінуге қиналатындығы дәлелденген. Бұлар мектептен білім алса да, қызмет жасауға келгенде қарапайым жазу үлгісін білмейтіндігін көрсеткен. Тіпті олар әр түрлі жағдайда кездескен бланкіні толтыра алмай, ондағы ақпараттың мәнісін түсіне алмапты. Бір қызығы, олар теледидарда не айтылып жатқанын, жалпы айтқанда, күнделікті өмірдің есебін білмейтін болып шыққан. Соның салдарынан жұмыссыздық, өндірістегі апат, жазатайым оқиғалар, жарақат алулар көбейіп кеткен. Жалпы, барлық зерттеушілердің болжамы бойынша адамдардың сауатсыздық деңгейінің төмендеуі, оларға дұрыс білім беріп, тиянақты оқытпаудан, оқырман болуға үйретпеуден болған көрінеді. Сақтанбау, ұқыпсыздық, байқаусыздық, апаттар: мұның бәрі ережені дұрыс оқымағандықтан, түсінбегендіктен, санаға сіңірмегендіктен орын алып отыр [1; 3].

Білім беру жүйесі жыл сайын әр түрлі өзгерістерге ұшырап отыр. Бұл өзгерістердің басты мақсаты - өсіп келе жатқан ұрпақты жан-жақты дамыған, құзыретті азаматтар етіп тәрбиелеу. Осы мақсатқа жетуге функционалдық сауаттылық көмектеседі. Жаттанды білім жарға жығады. Халық арасында оқымысты деген түсінік бар, көпшілігіміз бұл түсінікті қате түсінеміз. Оқымысты сөзінің анықтамасы (менің ойымша) - көп оқыған, жазу манері түсінікті және қатесіз, көп нәрселерден хабары бар, мәмілесі дұрыс адам. Сондай-ақ, бұл адам кейбір пәндер мен ғылымдарды меңгерген болмаса да, бұл кемшілікті өзінің оқымыстылығымен жоя алады. Ал сауаты төмен (төмен деңгейлі сауатты ешқандай функция атқармайтын) адамның болашағы қараңғы.

Қортындылай келе, оқушылардың функционалдық сауаттылығын қалыптастыруға бағытталған білім мазмұнын игерген оқушылардың білімдері мен біліктері өмірлік жағдаяттарда қолдана білуді, әртүрлі ақпарат көздерімен жұмыс істей білуді және алынған ақпараттарды сыни тұрғыдан бағалай білуді, өзінің болжамдарын ұсыну және зерттеулер жүргізу, өзінің ойын негіздей білуді; іскерлігі мен дағдыларын адами іс-әрекеттердің әртүрлі салаларында, сондай-ақ тұлғааралық қарым-қатынас пен әлеуметтік қатынастарда өмірлік міндеттерді шешу үшін пайдалануды қамтамасыз етеді.

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ПРЕДЛОЖЕНИЕ НОВОЙ ТЕХНОЛОГИИ ДЛЯ ПОВЫШЕНИЯ ЭФФЕКТИВНОСТИ ОТТАЛКИВАНИЯ ГОРИЗОНТАЛЬНЫХ ПРЫЖКОВ В ЛЁГКОЙ АТЛЕТИКЕ

В статье представлен новый, более эффективный вариант атлетической доски для прыжков в длину и тройного прыжка. В качестве основных методов использовались анализ и обобщение литературных и официальных электронных источников, педагогическое экспериментирование.

Таким образом, при наличии вышеуказанных факторов, проблема потерянных сантиметров будет практически устранена, и, что самое главное в этом предлагаемом нововведении, случаи нарушения предупреждающей отметки, заступ сократятся в несколько раз.

Ключевые слова: *горизонтальные прыжки, прыжки в длину, тройной прыжок, заступ, брусок для отталкивания.*

Բարսեղյան Գրիգոր Եդիգարի
Շիրակի պետական համալսարանի Մ.գ.թ., դասախոս
(Գյումրի, Հայաստան)

ԱԹԼԵՏԻԿԱԿԱՆ ՀՈՐԻԶՈՆԱԿԱՆ ՑԱՏԿԵՐՈՒՄ ՀՐՄԱՆ ԱՐԴՅՈՒՆԱՎԵՏՈՒԹՅՈՒՆԸ ԲԱՐՁՐԱՑՆՈՂ ՆՈՐ ՏԵԽՆՈԼՈԳԻԱՅԻ ԱՌԱՋԱՐԿՈՒՄ

Ամփոփագիր: *Հոդվածում ներկայացված է աթլետիկական հեռացատկի և եռացատկի հրման տախտակի նոր առաջարկվող առավել արդյունավետ տարբերակ: Որպես հիմնական մեթոդներ կիրառվել են գրական և պաշտոնական էլեկտրոնային աղբյուրների վերլուծություն և ընդհանրացում, մանկավարժական փորձարարություն:*

Այսպիսով, նշված գործոնների առկայության դեպքում կորցրած սանտիմետրերի խնդիրը գործնականում կվերանա, և, որ ամենակարևորն է այս առաջարկվող նորամուծության մեջ, մի քանի անգամ կկրճատվեն նախազգուշական նշանի և խախտման դեպքերը:

Բանալի բառեր. *հորիզոնական ցատկեր, հեռացատկ, եռացատկ, նշագծի խախտում, հրման տախտակ:*

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PROPOSING NEW TECHNOLOGY TO INCREASE THE EFFICIENCY OF TAKE-OFF OF HORIZONTAL JUMPS IN ATHLETICS

The article presents a newly proposed more efficient version of the athletic long jump and triple jump push-up board. Analysis and generalization of literary and official electronic sources, pedagogical experimentation were used as the main methods.

Thus, with the presence of the above-mentioned factors, the problem of lost centimeters will be almost eliminated, and, most importantly in this proposed innovation cases of the foul, trampling will be reduced several times.

Key words: *horizontal jumps, long jump, triple jump, foul, take-off board.*

Հետազոտության արդիականությունը: Ներկայիս բարձր նվաճումների սպորտն իր էությամբ, մարզիկի սպորտային պատրաստության տեխնոլոգիաներով և գիտա-մեթոդական ձեռքբերումներով նորովի պահանջներ է առաջադրում մարզական բարձր արդյունքների ցուցադրման գործընթացին:

Ժամանակակից սպորտում միջումները, որպես կանոն ընթանում են ֆիզիկական, ֆունկցիոնալ և հոգեբանական առավելագույն լարվածության ու բեռնվածության պայմաններում: Մանավանդ, երբ բարձր նվաճումների սպորտում միջումներն ավանդաբար ընթանում են միջակիցների հավասար ուժերի ու պատրաստվածության անգիշտ պայքարում [1; 3]:

Հեռացատկի և եռացատկի համաշխարհային ռեկորդները սահմանվել են անցած դարի 90-ականներին, իսկ վերջին տասնամյակներում նկատվում է մարզական միջին արդյունքների աճի նվազում այս միջաձևերից [5; 6]:

Դա միգուցե և ինչ որ չափով պայմանավորված է հակախիթանիչային վերահսկող միջոցառումների խստացմամբ: Չի կարելի ենթադրել, որ հանդիսատեսի կողմից նշված աթլետիկական միջաձևերի նկատմամբ հետաքրքրությունը նվազել է, սակայն դիտարժանության հետ կապված խնդիր, այնուամենայնիվ նկատվում է, չնայած որ սպորտը իր արշալույսից ի վեր կոչված է սիրելու դիտարժանություն:

Հետազոտության արդյունքների վերլուծություն: Աշխատանքի նորույթը կայանում է հետևյալում՝ հեռացատկի և եռացատկի միջումների անցկացման հատվածում, ցատկափոսից առաջ տեղադրված հրման համար նախատեսված տախտակի նոր տարբերակի առաջարկն է: Ներկայումս պաշտոնական միջումներում կիրառվող հրման տախտակը ունի հետևյալ չափերը՝ 20սմ բուն հրման համար տախտակ և 10սմ զգուշացնող նշագիծ: Սովորաբար տեղադրվում է սպիտակ (20սմ) և կարմիր (10սմ) գույներով տախտակներ (գծաս. 1) [2]:

Վերջին տարիներին ասպարեզ է եկել հրման տախտակի նոր ժամանակակից տարբերակ, որի նորարարությունը կայանում է հրման տախտակի զգուշացնող հատվածի փոփոխությունը: Այժմ բարձ հարգի որոշ միջումներում օգտագործվում է գերճշգրիտ տեսախցիկ, որը տեղադրվում է հրման տախտակի և զգուշացնող նշագծի հատվածում:

Ինչպես գիտենք, ավանդական, մինչ այս կիրառվող տախտակների զգուշացնող հատվածի եզրերը պլաստիրինապատ են, որը թույլ է տալիս միջավարին ավելի հեշտ ու օբյեկտիվ արձանագրել ցատկորդի՝ նշագծի տրորումով (խախտումով) հրումը: Իսկ տեսախցիկի կիրառման դեպքում հրումը արձանագրող միջավարի կարիքը այլևս չկա (ավելի ճիշտ դա անում է արդեն էկրանին դիմաց նստած օպերատոր միջավարը), այս պարագայում հրման տախտակի կողքին տեղադրված լուսարձակն է հուշում խախտում կա թե ոչ: Կանաչ լույսի վառվելու դեպքում նշանակում է, որ ցատկը (հրումը) կատարվել է հաջող, իսկ կարմիր լույսը նշանակում է՝ հրումը կատարվել է նշագծի տրորումով և ցատկը համարվում է անհաջող ու չի հաշվում: Ինչպես հասկացանք այս նորարարությունը չի լուծում և ըստ երևույթին ընավ էլ նպատակ չունի՝ նշագծի խախտմամբ հրման (ցատկերի) խնդրի լուծման հարցում:

Որոշ ուսումնասիրություններից ելնելով առաջարկվում է հետևյալ նոր տարբերակը.

Առաջին. հրման տախտակի զգուշացնող նշագիծը (10սմ) մնում է նույնությամբ, իսկ սպիտակ հատվածի 20սմ-ը փոխարինում ենք 30սմ-ով, այսինքն՝ըուն հրման տախտակի համար նախկին 20սմ-ի փոխարեն ունենում ենք 30սմ:

Երկրորդ. մարզիկների կատարած ցատկերի երկարությունը չափել նշված 30սմ-ի սահմաններում, ցատկողին ոտնաթաթի հենզ հրման տեղից, որը բոլորովին դժվար չէ ժամանակակից գիտատեխնիկական միջոցների համար: Ներկայումս սա կիրառվում է մեծ մրցումների ժամանակ, բայց չի գումարվում նշագծից հաշված ըուն ցատկի երկարությունը, պարզապես ցույց է տրվում, թե քանի սանտիմետր կորցրեց ցատկողը:

Երրորդ նորամուծությունը դեղին գծի (1,5սմ) առկայությունն է՝ հրման տախտակի սպիտակ հատվածի վրա, զգուշացնող նշագծից 10սմ առաջ (զծալ. 2): Դեղին գծի նպատակն է, կողմնորոշել ցատկողին հրումը կատարել որոշակի «ապահով» հատվածում, զգուշացնող նշագիծը առանց տրորելու:

Եթե հետևահայաց լինենք այս մրցաձևերից գրանցված բարձր արդյունքների վիճակագրությանը, ապա կտեսնենք, որ գրեթե բոլոր բարձր արդյունքներով, հետու ցատկերը կատարվել են զգուշացնող նշագծից, ոտնաթաթի ընդամենը 1-2սմ հետ հրման դեպքում, էլ չեմ ասում, որ շատ «ֆանտաստիկ» ցատկեր, որոնք բնականաբար չեն արձանագրվել, կատարվել են ընդամենը 1-2սմ զգուշացնող նշագիծը տրորելով (խախտմամբ) [4; 5; 6]: Նման դեպքերում բարձր արդյունքների ցուցադրումը պայմանավորված է ոչ միայն նրանով, որ ցատկողները չեն կորցնում այդ թանկարժեք սանտիմետրերը, այլ նաև թափավազքից հետո ցատկողի ոտնաթաթը հրման պահին ինչպիսի դիրք է գրավում զգուշացնող նշագծի և իհարկե ըուն տախտակի նկատմամբ: Այս մասին են խոսում ցատկորդների մոտ հաճախ հանդիպող, այսպիսի արտահայտությունները՝ «թռնեցի», որը նշանակում է ցատկը կատարվել է կարմիր զգուշացնող նշագծից անհշան հետհիրումով, կամ «չհասա», այսինքն մարզիկը հրումը կատարել է (շատ ժամանակ, տվյալ դեպքերում նաև հրումը չեն կատարում, ցատկը թողնելով անավարտ) զգուշացնող նշագծից կամ երբեմն նաև հրման տախտակից զգալի հետ հեռավորությամբ:

Այսպիսով, վերը նշված գործոնների առկայությամբ գրեթե ամբողջությամբ դուրս կմղվի կորցրած սանտիմետրերի խնդիրը, և ամենաէականը այս առաջարկվող նորարարության մեջ՝ զգուշացնող նշագծի խախտման, տրորման դեպքերը մի քանի անգամով կկրճատվեն:

Ցատկողները գիտակցելով դա, զգուշացնող նշագծին չհասնելու դեպքում (հետ հրման), հրման պահին հոգեբանորեն չեն ընկճվի, քանի որ ցատկի երկարությունը հաշվվելու է կոնկրետ ոտնաթաթի հրման տեղից՝ 30սմ հրման տախտակի սահմաններում: Առաջարկվող 30 սանտիմետրանոց տախտակից հետ հրման դեպքում, ցատկողը նոր կկորցնի սանտիմետրեր, և ցատկի հեռավորությունը կչափվի հրման տախտակի գրյական կետից:

Հաշվի առնելով վերը նշվածը, կարելի է համոզված ասել, որ այս նորամուծությունը ուղղակի դրական ազդեցություն կունենա հեռացատկում և եռացատկում մարզական բարձր արդյունքների ցուցադրման գործում:

Փորձարարական ճանապարհով պարզվել է, որ Գյումրի քաղաքի տարբեր կարգային 12 ցատկորդների արդյունքները նոր առաջարկած տարբերակով համեմատած դասական տարբերակի հետ, նկատվել է ցատկերի միջին արդյունքի (15սմ) աճ և ինչպես նշվել էր, ամենակարևորը՝ ավելի քան 90% արդյունավետ հրման (առանց նշագծի խախտման) իրագործում:
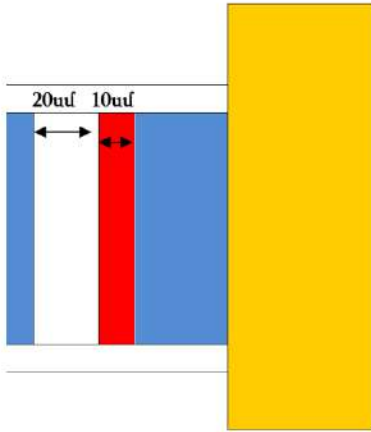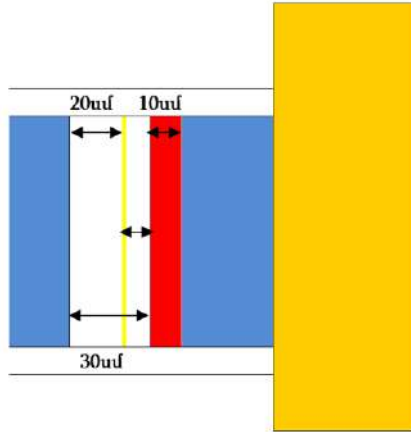
Գծ. 1. Գործող տարբերակը   **Գծ. 2.** Առաջարկվող տարբերակը

Սա վկայում է, որ առաջարկվող նոր տեխնոլոգիայի կիրառմամբ բարձրանում է առանձին մարզիկների ինքնավստահությունը, հատկապես թափավազքի վերջնամասում և հրում կատարելիս:

Եզրահանգում: Ներկայացված փորձարարական աշխատանքը կրում է համընդհանուր բնույթ:

Ուսումնասիրությունները և պրակտիկան ցույց են տալիս, որ աթլետիկան այն եզակի մարզաձևերից է, որն աչքի է ընկնում մրցումներում հաղթողների որոշման բարձր օբյեկտիվությամբ: Սակայն հեռացատկի և եռացատկի մրցումներում երբեմն այնպես է լինում, որ ուժեղագույն ցատկորդներն անհաջող հրման (նշագծի խախտումով) պատճառով չեն կարողանում առավել բարձր արդյունքներ գրանցել, իհարկե տվյալ դեպքում պատճառը ավելի շատ սուբյեկտիվ է: Ճիշտ է, առանց նշագծի խախտման ցատկելը (հրումը), նույնպես մնում է մարզիկի պատրաստվածության մեջ, սակայն կիրառելով աշխատանքներում առաջարկվող նորարարությունները, էլ ավելի է բարձրանում օբյեկտիվությունը և բացառվում է պատահականության գործոնը, առավել ուժեղագույնին որոշելու հարցում:

Թե ինչպիսի գործնական հիմնավորում և կիրառական էլք կունենա այս առաջարկությունը, ցույց կտան առաջիկա ուսումնասիրությունները:

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УДК 796

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ВОПРОСЫ ОРГАНИЗАЦИЯ УЧЕБНОГО ПРОЦЕССА В ПРОДЛЕНКЕ

Аннотация. В статье рассматриваются вопросы организации учебного процесса, в частности, понятие «принцип индивидуального подхода к обучению». Описаны основные функции долгосрочных групп. Эта работа исследует целесообразность и применение индивидуального принципа обучения в долгосрочных группах.
Ключевые слова. Принципы обучения, наглядность, принцип индивидуального подхода, долгосрочный коллектив.

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QUESTIONS ORGANIZATION OF THE EDUCATIONAL PROCESS IN THE EXTENDED COURSE

Abstraction. The article describes the issues of organizing the learning process, in particular, the concept of "principle of individual approach to learning". The main functions of Long-Term Groups are described. This work explores the appropriateness and application of the individual principle of teaching in long-term groups.
Keywords. The concept of education, indulgence, principle of individual approach, long-term group.

Գևորգյան Աննա
Գ. Մահառու անվան թիվ 176
հիմնական դպրոցի դասվար
(Երևան, Հայաստան)

ԵՐԿԱՐՕՐՅԱ ԽՄԲԵՐՈՒՄ ՈՒՍՈՒՅՄԱՆ ԳՈՐԾԸՆԹԱՑԻ ԿԱԶՄԱԿԵՐՊՄԱՆ ՀԻՄՆԱՀԱՐՑԵՐԸ

Ամփոփագիր: Հոդվածում ներկայացված են ուսուցման գործընթացի կազմակերպման հիմնահարցերը, մասնավորապես <<ուսուցման անհատական մոտեցման սկզբունք>> հասկացությունը: Ներկայացված են երկարօրյա խմբերի հիմնական գործառույթները: Այս աշխատանքում կարևորվում են ուսուցման անհատական սկզբունքի նպատակահարմարությունն ու կիրառումն երկարօրյա խմբերում:
Հանգուցային բառեր: ուսուցման սկզբունքներ, զննականություն, անհատական մոտեցման սկզբունք, երկարօրյա խումբ:

Ժամանակակից մանկավարժության մեջ առկա են բազմաթիվ հիմնախնդիրներ, որոնք դեռևս չեն հանգուցալուծվել: Դրանց լուծման նպատակով մշտապես մանկավարժների ուսումնասիրության կենտրոնում են դիդակտիկայի կարևոր հասկացությունները, այդ թվում նաև «ուսուցման սկզբունք» հասկացությունը:

Ուսումնասիրելով և վերլուծելով մանկավարժական գրականությունը՝ կարող ենք ասել, որ «ուսուցման սկզբունք» հասկացությունն ունի բազմաթիվ սահմանումներ [2]:

Ըստ Յ.Կ.Բաբանսկու՝ ‹‹Խորհրդային դպրոցում ուսուցման սկզբունքները բխում են ուսուցման գործընթացի օրենքներից և օրինաչափություններից, դրանք բազմաթիվ տարիների ընդհանրացված արտացոլումն են և հաշվի են առնում ուսուցման գործընթացի յուրահատուկ առանձնահատկությունները սոցիալիստական դպրոցի պայմաններում:

Մ.Ն. Սկատկինը համարում է, որ ուսուցման սկզբունքները հիմնական նորմատիվային դրույթներ են, որոնցով պետք է առաջնորդվել, որպեսզի ուսուցումը լինի արդյունավետ:

Օգորոդնիկովի կարծիքով ուսուցման սկզբունքները ելակետային դրույթներ են, որոնցով պետք է առաջնորդվել, որպեսզի ուսուցումը լինի արդյունավետ:

Ընդհանրացնելով՝ կարող ենք ասել, որ մանկավարժների մեծամասնությունը սկզբունքները դիտարկել է որպես ելակետային դրույթներ, որոնք բխում են ուսուցման օրենքներից և օրինաչափություններից:

Մանկավարժական գրականության մեջ առկա են ուսուցման սկզբունքների տարբեր համակարգեր: Ժամանակակից դիդակտիկայում դիտարկվում են այդ համակարգերում առավել շատ հանդիպող ուսուցման սկզբունքները: Արդյունքում ստացվում է ցանկաբաշը.

1. գիտականության սկզբունքը,
2. մատչելիության սկզբունքը,
3. ամրության սկզբունքը,
4. գիտականության սկզբունքը,
5. գիտակցականության և ակտիվության սկզբունքը,
6. համակարգայնության և հաջորդականության սկզբունքը,
7. զարգացնող և դաստիարակող ուսուցման սկզբունքը,
8. անընդհատության սկզբունքը,
9. տեսականի և գործնականի կապի սկզբունքը,
10. անհատական մոտեցման սկզբունք:

Ուսուցման սկզբունքները հանդիսանում են ելակետային դրույթներ ուսուցման գործընթացը կազմակերպելու և անցկացնելու համար: Սկզբունքը թարգմանաբար լատիներենից (սկզբնապիում) նշանակում է հիմք: Սկզբունքները գործունեության հիմքն են, կամ ղեկավարող զգացափարը:

Մինչ այժմ չկա մեկ համընդհանուր ուսուցման սկզբունքների համակարգ, փոխարենը զգուցություն ունեն բազմաթիվ ուսուցման սկզբունքներ, որոնք վերաբերվում են ուսուցման արոցեսին, ուսուցչին, կրթության բովանդակությանը և այլն:

Վերջին ժամանակներս ուսուցման սկզբունքների քննարկման հարցը դարձել է արդիական և շատ մանկավարժներ փորձում են խորապես հետազոտել և վերանայել ուսուցման սկզբունքների հարուստ տեսականին: Հասարակության արագ զարգացման հետևանքով փոխվում են նաև այն պահանջները, որոնք

ներկայացվում են կրթությանը, ինչն էլ հաստատում է, որ ուսուցման սկզբունքները պետք է լինեն փոփոխելի [7]:

Ինչպես նշում է Վ. Պարսամյանը՝ <<յուրացման բարձր որակական մակար-դակներ ապահովելու համար անհրաժեշտ է, նվազագույն ջանքով ուսումնական նյութի յուրացման ապահովումը հասցնել հասկանալու մակարդակի վրա: Ըմբռնումը լոկ անձնական պրոցես է, և կախված է աշակերտի անձնական առանձնահատկություններից: Այդ պատճառով ըմբռնման մակարդակի վրա ուսումնական նյութի յուրացման հնարավորության ապահովման խնդիրը, յուրաքանչյուր աշակերտի համար անխուսափելիորեն բերում է ուսումնական պրոցեսի անհատականացման անհրաժեշտությանը>> [9]:

Արդեն որոշ դիդակտներ կարևորելով ուսուցման անհատական սկզբունքի իրականացման խնդիրը մատնանշում են այդ հարցի կապը ուսումնական առարկայի բովանդակության կառուցվածքի հարցի հետ:

Օրինակ, Օ. Գ. Գրոխոլսկայան ասում է. <<Այսպիսով, դիդակտիկան պետք է լուծի այն հարցը, թե ինչպես անհատականացնել ուսուցումը: Բովանդակության մակարդակում դա ենթադրում է բազմաթերթրույթին դիդակտիկական համակարգեր մեկ առարկայի շրջանակներում... ուսուցման տեխնոլոգիաների և մեթոդիկայի մակարդակում` նյութի կառուցվածքային բաղդատումը ըստ տարբերի, որը հնարավորություն կտա ներկայացնել այն մանի, միջին և խոշոր հատվածներով>> [10]:

Իսկ Ա.Վ. Խուտորսկոյը նկատում է. «Զկար այն հարցի պատասխանին, թե ինչպես կարող են գոյություն ունենալ ուսուցման անհատական ուղիներ ընդհանուր միջնակարգ կրթության և ընդհանուր չափորոշիչների պայմաններում [10]:

Երկարօրյա խմբերի հիմնական գործառույթներն են՝

• Երեխաների անվտանգության ապահովում
• Երեխաների ազատ ժամանակի կազմակերպում
• Դասապատրաստում (վճարովի կամ անվճար հիմունքներով):

Երկարօրյա խումբ հաճախող երեխաների դասացուցակը խիստ տարբերվում է իրարից: Նրանց դասերը ավարտվում են տարբեր ժամերի, ինչի հետևանքով երկարօրյա ևս զայլս են տարբեր ժամերի: Կախված դրանից սննդի կազմակերպման ժամը նույնպես լինում է տարբեր: Այսինքն առաջ է զալս անհատական մոտեցում ցուցաբերելու անհրաժեշտություն յուրաքանչյուր երեխայի՝ առայժմ հանգստի և սննդի կազմակերպման համար: Դասացուցակով սահմանված պարապմունքների անցնելիս նույնպես առաջ են զալս որոշակի խնդիրներ, կապված ամբողջ դասարանին ներգրավվելու հարցի շուրջ: Քանի որ կան երեխաներ, ովքեր ինչ-ինչ պատճառներով պետք է մինչև տուն դարձը կատարեն տնային հանձնարությունները, իսկ երեխաների մեկ այլ խումբ նախընտրում են զբաղվել ինքնուրույն ընթերցանությամբ, նկարչությամբ, անցյալ կրկնությամբ և այլն, այդ պատճառով այստեղ նույնպես օգնության է զայլս անհատական մոտեցման սկզբունքը, որը միտված է յուրաքանչյուր աշակերտի ներաշխարհի, հնարավորությունների բացահայտմանն ու անձի զարգացմանը: Այն ենթադրում է, որ ուսումնական խմբի յուրաքանչյուր անդամի համար ուսումնական գործընթացը իրականացվում է յուրովի՝ տվյալ անձին համապատասխան մեթոդներով, դիդակտիկ նյութերով, իրատեսական ժամանակահատվածում և որ ամենակարևորն է՝ այդ ամենը պետք է ուղղված լինի սովորողի հոգեբանական, ֆիզեոլոգիական և սոցիալական առողջության պահպանմանն:

Անհատական մոտեցման սկզբունքը թույլ է տալիս տարբեր կարողություններով և ընդունակություններով երեխաներին սովորել և

համագործակցել միմյանց հետ, օգնելով մեկը մյուսին կարողանում են ամրապնդել և/կամ լուրացնել անցածը:

Անհրաժեշտություն.

• Երկարօրյա խումբ հաճախող երեխաների դասացուցակը խիստ տարբերվում է իրարից:

• Նրանց դասերը ավարտվում են տարբեր ժամերի,

• Երեխաների տուն դարձը նույնպես կազմակերպվում է տարբեր ժամերի

• Երկարօրյա խմբում կան տարբեր կարողություններով և ընդունակություններով աշակերտներ:

Անհատական մոտեցման սկզբունքը թույլ է տալիս ուսումնական խմբի յուրաքանչյուր անդամի համար ուսումնական գործընթացն իրականացնել յուրովի՝ տվյալ անձին համապատասխան մեթոդներով, դիդակտիկ նյութերով, իրատեսական ժամանակահատվածում և որ ամենակարևորն է՝ այդ ամենը պետք է ուղղված լինի սովորողի հոգեբանական, ֆիզիոլոգիական և սոցիալական առողջության պահպանմանը:

Երկարօրյա խմբի պարապմունքները սկսվում են անմիջապես դասերի ավարտից հետոն և տևում օրական 6 ակադեմիական դասաժամ: Ըստ այդմ կազմվում է դասացուցակ: Երկարօրյա խմբի պարապմունքների մեջ մտնում են, սննդի կազմակերպման ժամ, զբոսանք, դասապատրաստում, գրույց և հաղորդակցու-թյուն, հետաքրքրաշարժ ժամանց, ինքնություն ընթերցանություն, հետաքրքրաշարժ խաղեր, ինքնություն նկարչություն, երաժշտության ունկնդրում:

Երկարօրյա խմբում անհատական մոտեցման սկզբունքի կիրառման անհրաժեշտության մասին արդեն խոսել ենք, այժմ ներկայացնենք դրա իրականացման տարբերակներից մեկը մաթեմատիկա առարկայի շրջանակներում:

Յուրաքանչյուր օր դասարանի աշակերտները բաժանվում են պոտենցիալ խմբերի

1-ին խումբ` երեխաներ ովքեր պետք է կատարեն տնային հանձնարարությունները

Ենթախմբեր`

1.Երեխաներ ովքեր տնային հանձնարարությունները կատարում են ինքնություն մաքրագրի մեջ

2.Երեխաներ ովքեր տնային հանձնարարությունները կատարում են ուսուցչի վերահսկմամբ

3.Երեխաներ ովքեր տնային հանձնարարությունները կատարում են ուսուցչի կողմից լրացուցիչ բացատրություն ստանալուց հետո

2-րդ խումբ` երեխաներ ովքեր տնային հանձնարարությունները չեն կատարում երկարօրյայում: Ենթախմբեր

1.Երեխաներ, ովքեր լուրացրել են անցած նյութը

2.Երեխաներ, ովքեր չեն լուրացրել անցած նյութը

3-րդ խումբ երեխաներ, ովքեր նախընտրում են զբաղվել այլ ուսումնադաստիարակչական նյութերով (շախմատ, շաշկի):

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ДОЦІЛЬНІСТЬ ВИКОРИСТАННЯ ІМІТАЦІЙНИХ ЗАСОБІВ ДЛЯ ФОРМУВАННЯ ПРОФЕСІЙНИХ ЯКОСТЕЙ ВІЙСЬКОВОСЛУЖБОВЦІВ ІНСТИТУЦІЙ СЕКТОРА БЕЗПЕКИ І ОБОРОНИ УКРАЇНИ

Анотація. *В статті аналізуються теоретичні аспекти використання імітаційних засобів навчання з метою формування професійних якостей військовослужбовців інституцій сектора безпеки і оборони України. Обґрунтовано висновок, щодо доцільності використання лазерного тиру, що покращує та пришвидшує навчання військовослужбовців та підвищує показники у стрільбі.*

Ключові слова: *військовослужбовці, професійна підготовка, страйкбол, імітаційні засоби, лазерний тир.*

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FEASIBILITY OF USING SIMULATION TOOLS FOR FORMING THE PROFESSIONAL QUALITIES OF THE SECURITY AND DEFENSE SECTOR OF UKRAINE

Abstract. *The article analyzes the theoretical aspects of the use of simulation training tools for the purpose of forming the professional qualities of servicemen of the institutions of the security and defense sector of Ukraine. The conclusion regarding the expediency of using a laser shooting range, which improves and speeds up the training of military personnel and increases shooting performance, is substantiated.*

Key words: *military personnel, professional training, airsoft, simulation equipment, laser shooting range.*

Враховуючи те, що Україна на даний час знаходиться в стані війни, це пришвидшує процеси навчання і дає зрозуміти як призовників та курсантів підготовити до ведення бойових дій. Так як сьогодні відбувається мобілізація і у війська приходить багато людей, які ніколи в житті не стикалися з військовою специфікою, достроковий випуск курсантів та брак часу для навчання військовослужбовців строкової служби, свідчить про різні підходи бойової підготовки.

Професія військового передбачає отримання практичних навичок тільки в умовах ведення бойових дій або виконання бойового завдання. Звісно, якщо якісь ситуації не відпрацьовані то є втрати... Санітарні (поранення, травмування, контузії та ін.) або безповоротні (загибель зниклі безвісти). Втрати особового складу приводять до пониження боєздатності підрозділів та відповідно відсутності можливості виконання завдання.

Відповідно враховуючи велику потребу високоякісно підготовленого фахівця в короткі терміни, ми повинні розуміти, що тут на допомогу прийдуть сучасні ІТ-технології, а саме мультимедійні лазерні тири та масогабаритні макети зброї котрі наближені до реалій.

Викладачі, інструктори переймають досвід у багатьох провідних країн світу підготовки фахівців до бойових дій, в даному випадку і користуються інтерактивним лазерним тиром. Зрозуміло, це не замінить реальні заняття зі зброєю на полігоні, але все ж таки в деякій мірі ті, котрі навчаються будуть мати можливість формувати навички стрільби.

Аналіз актуальної теми наукових публікацій та досліджень засвідчив: удосконаленню системи професійного навчання військовослужбовців присвячено праці багатьох вітчизняних та зарубіжних учених: С. Асямова, М. Ануфрієва, О. Бандурка, Я. Бондаренка, С. Бутова, А. Губанова, О. Зарічанського, В. Пліска, В. Сокуренка, Г. Яворської та інших. Науковцями вивчається зарубіжний досвід підготовки військовослужбовців та надаються рекомендації стосовно його запровадження в Україні [1-4].

Низка досліджень спрямована на вдосконалення програм первинної професійної підготовки вперше прийнятих на службу, обґрунтування новітніх методик підготовки курсантів та слухачів у вищих навчальних закладах зі специфічними умовами навчання та військовослужбовців строкової служби [1, 3].

Впровадження ІТ-технологій дозволить модифікувати ту чи іншу ситуацію та надасть відповідну практику, що полегшить виконання бойових завдань а також зменшить як бойові так і санітарні втрати і цим самим збереже боєздатність підрозділу. Окрім того використання страбоскопів, димових гармат та звукового супроводу, а саме фон вибухів та стрільби під час бою зможе виробити в бійця стійкість до стресу та якісне відпрацювання рішення в складних умовах бою.

Використання мультимедійних тирів надасть змогу навчати воїнів азам професійної підготовки не використовуючи бойову зброю та не використовуючи бойових патронів. На заміну бойової зброї виготовляється масогабаритний макет зброї та відповідне програмне забезпечення. Цим самим це стає майже не травматично та й ще економить великі суми грошей.

Мова йде про доцільність використання та ефективність лазерних тирів. Він служить для формування умінь і навичок стрільби, підвищення ефективності професійної підготовки в цілому. За допомогою лазерного тиру здійснюється постійне тренування, таким чином підвищуються показники у стрільбі приблизно на 32%, на 25-30% що мають здатність прискорити процес навчання первинних стрілецьких навичок [4; 5; 6].

Таким чином, використання лазерного тиру під час професійної підготовки військовослужбовців інституцій сектора безпеки і оборони України впливає на

досягнення високого рівня сформованості здібностей до застосування зброї і готовності до її використання під час виконання службово-бойового завдання.

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ФОРМУВАННЯ МЕТОДИЧНОЇ КОМПЕТЕНТНОСТІ МАЙБУТНІХ ОФІЦЕРІВ ЯК ПЕДАГОГІЧНА ПРОБЛЕМА

Анотація. *У статті проаналізовано та узагальнено наукові підходи до формування методичної компетентності у майбутніх фахівців. З'ясовано, що зміст методичної компетентності майбутніх офіцерів складають цінності та мотивація методичної діяльності як суб'єктів військового управління, їх методичні знання, навички, вміння, здатності, професійно важливі методичні якості, а також готовність до методичної діяльності як в повсякденних, так і в бойових умовах.*

Ключові слова: методична компетентність, майбутні офіцери, фахівці фізичного виховання, методика, аналіз, синтез.

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FORMATION OF METHODOLOGICAL COMPETENCE OF FUTURE OFFICERS AS A PEDAGOGICAL PROBLEM

Abstract. The article analyzes and summarizes scientific approaches to the formation of methodological competence in future specialists. It has been found that the content of methodical competence of future officers consists of values and motivation of methodical activity as subjects of military administration, their methodical knowledge, skills, abilities, abilities, professionally important methodical qualities, as well as readiness for methodical activity both in everyday and in combat conditions.

Key words: methodological competence, future officers, physical education specialists, methodology, competence, competence, analysis, synthesis.

У зв'язку з повномасштабним вторгненням російської федерації на територію нашої держави відбуваються швидкі зміни в системі професійної підготовки фахівців Збройних сил (далі – ЗС) України з орієнтацією на стандарти держав-членів НАТО. Зростає необхідність поліпшити та осучаснити військово-професійну діяльність офіцерів, від яких безпосередньо залежить підготовка підрозділів до ведення бойових завдань, а отже й ефективність їх виконання. Повномасштабне вторгнення російського агресора показало важливість фізичної підготовленості військовослужбовців і військових підрозділів (частин), що в свою чергу безпосередньо залежить від професійної навченості командирів – офіцерів, які за це безпосередньо відповідають.

Фахівець фізичної підготовки і спорту – офіцер, який організовує та проводить

навчальні заняття з фізичної підготовки, фізкультурно-оздоровчі, спортивно-масові заходи з військовослужбовцями і має фахову освіту та відповідний освітньо-кваліфікаційний рівень; до цих осіб належать: начальники, інструктори фізичної підготовки і спорту військових частин; науково-педагогічні (педагогічні) працівники, викладачі, інструктори, тренери кафедр фізичного виховання, спеціальної фізичної підготовки і спорту [1]. А отже він має здійснювати контроль за фізичною підготовкою і спортивними заходами в підрозділах та за фізичним розвитком особового складу; надавати командирам підрозділів полку допомогу щодо організації та методики проведення всіх заходів з фізичної підготовки і спорту; проводити підготовку нештатних спортивних організаторів підрозділів, контролювати їх роботу; розробляти плани спортивної роботи, організовувати і проводити змагання та інші спортивні заходи, відбирати кандидатів до спортивних команд і керувати їх тренуванням [2].

Відтак, в сучасних умовах постає проблема – офіцери – фахівці фізичного виховання та спорту мають бути теоретично та методично підготовлені до роботи в кризовій обстановці та максимально реалізовувати свої посадові обов'язки для покращення фізичної підготовленості військовослужбовців, військових підрозділів і частин, що безпосередньо впливає на ефективність виконання ними бойових завдань. У зв'язку з цим постає проблема щодо формування методичної компетентності в майбутніх офіцерів – фахівців фізичного виховання та спорту, які були би методично підготовлені та здатні якісно реалізовувати службові функції.

Аналіз та узагальнення наявних теоретичних джерел із проблеми дослідження дає підстави стверджувати, що у психолого-педагогічної науки не має узгодженого визначення поняття «методична компетентність фахівців» і виокремлення компонентів цієї компетентності. Так само важливим постає проблема аналізу та узагальнення набутого досвіду й розв'язання проблеми структурування методичної компетентності у майбутнього офіцера – фахівця фізичного виховання та спорту, яка є вкрай актуальною в його професійній самоактуалізації. Важливим є той факт, що методична компетентність продовжує залишатися у статусі обов'язкових складових професійної компетентності педагогів, у тому числі й безпосередньо військових.

У контексті нашої наукової роботи важливими є дослідження методологічних основ компетентнісного підходу до професійної підготовки офіцерів запасу – В. Ягупов [3]. Методику розвитку методичної компетентності, критерії та показники діагностування рівнів розвиненості методичної компетентності викладачів військово–спеціальних дисциплін у вищих військових навчальних закладах (далі – ВВНЗ) досліджує В. Остапенко [4; 5]. Проте слід наголосити про незначну кількість досліджень про важливість методичної компетентності офіцера, відсутності єдиного розуміння сутності, змісту та структури методичної компетентності військового фахівця.

Серед військових науковців даною проблемою займався Л. Олійник. Він обґрунтував зміст поняття «методична компетентність» як систему психологічних, педагогічних і предметних загальновійськових та військово-спеціальних знань, професійно-методичних вмінь і навичок майбутніх офіцерів, які базуються на практичній підготовці та реалізують особистісно-творчий потенціал у процесі військово-професійної діяльності. Методична компетентність – це не тільки кінцевий результат, але також

процес актуалізації своїх можливостей, це розвиток розумової здібності засобами інтелектуальних занять у процесі професійного становлення військовослужбовця [6, с. 216]. Таке визначення надзвичайно широке, яке не конкретизує контури і специфіку поняття «методична компетентність».

Одностайної думки щодо визначення поняття «методична компетентність», у тому числі й офіцера – фахівця фізичного виховання та спорту, досі не існує. Зокрема наявні такі його розуміння – «методична компетентність», «дидактико-методична компетентність» і «професійно-методична компетентність». Отже, науковці обґрунтовують методичну компетентність через теоретичну і практичну готовність до професійної діяльності, що виявляється в наявності дидактико-психологічних знань, умінь та досвіду розв'язування методичних задач.

Бігич О. переконана в тому, що методична компетентність є сукупністю методичних знань, навичок, вмінь та індивідуальних, суб'єктивних й особистісних якостей. Ця сукупність функціонує як здатність проектувати, адаптувати, організовувати, вмотивовувати, досліджувати й контролювати навчання, освіту, розвиток школярів засобами навчального предмету [7, с. 131].

Акуленко І., Кузьминський А., Тарасенкова Н. вважають, що саме яскраво виражений прикладний характер методичної компетентності поєднує систему спеціально-наукових, психолого-педагогічних, дидактико-методичних знань, умінь й особистісного досвіду та їх застосування [8, с. 320], а Н. Цюлюпа її вважає як як систему знань, умінь і практичного досвіду, розвинених загальних здібностей також досліджує підкреслює здатність до самореалізації і постійного самовдосконалення педагога [9, с. 213].

Хатунцева С. орієнтується на поняття «методична компетентність» як категорії теорії особистості; як категорії теорії діяльності; як категорії теорії професійно-педагогічної підготовки. Вона наголошує, що методична компетентність майбутнього вчителя має відповідати вимогам відкритої категорії, тобто набувати нового змістового наповнення шляхом накопичення професійного досвіду в порівнянні з уже наявними напрацюваннями [10, с. 15]. Таке розуміння надто широке та не конкретне.

Відповідно вищезазначених визначень «методична компетентність» відображає здатність майбутніх педагогів ефективно здійснювати методичну діяльність, творчо реалізувати набутий методичний досвід, залучати дієві технології навчання, виховання й розвитку, що свідчить про їхню здатність до неперервного методичного самовдосконалення.

Але такі визначення недостатньо коректні, оскільки не відповідають вимогам термінологічного принципу загальнонаукової методології, а саме ці поняття не є чіткими та однозначними, у них відсутній суб'єкт методичної діяльності, його цінності та мотивація, тобто ціннісно-мотиваційний компонент методичної компетентності та її суб'єктний компонент.

Артемов В., Серіков В. вважають, що методична компетентність викладача ВВНЗ у засобах формування знань, умінь і навичок включає засвоєння викладачем-військовослужбовцем нових методичних і педагогічних ідей, освітніх підходів (компетентнісного, особистісно зорієнтованого, комунікативно-діяльнісного,

соціокультурного) і технологій (інтерактивних, розвивальних та ін.), володіння інноваційними методами, формами і способами організації навчання. Крім загально-методичної компетентності, викладач-майстер має оперувати частковими, конкретними методиками зі спеціальних дисциплін [11, с. 5]. Отже, відсутнє, з одного боку, системне розуміння цього поняття, а з іншого – надмірно широке трактування.

Аналіз наукових досліджень фахівців із різних сфер діяльності, визначення структури та компонентів методичної компетентності, узагальнення напрацьованого матеріалу та наукових робіт дозволило нам дати визначення поняттю «методична компетентність офіцера – фахівця фізичного виховання» як складне інтегроване професійно важливе психічне утворення, яке складається з професійної та методичної підготовленості, здатності та готовності реалізовувати свою методичну діяльність.

Проведений аналіз останніх наукових досліджень і публікацій, присвячених тематиці нашої проблеми, дає змогу наголошувати про те, що, по-перше, методична компетентність є важливою складовою професійної компетентності майбутніх фахівців різних галузей, у тому числі й військових фахівців; по-друге, що ця проблема відносно офіцерів – фахівців фізичного виховання та спорту не була предметом наукового обґрунтування.

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МАССОВЫЕ ОТКРЫТЫЕ ОНЛАЙН-КУРСЫ (МООК): ВАЖНОСТЬ В УЧЕБНОМ ПРОЦЕССЕ

Аннотация. *Массовые открытые онлайн-курсы, или МООК, – это онлайн-курсы, рассчитанные на огромное количество людей.*

МООК существуют уже довольно давно; однако они начали приобретать значение только в последние годы. Растет число технологичных инструкций в классе, технически подкованных студентов, отсутствие терпения на часовые (а то и более длительные) лекции и необходимость зарабатывать привели к популярности онлайн-курсов среди студентов. Очевидные преимущества прохождения онлайн-курсов включают, среди прочего, самостоятельное обучение, обучение, зарабатывая, и обучение абсолютно из любого места. Будущей формой онлайн-обучения являются массовые открытые онлайн-курсы (МООК). В этой статье обсуждается концепция МООК, их история и необходимость в нынешнем сценарии. В этом документе также рассматриваются преимущества и возможные проблемы, с которыми сталкиваются МООК.

Ключевые слова: *самостоятельное обучение, открытие, проблемы, документы, абсолютно, любой*

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MASSIVE OPEN ONLINE COURSES (MOOCs): IMPORTANCE IN THE LEARNING PROCESS

Abstract. *Massive Open Online Courses, or MOOCs, are online courses designed for a huge number of people.*

MOOCs have been around for quite some time; however, they have only begun to gain importance in recent years. A growing number of tech instruction in the classroom, tech-savvy students, lack of patience for hour-long (or longer) lectures, and the need to earn money have led to the popularity of online courses among students. The clear benefits of taking online courses include, among others, self-directed learning, learning by earning, and learning from absolutely anywhere. The future form of online learning is Massive Open Online Courses (MOOCs). This article discusses the concept of MOOCs, their history, and the need for the current scenario. This paper also discusses the benefits and potential challenges faced by MOOCs.

Key words: *self-study, discovery, problems, documents, absolutely, any*

Занятый мир, в котором мы живем, постоянная нехватка времени и необходимость зарабатывать сделали практически невозможным для учащегося 21-го века продолжать формальное образование. Но желание учиться, тем не менее, вдохновило и привело к изобретению нескольких средств, с помощью которых обучение стало возможным. Одним из таких средств является онлайн-обучение. Онлайн-обучение позволяет учащимся пройти курс без посещения учебного заведения. Учащиеся получают возможность пройти курс из своего дома или из любого удобного для них места. Это также позволяет учащимся получать надежные сертификаты, тем самым повышая свою квалификацию, что, в свою очередь, играет важную роль в карьерном росте. Одной из таких онлайн-сред обучения являются массовые открытые онлайн-курсы (или МООК).

МООК лучше всего объяснить, рассмотрев четыре слова, из которых состоит эта аббревиатура.

Массовый: Слово «массовый» указывает на большое количество студентов во всем мире, которым обслуживает такой онлайн-курс.

Открытый: это слово, используемое в МООК, может означать любое из следующего:

Он открыт для всех и не требует, чтобы учащиеся соответствовали определенным критериям, таким как квалификация.

Это также может означать свободный доступ к образовательным ресурсам.

Открытость также может относиться к тому факту, что образовательные ресурсы размещаются на открытых платформах, таких как Wiki.

Наконец, это может также относиться к тому факту, что открытый контент широко используется. Это указывает на то, что контент, созданный курсом, публикуется открытым для использования другими.

Онлайн. Важной особенностью любого МООК является то, что он онлайн, а это означает, что учащиеся могут пройти этот курс, используя Интернет. Именно здесь это приносит пользу учащимся, проживающим в отдаленных районах.

Курс: слово «курс» указывает на то, что у МООК есть четкие цели обучения, учебная стратегия и проверка обучения, которое могло произойти.

Благодаря этим функциям современные МООК обещают возвестить новую волну дистанционного обучения и образования для взрослых.

Начало

Промышленная революция потребовала квалифицированной рабочей силы для работы на заводах. Это, в свою очередь, привело к распространению ныне почти исчезнувшего термина «заочные курсы». Но эти курсы не могли удовлетворить потребности большого количества студентов. Однако это требование было удовлетворено появлением электронных средств массовой информации, таких как радио и телевидение. Эти средства массовой информации позволили нести обучение в массы, даже тем, кто находился в отдаленных географических регионах. Но чего по-прежнему не хватало, так это важного взаимодействия учителя и ученика, о чем позаботилось введение курсов электронного обучения с помощью Интернета. Так появились онлайн-курсы, как их принято называть сегодня. Только те, у кого на тот момент был доступ к компьютеру и Интернету, могли получить доступ к онлайн-курсам.

Между тем, в 1960-е годы появились открытые университеты, которые изменили облик дистанционного обучения. Они не только проводили заочные курсы, трансляцию и публикацию курсов, а также курсы на местном и региональном уровнях, они также придерживались открытой политики. Это означало, что больше студентов могли получить доступ к академическим знаниям. Сегодня открытые университеты также обеспечивают онлайн-курсы для учащихся со всего мира.

Все это в конечном итоге проложило путь к разработке первого МООК в 2008 году. Созданный Стивеном Даунсом и Джорджем Сименсом МООК назывался Connectivism and Connective Knowledge/2008 (CCK8). Этот МООК использовал множество платформ, таких как блоги и форумы, для привлечения учащихся. Курс, очевидно, был открытым и бесплатным.

Позже, в 2012 году, профессора из Стэндфорда Себастьян Трун и Питер Норвиг создали открытый и бесплатный курс «Введение в искусственный интеллект». На курс зарегистрировалось более 160 000 студентов из 190 стран, что в конечном итоге привело Труна и Норвига к разработке Udacity, модели онлайн-знаний. Сегодня существует несколько стартовых моделей МООК, в том числе знаменитая Coursera. Сегодня МООК догоняют учащихся, особенно взрослых, в выборе дистанционного обучения из-за очевидных преимуществ, которые они могут предложить.

Настоящий сценарий

С 2012 года, который был объявлен «Годом МООК», до настоящего времени МООК прошли долгий путь. Сегодня МООК проводят не только лучшие университеты мира, но и отдельные инструкторы/преподаватели. В настоящее время существует гораздо больше платформ для размещения МООК. Одной из областей, в которой МООК сыграли жизненно важную роль, является дистанционное обучение. Открытые ресурсы, доступность и надежные сертификаты сделали МООК весьма популярными.

Льготы

МООК становятся все более популярными; это связано с тем, что они предлагают несколько преимуществ с точки зрения доступности, повышенного потенциала для вовлечения студентов и возможностей обучения на протяжении всей жизни.

МООК бесплатны и доступны учащимся по низкой цене, и они легко доступны, потому что они онлайн. Будучи онлайн, МООК привлекают учащихся, потому что они

предлагают определенную степень свободы и гибкости для учащихся. Особых требований к образованию также нет. Кроме того, для участия в МООК нет возрастных ограничений, и учащиеся могут доступ к МООК из любого места и в любое время.

Кроме того, МООК являются отличным средством обеспечения непрерывности обучения. Будь то для карьерного роста или просто для обучения, МООК могут гарантировать обучение на протяжении всей жизни.

Эти преимущества, кажется, только указывают на то, что МООК никуда не денутся.

Проблемы

Самая большая проблема, с которой сталкиваются МООК, – это высокий процент отсева. Несмотря на то, что огромное количество студентов может зарегистрироваться для участия в МООК, количество студентов, фактически завершивших конечно намного меньше. Еще одна проблема, с которой сталкиваются МООК, – интеграция с классными инструкциями. В настоящее время МООК имеют лишь дополнительную ценность и не могут полностью заменить занятия в классе. Наконец, работодатели могут на самом деле не признавать сертификаты, которые приходят с МООК.

МООК: благо для преподавателей.

Несмотря на то, что технологии продолжают оказывать большое влияние на сферу образования, преподаватель остается у руля обучения. Переход от традиционного класса к специализации одного предмета в классе, в котором обучение осуществляется с использованием различных технических средств и требует от преподавателя многогранности, роль преподавателя теперь повысилась до роли гида и фасилитатора. Поэтому становится важным, чтобы преподаватели сегодня постоянно обновляли свои знания и освоились с технологиями. Как работающие профессионалы, которым постоянно не хватает времени, преподаватели могли бы фактически обратиться к МООК, чтобы обновить себя с последними разработками не только в своей области знаний, но и также по ряду других аспектов, таких как использование технологий в образовании.

Существуют МООК, которые помогают учителям в профессиональном развитии. МООК по разным преподаватели также могут заниматься предметами, которые помогут обновить их знания и, возможно, даже узнать что-то новое. Кроме того, преподаватели могут также придумывать свои собственные МООК и вносить значительный вклад в жизнь общества.

Заключение

Сегодня МООК кажутся модным словом из-за всей цифровизации, происходящей в сфере образования. Учитывая огромное количество учащихся во всем мире, особенно в такой стране, как Кыргызстан, МООК обладают огромным потенциалом для распространения образования среди масс.. Настало время, чтобы университеты, образовательные учреждения и, самое главное, учителя вышли на передний план, чтобы внедрить и запустить такие инициативы.

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РОЗВИТОК КРОС-КУЛЬТУРНОЇ КОМПЕТЕНТНОСТІ НА ЗАНЯТТЯХ З ФРАНЦУЗЬКОЇ МОВИ ПРОФЕСІЙНОГО СПРЯМУВАННЯ

Анотація. В статті розглянуті особливості формування крос-культурної компетенції студентів під час навчання іноземній мові за професійним спрямуванням. Аналіз ефективних методів роботи на заняттях, що впливають на розвиток крос-культурної компетенції студентів (конкурси, проекти). У формуванні крос-культурної компетенції студентів особлива роль відводиться проєктній діяльності та викладачеві, який повинен систематично підвищувати свій професійний рівень у контексті сьогочасних вимог україномовної освіти.

Ключові слова: крос-культурна компетентність, лінгвокультурний підхід, проєктна діяльність, ефективна міжкультурна комунікація, професійно-орієнтовані дисципліни.

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DEVELOPMENT OF CROSS-CULTURAL COMPETENCE IN PROFESSIONAL FRENCH CLASSES

Abstract. The article examines the peculiarities of the formation of cross-cultural competence of students during foreign language training in a professional direction. Analysis of effective methods of work in classes that affect the development of cross-cultural competence of students (competitions, projects). In the formation of cross-cultural competence a special role is assigned to project activities and to the teacher, who must systematically raise his professional level in the context of the current requirements of Ukrainian-language education.

Keywords: cross-cultural competence, linguistic and cultural approach, project activity, effective intercultural communication, professionally oriented disciplines.

Вступ. Ми живемо у вік світової інтеграції, міжкультурної комунікації та швидкого розвитку глобалізації. Чим більш відкритими для світу стають кордони нашої країни, тим більше у ній з'являються національних промислових підприємств та великих міжнародних компаній, які потребують компетентних працівників, що володіють не тільки ключовими навичками для виконання своєї фахової професії, а також мають хороші знання іноземних мов, вміють вести ділові переговори, будувати ефективні комунікації з носіями іноземних мов, організовувати круглі столи та конференції, телемости з учасниками з других

підприємств України та зарубіжних країн. Потрібно також знати інформацію про ці країни, їх досягнення у різних галузях національної економіки, їх культуру, традиції, звичаї, особливості мови, тощо.

Крос-культурна компетентність поступово стає поширеним явищем і проявляється зараз у кожній сфері людської діяльності, ось чому ця тема широко аналізується та впроваджується повсюди. Саме тому ця тема вивчається і на нашій кафедрі іноземних мов Придніпровської Державної Академії Будівництва та Архітектури на заняттях із студентами різних факультетів, в тому числі з іноземними студентами.

Дослідження. Питанням теоретичного дослідження крос-культурної компетентності приділяють увагу як зарубіжні так і вітчизняні науковці. Дослідження різних джерел інформації дає можливість зрозуміти, що **крос-культурна компетентність являє собою сукупність форм поведінки, відносин, розуміння психології співрозмовника, визнання індивідуальних особливостей носія іншої культури, які дозволяють ефективно функціонувати у системі міжнародних відносин.**

Як краще пояснити термін *крос-культурна компетентність*? Перш за все, нагадаємо різницю між двома термінами: *компетенція* і *компетентність*. Французький словник «Micro Robert Langue française» пояснює термін ***компетенція*** як: «Connaissance approfondie, réconnue qui confère le droit de juger ou de décider en certaines matières» [1, с. 194]. Thésaurus Larousse, приводить синоніми до слова компетенція-capacité, savoir. [2, с. 123]. ***Компетентність***- це володіння компетенцією, знаннями, що дозволяють судити про що-небудь. Щодо *крос-культурної компетентності,* то автор Данік Л.В. пояснює, що її «можна визначити як здатність працівника застосовувати знання, вміння, навички; успішно діяти на основі практичного досвіду при вирішенні завдань загального роду в області крос-культурної комунікації». [3, с. 121-124].

Науковці виділяють термінологічне поле поняття крос-культурної компетентності: міжкультурна, етнокультурна, інтеркультурна, полікультурна, мультикультурна. Нам більше імпонує пояснення терміну *крос-культурної компетентності* за визначенням Т.В. Овсянникової: «Це сукупність знань, навичок і умінь, за допомогою яких педагог може успішно спілкуватися з партнерами з інших культур як на буденному, так і на професійному рівнях». [4, с. 152–155] Міжкультурна компетентність це також готовність і здатність вступати в переговори з представниками всіх культур сучасного суспільства, приходити до взаємозбагачення.

Мета роботи. Проаналізувати означення терміну *міжкультурна компетентність,* зрозуміти, які методи роботи та заходи впливають на розвиток крос-культурної компетенції студентів, підкреслити роль проєктної діяльності та телемостів, навести свої приклади проєктів у контексті лінгвокультурного підходу, визначити роль викладачів в організації проектів.

Шляхи підвищення кваліфікації викладача.

Міжкультурна компетентність педагога може формуватися за допомогою різного роду **програм підвищення кваліфікації** з основ крос-культурної дидактики, використання **французьких методик**, **вебінарів** освітнього проєкту «На урок», навчання у студії онлайн-освіти Ed-Era, **сайтів** Alliance Française, Institut Français. Багато французьких вищих учбових закладів запрошують бажаючих на **стажування** в літній

період. Участь у міжкультурних **тренінгах**, в яких взаємодіють представники двох культур, метою яких є виявлення відмінностей між освітніми культурами. Систематичне **спілкування з носіями** французької мови, **подорожі** до друзів у Францію чи інші франкомовні країни, різноманітні **конкурси**, використання **відео**, **тести**, **анкетування**, ознайомлення з зарубіжною **періодикою**, зі спеціальною та художньою **літературою** тощо дають теж широкі можливості, на нашу думку, для формування крос-культурної компетенції.

Засоби формування крос-культурної компетентності студентів.

Це питання набуває особливої актуальності у зв'язку з інтеграцією України до європейського освітнього простору. Молоді спеціалісти повинні вільно орієнтуватися у складних соціокультурних обставинах, спілкуватися з представниками інших країн у різних сферах людської діяльності, здійснювати обмін досягненнями культур, співпрацювати у міжнародних наукових, культурних, творчих, соціальних проєктах та активно реалізовувати особистісний потенціал у професійній та творчій діяльності.

Встановлення крос-культурних відносин із країнами зарубіжжя, участь у культурно-освітніх програмах вимагають від сучасної освіти відповідальності за підготовку фахівців. Ця відповідальність потребує великої мобільності від викладачів та студентів. Автори наукового дослідження Орлова О.В. і Доній В.С. стверджують, що «*міжкультурна компетенція учасника міжкультурного спілкування складається із* **лінгвістичного** та **культурного** *компонентів*». У нашій роботі є приклади саме таких лінгвокультурних проєктів. Науковці підкреслюють, що у сучасній практиці навчання іноземним мовам у вищій школі широко використовуються аудиторні групові інтерактивні заняття /рольові ігри, ділові ігри, тренінги, моделювання, майстер-класи, презентації, метод проєктів/. Автори Орлова О.В. і Доній В.С акцентують увагу на методі проєктів, його перспективності у навчанні майбутніх фахівців сфери культури. «Адже цей метод спрямований на формування крос-культурної компетенції студентів.» [5, с. 150].

Ось **приклади наших проєктів у контексті лінгвокультурного підходу**. До лігвістичного компоненту ми включаємо *знання слів та словосполучень, синонімів, фразеологічних та крилатих висловів*, запозичення з інших мов. **Activité 1. Faites le Projet collectif: «Ma maison higt-tech en 2050»**.

- Divisez la classe en quelques groupes.
- Chaque groupe observe et choisit sa photo préférée:

Малюнок 1. Приклади «Maisons higt-tech»

- Chaque groupe doit expliquer pourquoi elle aime ce projet de construction.
- Chaque groupe doit réfléchir aux petits changements autour de la maison.
- Chaque groupe doit réfléchir aux éléments protégeant l'environnement.
- Chaque groupe invente le style de l'architecture de ce bâtiment.

- Chaque groupe présente sa maison préférée aux autres groupes.
- Chaque groupe prépare **un dictionnaire des synonymes pour le mot** *une maison*.
- Tous les groupes invités posent 1-2 questions à chaque groupe.

Activité 2. Projet collectif: «Les curiosités des pays du monde que nous avons visitées pendant les vacances».

- Divisez la classe en groupes.
- Chaque groupe choisit un pays et ses curiosités.

Малюнок 2. Приклади «Curiosités du monde»

- Chaque étudiant du groupe choisit une curiosité architecturale d'un pays visité.
- Chaque étudiant cherche et écrtit un texte sur l'auteur de la curiosité choisie.
- Chaque étudiant décrit les circonstances de la découverte de cette curiosité.
- Chacun d'eux décrit un moment amusant qui s'est passé avec lui à l'étranger.
- Tout le monde prépare **un vocabulaire** pour parler de la curiosité.
- Chaque étudiant trouve des photos sur Internet pour ajouter à son projet.
- Chaque étudiant présente une petite affiche avec tous les éléments.
- On présente tous les projets personnels en classe en utilisant l'une des **expressions (proverbes), citations connues.**
- On regroupe ensuite tous les projets pour faire un catalogue.
- On fait un blog sur les réseaux sociaux pour y présenter ce catalogue.

2. Projet collectif d'après le texte «Assistance architecturale»

 Projet: «La restauration des monuments historiques dans notre ville de Dnipro»

Activité 1.Lisez attentivement et traduisez le texte «Comment les bénévoles sauvent des bâtiments historiques de la Roumanie».

En Roumanie n'importe qui peut aider à restaurer une pièce d'architecture (твір архітектури). Pour ce faire, vous devez vous inscrire en tant que bénévole (волонтер) dans le projet «Ambulance pour les monuments». Les nouveaux arrivants (новачки) sont formés, et, avec les professionnels, ils restaurent les toitures, les murs et les systèmes de drenage (система водовідведення), les éléments décoratifs. Il existe des équipes de restaurateurs bénévoles dans chaque région du pays. Ils viennent rapidement au secours d'un bâtiment de valeur menacé de destruction (цінні будівлі, яким загрожує руйнування). Dans toute la Roumanie, il y a plus de 600 bâtiments historiques en mauvais état. Parmi eux: des églises, des moulins, des bâtiments résidentiels (житлові будинки), des forteresses et des gares. En 4 ans de travaux, l'assistance architecturale a permis de sauver une cinquantaine de bâtiments. Le projet «Ambulance pour les monuments» a reçu le prix du public (глядацьких симпатій) Europa Nostora Awards 2020. La Roumanie n'est pas le seul pays de l'UE à attirer des volontaires pour la restauration. La France, l'Italie, l'Espagne, la République tchèque et d'autres pays invitent des

personnes du monde entier à travers le corps européen de solidarité au programme de bénévolat.

Activité 2. Pour mieux comprendre le contenu du texte, remplissez les trous:

1. Inscrivez-vous en tant que…dans le projet «Ambulance pour les monuments».

2. Il existe………………de restaurateurs-bénévoles dans chaque région du pays.

3. Ils viennent rapidemment au secours d'un bâtiment de valeur menacé de….

4. Le projet « Ambulance pour les monuments» a reçu…………………………………

5. La Roumanie n'est pas le seul à attirer des volontaires pour………….

Activité 3. Posez des questions d'après le contenu du texte et résumez- le.

Activité 4. Renseignez- vous sur Internet sur les travaux de restauration en France.

Activité 5. Trouvez des informations sur Internet pour savoir s'il y a la pratique pareille de restauration des monuments historiques en Ukraine.

Activité 6. Organisez le comité de restauration de 10-15 personnes-bénévoles.

Act-té 7. Organisez la rencontre avec les représentants de la municipalité pour discuter la question de la restauration en ville.

Act-té 8. Faites ensemble la liste des bâtiments historiques qui sont en mauvais état.

Act-té 9. Ecrivez la lettre à la Mairie de la ville sur le sujet: «Je voudrais bien organiser l'équipe des bénévoles pour restaurer…» (indiquez le nom du monument).

Act-té 10. Après avoir trouvé l'information nécessaire, organisez les Débats en présence des responsables de la municipalité, des invités des établissements d'enseignement supérieur de la ville et des journalistes pour discuter le sujet: «La restauration des monuments historiques en ville» suivant le plan:

- curiosités architecturales de notre ville
- curiosités déjà restaurées par les autorités locales
- proposition de restaurer un monument pendant les grandes vacances
- choix d'un monument
- matériaux nécessaires pour le travail
- possibilités d'organiser les équipes des bénévoles en ville et dans la région
- appel aux élèves et étudiants de la ville afin de venir en aide
- appel aux jeunes gens d'autres pays (à l'aide des réseaux sociaux)
- présentation de l'information à la télé, à la radio et dans les journaux
- préparation du **questionnaire** de l'interview pour savoir l'opinion des habitants de la ville à ce sujet et pour trouver d'autres idées de la préservation des monuments historiques.
- préparation **d'un dictionnaire d'emprunts** en langue ukrainienne du vocabulaire d'origine française dans le domaine de la construction, de l'architecture et de l'urbanisme/ comme ingénieur, avenue, allée, boulevard, vestibule, façade, terrasse, foyer, trottoir etc/

Подібні види діяльності з різного роду проєктів на заняттях французької мови не тільки **поглиблюють знання** студентів архітектурного факультету з професійно-орієнтованих та фундаментальних дисциплін, що вивчаються в Академії, але ж і поглиблюють володіння **іноземною мовою** та сприяють **формуванню крос-культурної компетенції**.

Теоретичні та практичні знання, здобуті під час вивчення у нашій Академії таких дисциплін, як conception architecturale, histoire de l'art, géométrie descriptive

mathématiques appliquées, dessin та володіння іноземною мовою дає можливість студентам підготувати та презентувати різні види проєктів професійного, інформаційного, дослідницького, пошукового, культурологічного, екологічного, практично-орієнтованого спрямування.

Практична цінність подібної проєктної роботи базується на активізації і вдосконаленні різних мовленнєвих умінь та навичок серед яких на першому плані практика усного та письмового мовлення (інколи з носіями іноземної мови та культури), пошукове та аналітичне читання, розвитку комунікативних здібностей, навичок роботи з аудиторією, вміння продемонструвати переваги свого проєкту.

Роль викладача. Завдання викладачів французької мови - це створення умов для розуміння студентами мети проєкту, забезпеченні професійної підтримки і контролю як використання французької мови так і основ архітектури, підтримці їх ініціативи, орієнтуванні студентів на вибір завдань та методів його виконання. Наприклад, планування та дизайн сучасних кімнат, побудова будинків майбутнього з урахуванням їх форм, матеріалів, збереження енергоресурсів, місцезнаходження тощо.

Студенти повинні відчувати свою зацікавленість у підготовці та презентації своєї роботи. Звичайно, успіх будь-якого проєкту залежить не тільки від мотивації студентів до участі в ньому. Але і від самого викладача, який не тільки організує цю проєктну діяльність, але і створює максимально комфортні умови етапів підготовки та презентації проєкту.

Обов'язковим моментом методики проєктування є його заключний етап, на якому викладач повинен прокоментувати виконану студентами роботу, проаналізувати позитивні сторони, проаналізувати мовленнєві, логічні чи змістовні помилки чи недоліки та, можливо, виправити їх. А якщо викладач організує конкурс проєктів, то потрібно пояснити переваги найкращого проєкту, бажано запросивши для більш детальних коментарів викладачів базових дисциплін інших кафедр. Завжди цікаво запрошувати на такі відповідальні заходи всіх викладачів французької мови та професійного спрямування, студентів інших груп, їх батьків, випускників Академії чи французьких спеціалістів з архітектури та будівництва або французів, які працюють в Alliance Française міста. Проєктна діяльність добре підходить як для груп з **однаковим рівнем** володіння іноземною мовою, так і для **різнорівневих груп**. Головне, що у процесі проєктної діяльності студенти спілкуються між собою та презентують проєкт на іноземній мові, демонструють знання та практичні навички, здобуті на заняттях професійно-орієнтованих дисциплін.

Для формування крос-культурної компетенції у студентів потрібно назвати ще інші, не менш важливі форми та методи такі як **стажування студентів** за кордоном та **телемости** зі студентами та випускниками нашої Академії, які навчаються чи працюють у Франції чи франкомовних країнах. 12 грудня 2020 року був організований « Телеміст Париж – Дніпро » за участю студентів франко-мовного проєкту гр. АРХ 19-5 п, ПЦБ-18-4п, ПЦБ-17-4п ПДАБА Плюс і Логмана Гулієва, студента 4 курсу Архітектурного факультету ПДАБА, який проходив професійне стажування у Парижі.

Стажування за кордоном - це важливий етап до досягнення професійного зростання, отримання незамінного досвіду, унікальних знань за фахом, знайомства з

новими людьми, інтенсивної мовної практики, можливості здійснити подорож в країну мови, познайомитися з культурою і традиціями народу. Ось, що сказав сам Логман Гулієв про цей захід: «Вважаю проведення такої відео конференції дуже корисним заходом, яка дійсно потрібна студентам, які бажають поїхати на професійне або лінгвістичне стажування до Франції! Саме про такі зустрічі я мріяв під час початку мого навчання і дуже радий, що тепер мій досвід стане в нагоді і надихне інших вдосконалюватися в своїй спеціальності і вивчати іноземні мови, яких повинно бути у вільному володінні не менш двох, щоб стати конкурентоспроможним на міжнародному рівні! Стажування за кордоном- цілком реальна і можлива мрія, нічого неможливого немає, якщо вкладаються зусилля та праця. Не треба боятися робити щось нове! Краще ризикнути і використати свій шанс. Можливо, саме сьогодні той день, коли ви зможете змінити на краще все своє життя!»

Для усіх студентів важливо організовувати зустрічі із випускниками Академії чи архітекторами міста, на яких вони могли б задати питання: Depuis quand avez-vous commencé à étudier le français? Quelles étaient vos matières préférées dans notre Académie? Avez-vous poursuit vos études à l'étranger après avoir reçu le diplome d'architecte de notre Académie et dans quelle école supérieure? Pourquoi avez-vous décidé de rester en France et y travailler? Quel était votre premier lieu de travail en France? Quels documents avez-vous préparés pour l'entretien d'embauche avec le recruteur? Quelles questions vous a-t-il posées? Quel est votre meilleur projet dans l'architecture? etc. Часто, у пошуках роботи, молоді спеціалісти вимушені покидати своє місце проживання, щоб знайти роботу за кордоном. Саме викладачі іноземних мов повинні допомогти майбутнім спеціалістам добре орієнтуватися у питаннях написання CV, lettre de motivation, передбачати, які запитання можуть цікавити адміністрацію підприємства, як себе вести у такій ситуації: Quel est votre parcours professionnel? Qu'est-ce que vous avez comme formation? Où avez-vous eu votre stage professionnel? Quelles sont vos compétences informatiques? Quelles sont vos compétences linguistiques? Pourquoi avez-vous choisi justement notre entreprise?

Для розвитку лінгвістичних компетенцій студентів дуже важливо також працювати на заняттях французької мови з прислів'ями, з фразеологічними виразами, іграми, синонімами, використання яких могло б продемонструвати знання мови та збагатити бесіди чи конференції з французькими колегами. Існує безліч завдань. Наприклад: Expliquez le sens de ces expressions:

- L'exactitude est la politesse des rois.	Travailler d'arrache- pied.
- Mieux vaut tard que jamais.	- Donner un coup de pouce.
- En deux temps trois mouvements	- Donnez le coup d'épaule, etc

Зараз, як ніколи раніше, українці повертаються до духовної культури України, до забутих джерел. Саме тому наша Академія щопонеділка організує кураторські години, присвячені українському народознавству, визначним подіям, видатним українцям, традиціям, обрядам, святам тощо. У наших випускників буде чудова можливість нести повсюди нашу культуру. Можливо, у недалекому майбутньому, ми зможемо побачити наш український орнамент в декорі європейської архітектури.

Висновок: Використання різноманітних методів на заняттях з французької мови таких як проєктування, телемости, круглі столи, конференції, зустрічі із вітчизняними та зарубіжними спеціалістами, стажування та навчання за кордоном, відеозаписи з розповідями про свій професійний шлях випускників даного вищого навчального закладу, конкурси, анкетування, відео, тести, використання прислів'їв та фразеологічних висловів, знання реалій життя за кордоном, умови прийому на роботу у Франції та франкомовних країнах, наявність друзів свого віку за кордоном, систематичне ознайомлення з досягненнями, традиціями, мистецтвом різних країн світу і особливо з їх архітектурою, а також добрі знання іноземної мови- це, мабуть, основне, у підготовці студентів за професійним спрямуванням у нашій Академії. **Саме така робота може дозволити нам сказати, що крос-культурна компетенція це модель сучасної освіти, тому що ці види діяльності дозволяють отримати не лише нові знання, а й певний соціальний досвід.** Серед усіх цих методів саме метод проєктування є самим ефективним. Приведені приклади проєктів наочно демонструють, що у підготовці проєктів велика відповідальність лежить на викладачах іноземної мови, тому що саме вони повинні підбирати теми проєктів, які стосуються практичних ситуацій, що є актуальними для реального життя. Це вимагає залучення знань студентів не лише з іноземної мови, а й різних дисциплін, стимулює до систематичного творчого мислення, розвитку навичок дослідницької роботи, завдяки чому відбувається природна інтеграція знань та формується крос-культурна професійна компетенція. Використання вищеописаних методів дозволяє викладачам та студентам стати високоінтелектуальними, професійно-орієнтованими спеціалістами та справжніми громадянами Європи.

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