**ПАВЛОДАР ОБЛЫСЫ ӘКІМДІГІ ПАВЛОДАР ОБЛЫСЫ БІЛІМ БЕРУ БАСҚАРМАСЫ**

**УПРАВЛЕНИЕ ОБРАЗОВАНИЯ ПАВЛОДАРСКОЙ ОБЛАСТИ АКИМАТА ПАВЛОДАРСКОЙ ОБЛАСТИ**

**EDUCATION DEPARTMENT OF PAVLODAR REGION, AKIMAT OF PAVLODAR REGION**





**VАймақаралық шет тіліндегі ғылыми-тәжірибелік**

**конференция**

**МАТЕРИАЛДАРЫ**

**MATERIALS**

**оf V Interregional scientific and practical conference**

**in foreign languages**

**МАТЕРИАЛЫ**

**V Межрегиональной научно-практической**

**конференции на иностранном языке**

**Павлодар**

**V Аймақаралық шет тіліндегі**

**ғылыми-тәжірибелік конференция**

«**Тұлғаның және қоғамның**

**шығармашылық әлеуетінің дамуы»**

**the V Interregional scientific and practical conference in foreign languages**

**«Development of the creative potential**

**of the individual and society»**

**V Межрегиональная научно-практическая**

**конференция на иностранном языке**

**«Развитие творческого потенциала личности и общества»**

**Павлодар 2018**

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The collection consists of articles of the fifth Interregional scientific and practical conference “Development of the creative potential of the individual and society” held in foreign languages. Its aim is to support and develop gifted students, to increase students’ interest and motivation to the study of languages.

Pavlodar pedagogical college named after B.Akhmetov. 2018

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**Translatology in the USA: theory of translation in E. Nida’s works**

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E. Nida, an outstanding American linguist, greatly influenced not only the development of American linguistic theory of translation, but that all over the world. Eugene Albert Nida studied many languages, both classical and modern ones. He published a number of significant works on problems of syntax and semantics. He got interested in translation due to many years of his activity at the American Bible Society, where he was Executive Secretary and research advisor of Translation Department. Under his supervision translations of the Bible into 200 languages of seventy countries were created. On the basis of this experience E. Nida wrote a number of books and articles, where he considered many important aspects of translational activity. The major role in the development of modern translatology was played by his book “Toward a science of translating”, published in 1964.

The book is dedicated to the problem of translating the Bible, as well as to a number of organizational problems, connected with the choice of the staff of translators and advisors, interpretation of “ambiguous” places of the Bible, special requirements to piety of translators, the necessity for him to get the “divine blessing” for his labour, and so on. However the largest part of his book contains treatment of fundamental issues of the translation theory, going far beyond the specificity of translating the Bible.

E. Nida’s work is the first serious attempt to develop a properly linguistic approach to translation problems. As early as in 1959, in the article “Principles of Translation as Exemplified by Bible Translating”, E. Nida clearly postulated that in the basis of translation there lie the main characteristics features of language systems, i.e.: 1) systemic character of language signs; 2) arbitrariness of a language sign in its relation to the named object; 3) randomness of dividing the reality into parts by language and speech signs; 4) the difference in how different languages organize their signs into meaningful expressions. These few already show that the main problems of translation lie in the sphere of language semantics. This idea got an overall elaboration in the book “Toward a science of translating”.

The content of the book falls into three unequal parts. The first two chapters are devoted to the statement of problem and a short historical survey of translational conceptions in western world. In four subsequent chapters, having purely linguistic character various aspects of the problem are analyzed. And, finally, the last six chapters discuss properly translational problems, both theoretical and organizational. These problems are grouped under the rubrics: “Translator’s role”, “Principles of correspondence”, “Types of correspondences and divergences”, “Substitution technique”, Translation procedure”, and “Machine translation”.

The sections dedicated to the problems of semantics in size and content take the central part in the book. The linguistic approach to the content of the original text that is to be reproduced in translation gives the possibility to work out this notion in detail and get the set of semantic components, which may be compared in the original and translation., and make conclusions about the degree of their equivalence. Such components are treated by E. Nida for each kind of language units’ meanings: linguistic, referential and emotional.

After the general definition of the language as a code system and a short survey of possible ways of describing the contensive side of language units (chapter 3), E. Nida devotes the fourth and fifth chapters of the book to a detailed study of analytical techniques applied to their meanings.

First of all E. Nida analyzes the linguistic meaning (chapter 4), which he proposes to describe in terms of combining four functional classes of words and morphemes: objects, events, abstracts (determiners) and relatives (links). By numerous examples of E. Nida demonstrates the expediency of applying such procedure for exposing the differences in meanings of combinations having the same syntactic structure. Thus, “his failure” is transformed into “he failed”, and “his arrest” – into “(they) arrested him”. Hence, for the linguistic meanings he proposes the following procedure of translation: (1) reduction of the original to nuclear structures; (2)transfer of the meaning onto the TL on the level of these nuclear structures: (3) transformation of nuclear structures into stylistically appropriate structures in the TL. Later E. Nida gave names to these three stages of the translation process: “analysis”, “transfer”, and “restructuring”.

The fifth chapter is devoted to the description of methods of analysis of referential and emotional meanings. It describes in detail the referential meanings of word groups making the semantic subsystems (terms of filiation, synonymic series, etc.), as well as semantically isolated words.

Of great interest is the study of the dynamic measuring in communication (chapter 6). Describing the process of communication in terms of information theory, E. Nida substantiates the gravity of the notion “information load” for the translation theory. The notion of information load makes it possible to more explicitly formulate such traditional principle of the translation theory as inadmissibility of literal translation.

Of great significance for further development of the linguistic theory of translation was the conception of translation equivalence, stated by E. Nida in chapter 8. He suggests differentiating between two kinds of equivalence: formal and dynamic. Formal equivalence, as proposed by E. Nida, “is original-oriented” and its aim is to ensure the possibility of immediate comparison of texts in different languages.

Dynamic equivalence “is oriented towards the receptor’s reaction” and strives to ensure equal impact on the translation reader. This presupposes adaptation of the lexicon and grammar, so that the translation sounds as if “the author could have written it in a different language”.

The sympathies of the author of this conception are apparently on the side of dynamic equivalence. The task of the translation, as E. Nida thinks, is creation in the TL of the closest natural equivalent to the original text. Of special note is the wealth of linguistic material used in the book (chapters 9-10) in describing the causes and kinds of transformations effected by the translator in the process of translation.

E. Nida’s theoretical conception, stated in the book “Toward a science of translating”, got further development and detailed description in the book “The theory and practice of translation”, written in co-authorship with C.R. Taber, and assigned for translators as a practical manual.

E. Nida and his followers’ numerous works played an important role in the development of linguistic translatology and created a very productive theoretical school, having a number of peculiarities, which are first of all connected with scientific views and the practical experience of its founder.

E. Nida’s translation school built up under the influence of his linguistic views and many years of practical activity in the field of translating the Bible. This determined the main peculiarities of this school.

E. Nida belongs to the generation of American descriptive linguists, the founders of the structural school in linguistics. In his works on translation he makes a wide use of structural analysis methods. Being the disciple of L. Bloomfield and Ch. Fries, E. Nida in some sense advanced beyond his teachers, putting semantics in the centre of his linguistic treatises. This fact enabled him to link linguistics with translation, the core of which is operations with sense.

Despite the specific character of translations, on the basis of which it was grounded, Nida’s translation school played in important role in the overall process of shaping the linguistic theory of translation. It anticipated the development of many sections of modern translatology, especially in the field of pragmatics and semantics of translation.

Of course, E. Nida and his followers’ works do not exhaust the USA translatologists in the development of the science of translation. American linguists published a number of other researches that did not create a serous scientific school, but which contain interesting data and conceptions on separate aspects of translation. Besides the collection “On translation”, several other collected works on translation were published, but widely-known became the collection under R.W. Brislin’s editorship, where alongside American authors the famous European translatologists D. Seleskovich and W. Wills contributed too.

**The role of trilingualism in the process of modernization of education**

**Роль трехъ**

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Ел дамуының негізгі алғы шарттарын айқындап берген «Рухани жаңғыру»бағдарламалық құжат бүгінде қоғам ішінде кеңінен талқыланып жатыр. Ел азаматтарын, әсіресе, ұлттықбірегейліктісақтау мен терең білімді, бәсекеге қабілетті жастарды тәрбиелеу жөніндегі мақсат-міндеттер ерекше толғандырды.

Қазір дүние жүзі көз алдымызда өзгеруде. Оған сай енді Қазақстан азаматтарының да 21-ші ғасырға тән өзіндік санасы қалыптасуы тиіс. Десе де, мұндағы басты ескеретін жәйт, біз өзіміздің ұлттық болмысымызды, ерекшелігімізді, құндылықтарымызды сақтай білуіміз керек. Яғни, ұлттық кодымыз бәрінен биік тұруы қажет. Сол арқылы бәсекеге қабілетті, білімді жастарды тәрбиелеп, дамудың жаңа кезеңіне қадам бассақ, бұл – рухани жаңғыру жолындағы біздің жеңісіміз болмақ.

Ел жастарының бәсеке қабілетті болуына барынша жағдай жасалуда. Енді олардың әрбірі қазіргі күні табысқа жетудің басты факторы – білімде екенін ұғынғаны жөн. Павлодар облысындағы іргелі оқу орындары Елбасының аталған бастамасына өзіндік үн қосып, қазір студенттердің кәсіби маман болуына баса назар аударуда.

Жастардың бойында патриотизмді қалыптастыру да маңызды. Ол туған жеріңді, еліңді сүюден, тарихыңды терең білуден басталуы керек. Сол себепті, Ел басшысы өткенімізді зерделеп, тарихи-мәдени ескерткіштерімізді жаңғыртуға аса мән беріп отыр.

Соныменқатар, еліміздің бәсекеге қабілетті болуына тап өтті.Кез келген ортада бәсекеге қабілетті болу – табысты адамның формуласы. Ол бүгінгі заманның талабы.Сондықтан да, Елбасымыз биылғы Жолдауында, «Цифрлы Қазақстан», «Үштілде оқыту» сияқты бағдарламаларды атап өткен болатын.

Как вы знаете, в рамках реализации Плана нации «100 конкретных шагов», определенных Главой государства в республике активно проводится работа по внедрению трехъязычного обучения. Начат планомерный переход к единовременному обучению на казахском, русском и английском языках.

Почему эти три языка? И для чего это нужно?

Казахский язык – это наш государственный язык, каждый человек должен знать язык того народа, ккоторому принадлежит, итой страны, вкоторой живет.

Русский язык – этоодин изшести языков Организации Объединенных наций,язык межнационального общения, так как мы являемся многонациональной страной (где проживает более 130 наций).

И английский язык – язык, который поможет нам войти в 30-ку развитых стран мира. Так как 85% книг, которые издаются вмире, выходят наанглийском языке. Наука и информационные технологии также идут на языке Шекспира. Поэтому мир должен знать Казахстан не только черным золотом или крупными инициативами во внешней политике, но и культурным наследием.

В настоящее время знание нескольких языков – это требование современности. Мы должны знать три языка на том уровне, который необходим в работе и реальной жизни. Не будет преувеличением, если скажу, что от этого зависит наш карьерный рост и положение среди окружающих и коллег. Уверена, каждый из присутствующих здесь в зале при заполнении каких-либо анкетных данных сталкивался с тем, что надо указывать знание языков.

Одним из обсуждаемых вопросов является внедрениетрехъязычия в системе среднего образования. Есть множество разных откликов. Но мы должны понимать, что если дети будут владеть тремя языками у них больше возможностей в будущем. И здесь немаловажную роль играют учителя – организаторы познавательной деятельности учащихся.

В жаданном направлении имеется определенный опыт осуществления полиязычного образования в Назарбаев Интеллектуальных школах, в которых с учетом анализа современного международного опыта разрабатывается и внедряется модель трехъязычного обучения, основанная на уровневой системе изучения языков. Данная модель строится на том, чтобы учащиеся могли полноценно освоить устную и письменную речь на казахском, русском и английском языках. При этом должны учитываться не только правила введения в учебный процесс второго и третьего языков, но и возможности интерактивных методов погружения в иноязычную среду.

К сожалению, есть люди, которые считают, что система образования пока не готова к этому. Но хотелось бы отметить, что в этом направлении проводится уже большая работа. Оказываетсяучебно-методическая помощь, используется международный опыт и современные технологии при обучении языкам,привлекаются опытные педагоги-носители языка, осуществляется подготовкастудентов – будущих полиязычных специалистов, осуществляетямасштабное финансирование программ внешней академической мобильности студентов казахстанских вузов, где в течение академического периода они будут проходить обучение за рубежом за счет средств государства. В мировой практике Казахстан – единственное государство, обеспечивающее финансирование академической мобильности. Одним словом на всех этапах образования «дошкольное образование – школа – вуз» идет непрерывный процесс полиязычногообучения.

Вместе с тем основной целью образования в стране является формирование полиязычной личности, которая не только владеет тремя языками, но и ценит культуру своего народа и уважает культуру других народов. Тем самым происходит переосмысливание собственной индивидуальности, основанной на общности человеческих ценностей. Внедрение такой модели обучения и воспитания в казахстанской школе позволяет формировать всесторонне гармонично развитую личность, способную свободно ориентироваться в международном пространстве, владеющую казахским, английским и русским языками на достаточно хорошем уровне.

Практика показывает, что большинство абитуриентов связывает выбор своей будущей профессии со знанием английского языка, считает знание иностранного языка необходимым для получения престижной работы и продвижения по служебной лестнице в будущем и полагает, что владение несколькими языками поможет им укрепить социальный статус и занять достойную позицию в современном многоязычном обществе, иначе говоря, быть коммуникативно-адаптированными в любой среде. Все эти факторы свидетельствуют о совместном функционировании казахского, русского и английского языков в едином коммуникативном и социокультурном пространстве.

В истории независимого Казахстана новая языковая политика берет начало с 2007 года, когда наш Президент в своем ежегодном Послании предложил реализацию культурного проекта «Триединство языков».

Жасұрпақүштілдібілукерек.Өйткені қазіргі уақытта көп тіл білу – байлық. Әсіресе, өркениетті еліміздің дамуына үлес қосқымыз келсе, көп тілді игерген азаматтарға қарап қуанатынымыз да белгілі.Қазақстанды бүкіл әлем халқы үш тілді бірдей пайдаланатын жоғары білімді мемлекет ретінде тануы керек. Бірақ«Өзге тілдің бәрін біл, өз тіліңді құрметте» – деген даналық сөз.

Поэтому главная задача президентской программы «Триединство языков» -поднять конкурентоспособность казахского языка доуровня русского ианглийского.Так как и казахский язык может стать, например, для тюркских народов языком межнационального общения, на котором будут нетолько говорить, нои создавать культурные ценности мирового масштаба.

Thanks to the President's initiative, our state has started an implementation of the concept a trilingualism in education because trilingualism will strengthen the competitiveness of Kazakhstan and increase the inter-ethnic harmony.

As our President said: "For a modern Kazakh, a possession of three languages is a condition of his own well-being".

**Organization of research activities of pedagogical college students in foreign language**

**Организация исследовательской деятельности студентов в педагогическом колледже на иностранном языке**

Samotoi V.P.

Teacher of Karasuk pedagogical college, Novosibirsk region

Сегодня в образовательных учреждениях РФ также как и в РК большое внимание уделяется духовно-нравственному развитию подрастающего поколения.

В нашем педагогическом колледже тоже проводится работа по профессиональному развитию будущих педагогов на основе включения студентов в учебно-исследовательскую деятельность, включающую формирование профессиональных и личностных компетенций. Сегодня мы хотим поделиться опытом организации проектной деятельности в колледже, направленной на становление педагога как профессионала и гражданина.

Одним из важных компонентов подготовки выпускников педагогического колледжа является создание условий для формирования у студентов навыков исследовательских умений.

Различные научные определения термина «исследовательская деятельность» сводится к пониманию исследовательской деятельности как целенаправленного процесса, связанного с творчеством и направленного на получение личностью нового знания посредством решения исследовательской задачи. Главным результатом исследовательской деятельности является интеллектуальный, творческий продукт, устанавливающий ту или иную истину в результате процедуры исследования и представленный в материализованном виде.

Организация работы по развитию данных умений в Карасукском педагогическом колледже регламентируется нормативными актами. В локальных актах колледжа предусмотрены этапы исследовательской деятельности, на которых строится обучение студентов и развитие исследовательского типа мышления.

С первого года обучения все студенты включаются в проектную деятельность через создание индивидуальных проектов, предусмотренных Федеральным государственным образовательным стандартом среднего общего образования. Результатом проектной деятельности является уникальный продукт, который интегрирует знания, полученные в ходе учебного процесса, и приобщает студентов к решению конкретных жизненно важных проблем.

Тематика и формы проектов разнообразны. Это и путеводители по родному краю, где студенты рассказывают о своей малой родине, и фильмы-интервью о Карасукском научном стационаре Института систематики и экологии животных Сибирского Отделения Российской Академии Наук, где сохраняют и разводят редких животных и птиц в сотрудничестве с Новосибирским зоопарком им. Ростислава Шило. Это и исследование о применении невероятных математических фигур в современной жизни, и составление сборника казачьих песен по роману М. Шолохова «Тихий Дон», так как на юге Сибири много деревень и поселений с украинскими корнями. Это и словарь англицизмов в русском языке, культурная карта Великобритании и карманный русско-английский разговорник, календарь британских праздников и набор открыток с достопримечательностями Карасука.

С Республикой Казахстан мы близки не только своей географией, но и историей. Во время ВОВ на территорию Новосибирской области и в Республику Казахстан были эвакуированы дети блокадного Ленинграда. Они делятся своими тяжелыми воспоминаниями, которые легли в основу студенческих проектов.

Оценка результатов проектной деятельности первокурсников осуществляется на основе разработанных критериев и в соответствии с требованиями системы менеджмента качества колледжа, сертифицированной в 2017 году.

Студенты второго курса имеют возможность продолжить начатую работу путем конкретизации и углубления предмета исследования или же принять участие в новом виде профессиональной деятельности: организация внеурочной деятельности и общения младших школьников. В рамках работы инструктивного лагеря студенты участвуют в лингвистическом проекте “Funny Summer”, целью которого является создание условий для развития творческих и коммуникативных умений младших школьников на летних пришкольных площадках и в загородных детских оздоровительных лагерях.

Студенты колледжа активно участвуют в работе секции научного студенческого общества «Британцы» по проблемам социокультурных и методических аспектов подготовки будущего учителя английского языка, что позволяет создать условия для формирования коммуникативной и профессиональной компетенции будущих специалистов через учебно-исследовательскую работу. Результаты работы обобщаются на областных, межрегиональных и международных студенческих научно-практических конференциях.

Целенаправленное сотрудничество с Карасукской центральной библиотекой позволяет выйти на областной и международный уровень. Студенты создают социально-значимые в области патриотического воспитания проекты: неделя национальных культур, Шекспириада. В год празднования 70-летия Победы совместно с Карасукским краеведческим музеем студенты колледжа приняли участие в работе над проектом по созданию буклетов на иностранном языке о Героях Советского Союза Карасукского района Новосибирской области.

В течение двух последних лет на основе лицензии в колледже реализуется программа дополнительного профессионального образования переподготовки кадров в области преподавания иностранного языка для выпускников, осваивающих дисциплины углубленного изучения английского языка с учетом требований ФГОС НОО и ООО.

Полученные умения и навыки организации исследовательской деятельности позволяют студентам и выпускникам колледжа успешно защищать курсовые и выпускные квалификационные работы, а также проводить олимпиады муниципального и межрайоного уровня, участвовать в работе предметных комиссий по их подготовке и организации, также быть успешными педагогами.

**Другой взгляд на оценку**

Самотой Вера Павловна, преподаватель Карасукского педагогического колледжа Новосибирской области

Программа «Руханижангыру» - это новый подход к решению задач, стоящих сегодня перед Казахстаном. Программа определяет патриотическое направление, выраженной в любви к родной земле, ее культуре, обычаям и традициям казахского народа.

Инициатива Президента Республики Казахстан Нурсултана Абишевича Назарбаева является уникальной. Данный шаг позволит казахстанскому народу обеспечить новое молодое поколение возможностью конкурентоспособности в будущем.Именно им необходимо научиться иначе, более прогрессивно мыслить, смотреть на вещи под другим углом, и тогда появится шанс приумножить благосостояние страны.Модернизация общественного сознания должна стать сердцевиной между политической и экономической модернизацией.

Из шести инструментов модернизации сознания, которые предлагает Президент, мне лично хочется отметить спецпроект "100 новых лиц Казахстана". Есть действительно талантливые и успешные современники, которые за годы независимости сами состоялись и оказались полезны государству. История каждого героя времени должна стать примером для подражания другим, стимулом и одновременно доказательством того, что добиться успеха может лишь тот, кто готов трудиться.

Духовное развитие человека начинается с уважения к самому себе, к своим мечтам, к тому, какие цели он выбирает. Не надо смотреть и копировать какие-то чужие модели и примеры. Надо просто уважать свою историю, обычаи, традиции. Мы современные люди, но при этом мы должны иметь свою идентификацию, иметь свое лицо.

Резюмируя выше сказанное, хочу сказать, у Казахстана богатое культурное наследие и благодаря программе «Руханижангыру» мы всё больше открываем для себя Казахстан.

**The best experience and the world’ tendencies of polylingualism and linguistics’ development**

Saurbayev R.Zh.

Candidate of Philological Sciences, Associate Professor of “Foreign langauge” department of PSPU

One of the principle uses of language is to communicate meaning, but it is also used to establish and to maintain social relationships.

Monolingual speech communities are rare; monolingual countries are even rarer. Even a country as linguistically homogeneous as Japan has its linguistic minorities like the Ainu and the Koreans, marginalized as they might be. True, many countries have developed as explicit or implicit language policy as though they were monolingual, but it is rare (and becoming rare) for linguistic and national borders not to overlap in various complex ways. Most countries have more than one language that is spoken by a significant portion of the population, and most languages have significant numbers of speakers in more than one country.

Historically, multilingual communities evolve in a number of ways. One is as a result of migration, the voluntary or involuntary movements of people speaking one language into the territory of people speaking another.

Multilingualism has historically been created by conquest and subsequent incorporation of speakers of different languages into a single political unit. The incorporation of Brittany, Alsace, and Provence into France submerged the languages of these regions. The spread of English power over the British Isles produced multilingualism and lead to the loss of some Celtic languages. The growth of the Russian Empire under the Czars, continued under Soviet rule, made the Soviet Union a multilingual country. The conquest of Central and South America by the Spaniards and Portuguese eventually produced countries with indigenous minorities, some still speaking many Indian languages. The occupation of New Mexico and Texas and incorporation of Puerto Rico by the growing United States included new Spanish-speaking populations within territorial limits.

Colonial polices also lead to multilingual states. While the Moslem Empire largely replaced the indigenous languages with Arabic, pockets of multilingualism remained – the Kurds in Turkey, Iraq and Syria, the Copts in Egypt, the Berbers in Algeria, and Morocco, to mention a few – and the language mixes led to the great variations in the spoken Arabic dialects held together by the general acceptance of an overarching Classical Arabic. When Spain conquered Latin America, it created countries where Spanish dominated a mixture of marginalized indigenous varieties, including some, like Mayan, that had previously had their turn as the dominant language in a multilingual empire.

When the major European powers divided up Africa in the nineteenth century, they drew boundaries that left most post-independence states without a single majority language, and usually with languages that had many speakers outside as well as inside the new state borders. They thus opened the way, wittingly or not, for a tendency to adopt the colonial government’s metropolitan language as a needed lingua franca. Newly independent states like India, Pakistan, Indonesia, and Singapore also faced language policy decisions that were heavily weighted with effects of colonial policies.

Many of these colonies might be considered cases of forced federation. More rarely, there has been voluntary federation. One classic case is Switzerland where speakers of French, German, Italian and Romansh formed a multilingual state. Another is Belgium, where Walloon speakers of various French dialects, Flemish speakers of various Dutch dialects, and some speakers of German dialects added to the package, now form an uncomfortable but working French-Dutch bilingual state. Other federations, like the Serbo-Croatian union in Yugoslavia, brought into existence in the halcyon [həlsiən] days of the post-Second World War period by Soviet Union, have proved to be unstable after the collapse of the Soviet empire.

These diverse historical circumstances have produced many different kinds of multilingual mixes, sometimes stable and sometimes volatile and short-lived. The most common result of this language contact has been language conflict, producing pressure from one language on speakers of other languages to adopt it. This pressure, whether the conscious result of a planned policy or the effect of a multitude of unplanned factors, has produced challenges to social structure that many people have begun to worry about. The study of language maintenance and of language shift has thus become a central concern of sociolinguists interested in multilingual societies.

Many people nowadays have become troubled by the extinction of various species of animals and birds, and lists of endangered species are regularly publicized. Linguists have noticed that languages too are in danger of dying, and for some time have been studying language loyalty, the ability (or lack of it) of speakers of a language to stand up to the pressure of more powerful languages. They have expressed distress at the threatened fate of endangered languages, languages that are no longer being passed on to children as native languages, but are spoken by a contracting and aging group of adults.

One early major study looked at what happened to the immigrant and indigenous languages of the United States when faced by the exorable power of English. Most American immigrant languages were slowly sapped of their strength as younger speakers shifted to English not just in the public domains, but also in their own communities and homes. Some factors appeared to speed up the process or slow it down. The greatest resistance to language shift was found in groups that chose to isolate themselves both linguistically and culturally from the mainstream. Two clear cases were isolationist Mennonite Christian groups and the ultra-orthodox Hassidic Jews, both of whom rejected not just the language but also the dress and social conduct of their new country. In these cases, the isolation was self-imposed.

A second group that maintained their languages were those who were segregated and isolated by the outside society and whose access to the easy social mobility that other immigrants enjoyed was obstructed by social discrimination. The clearest cases here were indigenous Native Americans and the various Spanish-speaking indigenous and immigrant groups. When they were denied access to jobs, housing, and education, they were at the same time cut off from easy accesses to the English that was assumed to be the way to assimilation.

Why does multilingualism and language contact entail so much emotional reaction? The answer lies not in the practical communicative realm, but in the symbolic function of languages and varieties. One of the most common ways of identifying a person by is or her language. Because language is inherently involved in socialization, the social group whose language you speak is an important identity group for you.

Multilingual societies inevitably face conflict over language choice. Some aspects of concern for language choice can be explained practically, politically, or economically. The speakers of a language are in a stronger position when their language is used for national and international communication, or for government, or for trade and commerce, or for education. But the role of language in establishing social identity adds an additional, non-material dimension to the conflict.

Ethnic groups regularly use language as one of their most significant identifying features. There are some groups, like the Frisians in the north of the Netherlands, who are hard put to find other features that distinguish them from their neighbours. Commonly, the name of an ethnic group and its language is the best medium for preserving and expressing their traditions.

One of the paradoxical effects of this connection of language and ethnicity may be understood by looking at the case of post-Franco Spain. With the granting of some degree of autonomy to the provinces, Catalan and Basque have once again been recognized as official languages in their own autonomous regions. The result of this new territorial policy has been create problems for people who are ethnically Basque or Catalan but live outside the regions and for people was Castilian speakers but live within them.

**The introduction of multilingualism in the process of teaching biology in college**

**Биологияны оқыту барысында көптілділікті енгізу тәжірибесі**

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Biology teacher of Pavlodar pedagogical college named after B.Akhmetov

Қазақстанда көптілді білім беру арнайы орта және жоғары білім беру жүйесінде негізгі бағыттардың бірі болып саналады. Негізгі мақсаты өмірден өзінің орнын таңдай алатын, кез келген ортаға тез бейімделетін, қарым - қатынаста өзін еркін ұстап белгілі бір ғылым саласында білімі мен білігін көрсете алатын, көптілді және полимәдениетті құзіреттіліктерді бойына игерген жеке тұлға қалыптастыру. «Рухани жаңғыру» бағдарламасы шеңберінде «Туған жер» арнайы жобасының «Тәрбие және білім» құрамдас бөлігінің мақсаты бәсекеге қабілетті, прагматикалық, мықты, жауапкершілікті, шығармашыл Біртұтас ұлт тұлғасын қалыптастыру деп көрсетілген.

Бұл мақсаттарды жүзеге асыру мұғалімдерге көптілді маман болу талабын қояды. Мәселені шешу мақсатында Қазақстан Республикасының Білім Беру Министрлігі пән мұғалімдеріне арналған тілдік курстар ұйымдастырды. I finished the language course of the «UZTAZ Professional learning centre»for teachers. Eventually with this course I learned to read texts in English, understand contents of the material , work with resources in English. Пәнді ағылшын тілінде оқыту үшін мұғалімдерге оқу-әдістемелік әдебиет құралдар өте қажет. Жеке тәжірибемде сабақ өткізу барысында жаңа терминдерді меңгеру үшін Qizlet қосымшасын қолдану өте ыңғайлы. Бұл қосымша арқылы терминдердің ағылшын тілінде айтылымы, жазылуы есте сақталады және тесттің бірнеше түрін орындауға болады. Өзім қолданатын әдебиеттерге тоқталып кетсем, 8 және 9 сыныптарға арналған бірқатар оқулықтар бар, оның ішінде «UZTAZ Professional learning centre» өткізген тілдік курста пән мұғалімдеріне берген «Астана кітап» баспасында шығарылған, 8 сыныпқа арналған BIOLOGY textbook оқу құралының құрылымы, мазмұны өте ыңғайлы. Сонымен қатар Астана баспасы 8-9 сыныптарға және 11-14 жас аралығындағы балаларға арналған Pearson Educаtion Limited баспасы шығарған биология оқулықтары мазмұны мен құрылымы жағынан өте қызықты, түсінікті және ғылыми түрде жазылған. Әр сыныпқа осындай оқу – әдістемелік құралдары болса, біздің бастамамызда үлкен көмекші болады деп ойлаймын.

Бүгінгі мектеп талабы біртіндеп оқушыларды ағылшын тілінде оқытуға ауысу болғандықтан, басқа колледждерге қарағанда педагогикалық колледжде жаратылыстану циклі пәндерін ағылшын тілінде оқытудың өзіндік тиімділігі бар. Алған білімдерін бастауыш сынып мұғалімдері «Дүниетану», «Жаратылыстану» пәндерін оқытуда қолдана алады, мектепке дейінгі тәрбие мамандарына балаларда қоршаған орта, ағза туралы түсініктерін үш тілде қалыптастыруға қажет. Оны студенттердің мектепте тәжірибе өту барысында, сабақта негізгі тірек сөздерді үш тілді оқытқандары арқылы көреміз.

Қорыта айтқанда, колледж қабырғасында үш және одан да көп тілді меңгеру студенттерге болашақ мамандық иесіне қойылатын талапқа сай болуына, кең ақпарат алуына, қарым қатынастың шекарасын кеңейтуге және кәсіби шеберліктерін дамытуға үлкен мүмкіндік береді.

Бағдарламаны іске асыру кезеңдері

      Бағдарламаны іске асыру үш кезеңде жүзеге асырылады.

*Бірінші кезеңде (2011 - 2013 жылдар)*тілдерді одан әрі дамыту мен қолданудың нормативтік-құқықтық және әдіснамалық базасын жетілдіруге бағытталған кешенді шаралар өткізу көзделеді.

      Мәселен, бірінші кезеңнің аясында мемлекеттік тілді оқыту стандарттарын жетілдіру, қазақ тілін оқыту орталықтарын аккредиттеудің және олардың қызметін рейтингтік бағалау ісінің құқықтық негізін әзірлеу жұмыстарын жүзеге асыру қарастырылады.

      Бұған қоса, әкімшілік-аумақтық бірліктердің атауларын жүйелеуді қамтамасыз ету мәселесі бойынша ономастика саласындағы, терминологиялық лексиканы біріздендіру мәселесі бойынша терминология саласындағы, сондай-ақ антропонимикалық атаулар мен көрнекі ақпаратты сәйкестендіруді жүзеге асыру мәселесі бойынша антропонимика саласындағы нормативтік құқықтық базаны жетілдіру көзделеді.

      Сонымен қатар, құқықтық олқылықтарды жою мен тіл туралы заңнаманың бұзылғаны үшін жауапкершілікті күшейту тұрғысынан нормативтік құқықтық базаны жетілдіру көзделеді.

      Осы кезеңде мемлекеттік тілді көпшіліктің кеңінен қолдануына қол жеткізетін, Қазақстанда тұратын этностардың тілдерін сақтауға және оқып-үйренуге қолайлы жағдайлар жасайтын ұйымдастырушылық-практикалық шаралар кешені, сондай-ақ нәтижелердің тиімділігіне мониторинг жүргізу жүйесін енгізу көзделеді.

*Екінші кезең (2014 - 2016 жылдар)*аясында мемлекеттік тілді оқып-үйрену және қолдану саласында, сондай-ақ тілдік әралуандықты сақтауда жаңа стандарттар, технологиялар мен әдістерді енгізу жөніндегі практикалық шаралар кешенін іске асыру қарастырылады. Сонымен қатар, осы кезеңде Мемлекеттік тілді оқыту орталықтарын аккредиттеу ісін жүргізу, сондай-ақ олардың қызметіне рейтингтік бағалауды енгізу жұмыстары басталады.

      Мемлекеттік тілді меңгеруді ынталандыру жүйесін құру жөніндегі жұмысты ұйымдастыру - мемлекеттік қызметшілердің, халыққа қызмет көрсету және мемлекеттік қызметтер көрсету саласы қызметкерлерінің мемлекеттік тілді меңгеруі жөніндегі міндетті төменгі талаптарды енгізу көзделеді. Бұған қоса, мемлекеттік тілді көпшіліктің кеңінен қолдануына қол жеткізу жөніндегі жұмыс жалғасатын болады.

      Тілдерді қолдану саласындағы заңнаманың сақталуын бақылауды күшейтумен қатар, әзірленген нормативтік құқықтық базаның негізінде қазақ тілінің терминологиялық қорын ретке келтіру, ономастикалық кеңістікті жүйелеуді қамтамасыз ету жөніндегі жұмыстар басталатын болады.

      Бағдарламаның *үшінші кезеңінде (2017 - 2020 жылдар)*мемлекеттік тілді меңгеру дәрежесін бақылау тетіктерін енгізу жұмысын ұйымдастыру көзделеді.

      Сонымен қатар, қоғамдық өмірдің барлық саласында мемлекеттік тілге қажеттілік болуына, оның басқа тілдердің тұғырын одан әрі сақтау жағдайындағы тиісінше қолданылу сапасына және меңгерілу деңгейіне жүйелі мониторинг жүргізу көзделеді.

      Бұған қоса, ономастика, терминология, мемлекеттік тілді көпшіліктің қолдануына қол жеткізу, сондай-ақ толерантты тілдік ортаны сақтау жөніндегі жұмыстар жалғасатын болады.

Қажетті ресурстар

      2011 - 2020 жылдары Бағдарламаны іске асыруға республикалық және жергілікті бюджеттердің қаражаты, сондай-ақ Қазақстан Республикасының заңнамасында тыйым салынбаған басқа да қаражаттар жұмсалатын болады.

      Бағдарламаның бірінші кезеңін іске асыруға арналған мемлекеттік бюджеттің жалпы шығыны 19 134 946 мың теңгені құрайды.

      2011 - 2020 жылдарға арналған Бағдарламаны қаржыландыру көлемі Қазақстан Республикасының заңнамасына сәйкес тиісті қаржы жылына арналған республикалық және жергілікті бюджеттерді қалыптастыру кезінде нақтыланатын болады.

**СЕКЦИЯ 1 /SECTION 1**

**ЛИНГВИСТИКА / LINGUISTICS**

**Zodiac sign**

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Zodiac signs any of the twelve star signs corresponding to the constellations which make up the zodiac. Depending on where the earth is when you're born your personality is influenced by 1 of 12 signs. Zodiac signs aren't meant to be taken seriously, but surprisingly reflect on your actions and behavior, to a certain degree. Everyone is different even if you have the same Zodiac sign. These signs influence, they do not label. For example a Pisces will be influenced by its sign to be very emotional and dreamy, however this person has the ability to choose whether or not they want to go about with these instincts. A Gemini on the other hand, for example, will never share these traits, but might not fit their own sign very well either. It all depends on the individual. This is often why people dismiss zodiac signs as superstitions. Some will match their signs perfectly, some wont. These descriptions are sometimes general and vague but for the most part, correct .

**The aim of the theme** is to show how zodiac sign can influence somebody’s lifeand to give information about zodiac sign’s history.

**New vocabulary:**

a star sign (a zodiac sign) – знакзодиака

an astrological sign – астрологическийзнак

Aries - [ˈɛəriːz] - Овен

Taurus - [ˈtɔːrəs] - Телец

Gemini - [ˈʤemɪnaɪ] - Близнецы

Cancer - [ˈkænsə] - Рак

Leo - [ˈliːəʊ] - Лев

Virgo - [ˈvɜːgəʊ] - Дева

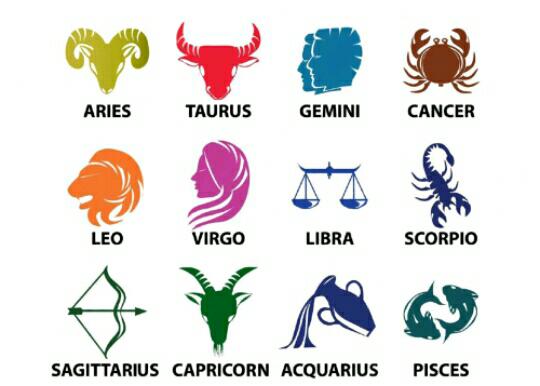
Libra - [ˈlɪ:brə] - Весы

Scorpio - [ˈskɔːpɪəʊ] - Скорпион

Sagittarius - [sæʤɪˈtɛərɪəs] - Стрелец

Capricorn - [ˈkæprɪkɔːn] - Козерог

Aquarius - [əˈkwɛərɪəs] - Водолей

Pisces - [ˈpaɪsiːz] – Рыбы

**Facts about Zodiac sign:**

What do we know about Zodiac sign?

In Western astrology, astrological signs are the twelve 30° sectors of the ecliptic, starting at the vernal equinox (one of the intersections of the ecliptic with the celestial equator), also known as the First Point of Aries. The order of the astrological signs is Aries, Taurus, Gemini, Cancer, Leo, Virgo, Libra, Scorpio, Sagittarius, Capricorn, Aquarius and Pisces.

The concept of the zodiac originated in Babylonian astrology, and was later influenced by Hellenistic culture. According to astrology, celestial phenomena relate to human activity on the principle of "as above, so below", so that the signs are held to represent characteristic modes of expression.

The twelve sector division of the ecliptic constitutes astrology's primary frame of reference when considering the positions of celestial bodies, from a geocentric point of view, so that we may find, for instance, the Sun in 23° Aries (23° longitude), the Moon in 7° Scorpio (217° longitude), or Jupiter in 29°Pisces (359° longitude). Beyond the celestial bodies, other astrological points that are dependent on geographical location and time (namely, the Ascendant, the Mid heaven, the Vertex and the houses' cusps) are also referenced within this ecliptic coordinate system.[citation needed]

Various approaches to measuring and dividing the sky are currently used by differing systems of astrology, although the tradition of the Zodiac's names and symbols remain consistent. Western astrology measures from Equinox and Solstice points (points relating to equal, longest and shortest days of the tropical year), while Jyotiṣa or Vedic astrology measures along the equatorial plane (sidereal year). Precession results in Western astrology's zodiacal divisions not corresponding in the current era to the constellations that carry similar names, while Jyotiṣa measurements still correspond with the background constellations.

In Western and Indian astrology, the emphasis is on space, and the movement of the Sun, Moon and planets in the sky through each of the zodiac signs. In Chinese astrology, by contrast, the emphasis is on time, with the zodiac operating on cycles of years, months, and hours of the day.

A common feature of all three traditions however, is the significance of the Ascendant — the zodiac sign that is rising (due to the rotation of the earth) on the eastern horizon at the moment of a person's birth.

**WESTERN ZODIAC SIGN**

While Western astrology is essentially a product of Greco-Roman culture, some of its more basic concepts originated in Babylonia. Isolated references to celestial "signs" in Sumerian sources are insufficient to speak of a Sumerian zodiac. Specifically, the division of the ecliptic in twelve equal sectors is a Babylonian conceptual construction.

By the 4th century BC, Babylonian astronomy and its system of celestial omens had an influence on the culture of ancient Greece, as did the astrology of ancient Egypt by late 2nd century BC. This resulted, unlike the Mesopotamian tradition, in a strong focus on the birth chart of the individual and in the creation of horoscope astrology, employing the use of the Ascendant (the rising degree of the ecliptic, at the time of birth), and of the twelve houses. Association of the astrological signs with Empedocles' four classical elements was another important development in the characterization of the twelve signs.

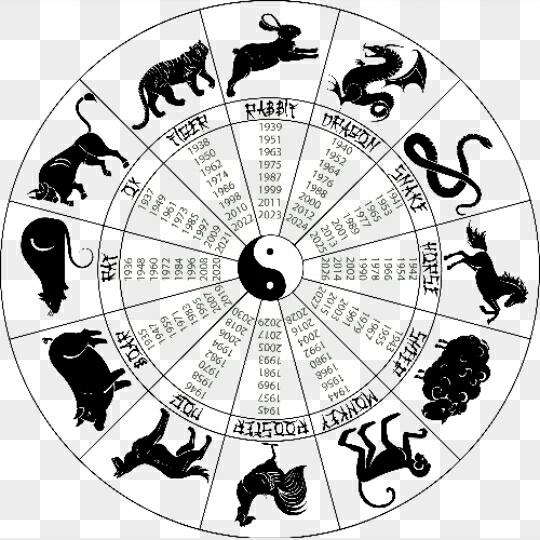
The body of astrological knowledge by the 2nd century AD is described in Ptolemy's Tetra bibles, a work that was responsible for astrology's successful spread across Europe and the Middle East, and remained a reference for almost seventeen centuries as later traditions made few substantial changes to its core teachings.

The following table enumerates the twelve divisions of celestial longitude, with the Latin names (still widely used) and the English translation (gloss). The longitude intervals, being a mathematical division, are closed for the first endpoint (a) and open for the second (b) — for instance, 30° of longitude is the first point of Taurus, not part of Aries. Association of calendar dates with astrological signs only makes sense when referring to Sun sign astrology.

 Empedocles, a fifth-century BC Greek philosopher, identified Fire, Earth, Air, and Water as elements. He explained the nature of the universe as an interaction of two opposing principles called love and strife manipulating the four elements, and stated that these four elements were all equal, of the same age, that each rules its own province, and each possesses its own individual character. Different mixtures of these elements produced the different natures of things. Empedocles said that those who were born with near equal proportions of the four elements are more intelligent and have the most exact perceptions. Each sign is associated with one of the classical elements, and these can also be grouped according to polarity: Fire and Air signs are considered positive or extrovert, masculine signs; while Water and Earth signs are considered negative or introvert, feminine signs. The four astrological elements are also considered as a direct equivalent to Hippocrates' personality types (sanguine = air; choleric = fire; melancholic = earth; phlegmatic = water). A modern approach looks at elements as "the energy substance of experience" and the next table tries to summarize their description through keywords.

**CHINESE ZODIAC SIGN**

In Chinese astrology the zodiac of twelve animal sign represents twelve different types of personality. The zodiac traditionally begins with the sign of the Rat, and there are many stories about the Origins of the Chinese Zodiac which explain why this is so. When the twelve zodiac signs are part of the 60-year calendar in combination with the four elements, they are traditionally called the twelve Earthly Branches. The Chinese Zodiac follows the luni solar Chinese calendar and thus the "changeover" days in a month (when one sign changes to another sign) vary each year. The following are the twelve zodiac signs in order.



子 Rat (Yang, 1st Trine, Fixed Element Water): Rat years include 1900, 1912, 1924, 1936, 1948, 1960, 1972, 1984, 1996, 2008, 2020, 2032. The Rat also corresponds to a particular month in the year. The hours of the Rat are 11pm – 1am.丑 Ox (Yin, 2nd Trine, Fixed Element Earth: Ox years include 1901, 1913, 1925, 1937, 1949, 1961, 1973, 1985, 1997, 2009, 2021, 2033. The Ox also corresponds to a particular month in the year. The hours of the Ox are 1am – 3am.寅 Tiger (Yang, 3rd Trine, Fixed Element Wood): Tiger years include 1902, 1914, 1926, 1938, 1950, 1962, 1974, 1986, 1998, 2010, 2022, 2034. The Tiger also corresponds to a particular month in the year. The hours of the Tiger are 3am – 5am.卯 Rabbit (Yin, 4th Trine, Fixed Element Wood): Rabbit Years include 1903, 1915, 1927, 1939, 1951, 1963, 1975, 1987, 1999, 2011, 2023, 2035. The Rabbit also corresponds to a particular month in the year. The hours of the Rabbit are 5am – 7am.辰 Dragon (Yang, 1st Trine, Fixed Element Earth): Dragon years include 1904, 1916, 1928, 1940, 1952, 1964, 1976, 1988, 2000, 2012, 2024, 2036. The Dragon also corresponds to a particular month in the year. The hours of the Dragon are 7am – 9am.巳 Snake (Yin, 2nd Trine, Fixed Element Fire): Snake years include 1905, 1917, 1929, 1941, 1953, 1965, 1977, 1989, 2001, 2013, 2025, 2037. The Snake also corresponds to a particular month in the year. The hours of the Snake are 9am – 11am.午 Horse (Yang, 3rd Trine, Fixed Element Fire): Horse years include 1906, 1918, 1930, 1942, 1954, 1966, 1978, 1990, 2002, 2014, 2026, 2038. The Horse also corresponds to a particular month in the year. The hours of the Horse are 11am – 1pm.未 Goat (Yin, 4th Trine, Fixed Element Earth): Goat years include 1907, 1919, 1931, 1943, 1955, 1967, 1979, 1991, 2003, 2015, 2027, 2039. The Goat also corresponds to a particular month in the year. The hours of the Goat are 1pm – 3pm.申 Monkey (Yang, 1st Trine, Fixed Element Metal): Monkey years include 1908, 1920, 1932, 1944, 1956, 1968, 1980, 1992, 2004, 2016, 2028, 2040. The Monkey also corresponds to a particular month in the year. The hours of the Monkey are 3pm – 5pm.酉 Rooster (Yin, 2nd Trine, Fixed Element Metal): Rooster years include 1909, 1921, 1933, 1945, 1957, 1969, 1981, 1993, 2005, 2017, 2029, 2041. The Rooster also corresponds to a particular month in the year. The hours of the Rooster are 5pm – 7pm.戌 Dog (Yang, 3rd Trine, Fixed Element Earth): Dog years include 1910, 1922, 1934, 1946, 1958, 1970, 1982, 1994, 2006, 2018, 2030, 2042. The Dog also corresponds to a particular month in the year. The hours of the Dog are 7pm – 9pm.亥 Pig (Yin, 4th Trine, Fixed Element Water): Pig years include 1911, 1923, 1935, 1947, 1959, 1971, 1983, 1995, 2007, 2019, 2031, 2043. The Pig also corresponds to a particular month in the year. The hours of the Pig are 9pm – 11pm.

**INDIAN ZODIAC SIGN**

In Indian astrology, there are four elements: fire, earth, air, and water. The master of fire is Mars, while Mercury is of earth, Saturn of air, and Venus of water.

Jyotish astrology recognizes twelve zodiac signs (Rāśi), that correspond to those in Western astrology. The relation of the signs to the elements is the same in the two systems.

Edit: Nakshatras

Main article: Nakshatra

A nakshatra (Devanagari: नक्षत्र, Sanskritnakshatra, from naksha- 'approach', and tra-'guard') or lunar mansion is one of the 27 divisions of the sky, identified by the prominent star(s) in them, as used in Hindu astronomy and astrology (Jyotisha).

My meaning about Zodiac signs: I think I don’t believe Zodiac signs. But sometimes I see some facts come true in a real life.

**Recourses:**

1. [**https://en.wikipedia.org/wiki/Astrological\_sign**](https://en.wikipedia.org/wiki/Astrological_sign)

**In the world of English and Kazakh Idioms**

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Learning another language is not only learning different words for the same things, but learning another way to think about things.

[Flora Lewis](http://thinkenglish.me/quotes?quote_author=Flora+Lewis)

**Introduction**

Any language has a lot of idioms. Idiomatic expressions are a vital component of the language. They reflect mentality and culture of the people. All over the world free using idioms in speech is a difficult problem for people. Idioms often cause serious difficulties even with people, who know English very well. So, in my article I’ll try to get you to be interested in the beautiful world of idioms. I think that we have to know and use the idioms in our daily speech. I studied works devoted to English and Kazakh idioms, so the results of the investigation you’ll see in my article.

**The actuality:**In today's world of communication, when people from different countries the opportunity to acquire a large wide communion, it is necessary to know the originality of stylistics language that we want to communicate. So, idioms are a very important aspect in learning language - using idioms in daily speech shows a high level of knowledge of the language and it will enrich our speech, make it more natural, expressive it will help us to communicate easier with foreigners.

**Aims:**1. To explore the world of English and Kazakh idioms, to prove that we can use them in our everyday speech   
2. To analyze school textbooks and show how to use idioms in practice   
3. To demonstrate a variety of them in my article   
4. To help other students to use idioms   
5. To read and to analyze the information on this topic  
6. To make the presentation, which can be interesting to my classmates, teachers and all humans who are interested in learning idioms  
7. To compare English and Kazakh idioms   
  
 **The main part  
  
The practical use**   
It can help students to improve their language, also as an additional material in improving speaking, reading, listening skills, in reading literature and in daily speech.   
What are idioms? An idiom is a phrase or expression that has a meaning different from what the words suggest in their usual meaning. Idioms are very widespread in modern English and Kazakh language.

An important fact which must be stressed is that idioms are not only colloquial expressions, as many people believe. They can appear in formal style and in slang. They can appear in poetry or in the language of Shakespeare and the Bible. What, then, is an idiom? We can say that an idiom is a number of words which taken together.

The Webster dictionary gives following definition: Idiom is an expression which meaning is not predictable from the usual meanings of its constituent element as **kick the bucket, hang one'shead etc.,** or from the general grammatical rules of language, **as the table round for the roundtable**, and which is not a constituent of a larger expression of like characteristics.  
Oxford Learner’s Dictionary of English Idioms gives us definition of “idiom”. The word ‘idiom’ is used to describe the ‘special phrases’ that are an essential part of a language.

Another formulation of «idiom» (Dubrovin M., 'Russian-English Idioms) is set phraseological units which meaning does not result from the meaning of its components.  
The English and The Kazakh languages are very rich in idiomatic expressions.We can divide all idioms into different parts. They’re everywhere around us.   
 **Groups of idioms:  
  
1 - Parts of the body:**  
  
The idioms with similar meaning

with one's nose in the air - мұрнынкөккешүйіру

not to believe one's eyes - өзкөзінеөзісенбеу

to have something at one's finger tips - өз ісін бес саусақтай білу

to lay hands - қолұшынберу

from the bottom of heart - шынжүректен  
  
The idioms with different meaning

**English Idioms:**To have heart of gold- Ақ жүрек  
Armed to the teeth - Бар күшін салып  
To have heart of kind- Ақ көңіл  
To look down a nose at somebody- Бос кеуде  
**Kazakh Idioms:**Төбе шашы тік тұрдыАуызы берікМұрынына су жетпеу  
Құлақ салып тыңдау  
  
**2 - Time:**  
  
The idioms with different meaning

**English Idioms:**  
Against the clock – кеш болмай тұрып асығу  
Beat the clock – соңғы уақытқа дейін үлгеру  
Regular as clockwork – үнемі  
In the nick of time – соңғы уақыт   
Behind the times – заманға сай емес

**Kazakh idioms:**

Көрмегелі не заман

Өткен қайтып келмейді

Сағат сайын

Сын сағатта

Далбасамен уақыт өткізу

**3 – Animals:**

The idioms with similar meaning  
  
A eager beaver - Қанаты талмай еңбек ету

The idioms with different meaning

**English Idioms:**  
Kettle of fish – ойсызжағдай

To let the cat out of the bag – құпия-сыр ашу

Ants in your pants – мазасыз болу

Cry wolf — жалған дабыл

Eat crow – опық жеу  
**Kazakh idioms:**Ат ізін салу  
Ат құйрығын кесісу   
Ат құлағында ойнау  
Ала қозыдай құлпыру  
Кәрі қойдың жасындай**4 - Nature**  
The idioms with different meaning

**English Idioms:**

Full of the joys of spring – бақыттан басы айналу

An Indian summer – жаздан кейінгі жаз

In hot water – қиын жағдай

Bark up the wrong tree **-** қателесу

Older than the hills – ежелгі **Kazakh idioms:**

Ауадай қажет   
Аспаның ашық болсын   
Аспанға көтеру

Аспанды алақандай етті   
Арасы жер мен көктей

**5 - Colours**The idioms with different meaning

**English Idioms:**Be in the red -шығынға ұшырау

It`s black and white- айдай анық  
To be green with envy- қызғаныштан іші күю  
Once in a blue moon- өте сирек **Kazakh idioms:**  
Ақ табан  
Қара басу  
Қара бетКаркүш

**Conclusion**

Analyzing the idioms I made some conclusions. English is a language particularly rich in idioms. Without idioms English would lose much of its variety and humor both in speech writing. Studying idioms helps to understand the culture and life of the peoples. Similarly, an element of language is that many important events are recorded in the phraseology: everyday life, sports and cultural events. On the example considered idioms can imagine how diverse and expressive idioms English and Kazakh languages, how they are similar and different from each other. I think having a rich vocabulary of idioms, we can not only understand stylistics, emotion of language, but we also will enrich our speech and make our intercourse easier with foreign students and friends. The origin of idioms is closely connected with people’s mentality. Idiomatic sentences enrich a language. The knowledge of idioms signal that the speaker knows the language on the level of a native speaker. Idioms are integral part of language which make our speech more colourful and authentically native.

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**The theme of love in the works of W. Shakespeare and M. Auezov**

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In my research work I compared two famous tragedies written at different times. These tragedies are “Yenlik-Kebek “by M.Auezov and “Romeo and Juliet” by W. Shakespeare. Mukhtar Auezov was a famous Kazakh writer, playwright of the 20th century. W. Shakespeare was the world’s greatest playwright and writer of English language of the 16th century [1, 18p].

Yenlik-Kebek (play) is the work of Kazakh writer, Doctor of Philology, Mukhtar Omarhanuly Auezov in the tragedy genre. The work was written in 1922 and released in 1943 with a new version. M. Auezov was 21 years old when he wrote this play.

And Romeo and Juliet is a tragedy written by the English poet, widely regarded as the greatest writer in the English language and the world's pre-eminent dramatistWilliam Shakespeare.

The most important feeling in these works is love. Love is a wonderful feeling surrounded by hate. And Romeo and Juliet are breathing a little bit of love. They need nothing but their own spouse. The fate of the two young people who have fallen in love with the story of a heroic struggle. Two teenagers love each other and fight for love, without difficulty. In the Kazakh literature, as a genuine genre, M. Auezov's novel was a new, distinctive character [2, 3p].

The play describes different poetic forms to different characters, sometimes changing the form as the character develops. Romeo, for example, grows more adept at the sonnet over the course of the play. Romeo and Juliet have become emblematic of young lovers and doomed love [2, 16p].

Scholars have found it extremely difficult to assign one specific, overarching theme to the play. Proposals for a main theme include a discovery by the characters that human beings are neither wholly good nor wholly evil, but instead are more or less alike, awaking out of a dream and into reality, the danger of hasty action, or the power of tragic fate. None of these have widespread support. However, even if an overall theme cannot be found it is clear that the play is full of several small, thematic elements that intertwine in complex ways.

Howling between two clans of Matai and Tobykty. In winter while hunting Kebek met and fell in love with Yenlik. But everyone was against their love, as two warring clans didn’t let their children marry. "Romeo and Juliet" is simply the story of a tragic love.

A common obstacle in both works is the disagreement between the two families/clans. In my opinion, the death of two teenagers is a guilty one. Because the leaders of the clans oppose the love of two young people and do not agree with them. The rules of the clans considered the case of the two young people to be a crime, a mistake and did not give them their appreciation. If the rules of the clanswould have agreed, they would live happily and would not have any cause for the death of two young couples.

The story «Yenlik and Kebek» was published in 1892.The first poem called "The Word preserved in the memory of the Kazakhs" was published in the newspaper "Dala ualayaty" in 1892. In this version, the events of the poem are covered from a folk point of view; it is distinguished by sympathy for lovers and hatred of their persecutors. Despite some shortcomings in the composition, language and style, the poem is valuable authenticity and typicality of the conflict depicted in it.Later, in 1900 it appeared in the same newspaper as "The story from the Kazakh land".   In May 1917, the play " Yenlik - Kebek"was presented at eight wing houses of Abai's dear wife Aigerim in the Oikuduk pasture [1, 29p].

Poet Shakarim dedicated a poem to the plot of “Yenlik – Kebek” event. Following Abai’s advice Shakarim wrote the poem “Yenlik – Kebek”. Shakarim’s story was told by Abai to his readers and Shakarim was offered to write it as a poem.

M.Auezov gives an explanation: «The former owner of Chingis was Matai. In the days of Kengirbai, the rulers of the Tobykty clan wanted to expel Matai from their land. All this leads to attack. The story Enlik-Kebek shows the very first conflict of it”

Shakarim’s version was published again in 1988. This poem contained 652 lines. The epos of Magauya Abaulyuly, that was preserved in the personal library of Mukhtar Auezov, was given to be published by Kayum Mukhametkhanov in 1941.This manuscript was first published in1960 in the collection “Epic poems”. Writer Auezov wrote the same tragedy on the basis of this story. In the Abai district of the East Kazakhstan region there was erected monument to the hero of Yenlik and Kebek.

Romeo and Juliet belong to a tradition of tragic romances stretching back to antiquity. The plot is based on an Italian tale translated into verse as The Tragic History of Romeus and Juliet by Arthur Brooke in 1562 and retold in prose in Palace of Pleasure by William Painter in 1567. Shakespeare borrowed heavily from both but expanded the plot by developing a number of supporting characters, particularly Mercutio and Paris. Believed to have been written between 1591 and 1595, the play was first published in a quarto version in 1597. The text of the first quarto version was of poor quality, however, and later editions corrected the text to conform more closely to Shakespeare's original. Romeo and Juliet have been adapted numerous times for stage, film, musical, and opera venues. During the English Restoration, it was revived and heavily revised by William Davenant. David Garrick's 18th-century version also modified several scenes, removing material then considered indecent, and Georg Benda's Romeo and Juliet omitted much of the action and added a happy ending [3, 96p].

The noble families of the Montagues and the Capulets live in the city of Verona. They had an argument, and were enemies. Their servants were enemies as well. The young men who work for the Montagues and the Capulets get into gangs and fight each other in the street. Because it is fashionable to carry a sword, sometimes they get badly injured.

Verona is ruled by Prince Escalus. He tells the Montagues and the Capulets that they have to stop fighting or they will be punished. It is very difficult to control the young men. Montague has only one child, a teenage boy called Romeo. Capulet also has only one child, a beautiful 14-year-old daughter called Juliet. They do not know each other, because Juliet never goes anywhere without her nursemaid. Romeo and his friends go to a masked ball at the home of Juliet's parents. Romeo and Juliet meet at a party and fall in love.Because they think they will get into trouble with their parents, they tried to hide their love by not talking about it at home. Juliet knows that her parents wanted her to marry a cousin of the prince. Romeo and Juliet get married in secret. Because of their secret marriage, a lot of things happen which bring about many deaths, including, finally, Romeo and Juliet kill themselves [5, 27p].

The work of Mukhtar Auezov was written in the twentieth century, and Shakespeare's work was written in the sixteenth century. However, the main obstacle in both works is hate and cruelty. The main idea of the authors of both works is to explain why that evil is the result. The main hero of the play in Mukhtar Auezov's hero, Kebek was 28, and the main character in Shakespeare's work Romeo was only 16 years old. The characters of both pieces cast their lives for their love. The girls in both works are 14 and 20 years old, but their emotions are the same. Yenlik-Kebek is compared with Shakespeare's tragedy "Romeo and Juliet". If in our Kazakh play “Yenlik-Kebek” Kebek,Yenlik and Esen form love triangle , then in “Romeo and Juliet” they are Romeo, Juliet and Paris [4, 63p].

Juliet Capulet is the main heroine of William Shakespeare's tragedy "Romeo and Juliet", a young girl with the naivety of a child who has changed for the sake of love. Juliet belongs to the family of Capulet, who has long been at odds with the Montague family. She appears at the beginning of the work and appears as a carefree girl, surrounded by the care of her parents, guarded by her cousin Tybalt and loved by her wet nurse. I cannot but admire her strength of will; she could resist all difficulties due to her determination and perseverance. In the soul of the girl awakens a previously unknown feeling, along with which the mind comes to life. She does not think about which family belongs to her lover, that he is the heir to their mortal enemy. For her, he's just a man she loved with all her heart. In the course of the tragedy, Juliet's image gradually changes from a naive girl-child to a mature woman in love. It's the only way they can be together.

Romeo Montagues is the main hero of the tragedy of William Shakespeare's "Romeo and Juliet", a romantic, enamored youth, a representative of a noble family in Verona. The hero appears before the reader at the beginning of the work of a simple young man who walks all the time with friends and is in love with some nonsensical beauty named Rosalind. Friends notice that this is far-fetched love and is often told about it [8].

Yenlik is the main heroine of M. Auezov’s play” Yenlik-Kebek”, a young naïve girl who fought against her fate. She is also a clever and brave girl of Matai clan.

Kebek is a young, handsome, strong hero clan Tobykty. Clan Tobykty has high hopes for this young man, who has a "soul with fire", which can overcome any test in life.

To my mind these two works are honorable and impetuous sensations of love. If Shakespeare pushed the top of the great feeling of love a loveless and unconscious love M. Auezov social urgency, a satirical picture of the rules and the play exposed the entire feudal-hierarchical system.

The earliest known critic of the play was diarist Samuel Pepys, who wrote in 1662: “Romeo and Juliet” is a play of itself the worst that I never heard in my life."Poet John Dryden wrote 10 years later in praise of the play and its comic character Mercutio: "Shakespeare show'd the best of his skill in his Mercutio, and he said himself, that he was forc'd to kill him in the third Act, to prevent being killed by him." Criticism of the play in the 18th century was less sparse, but no less divided. Publisher Nicholas Rowe was the first critic to ponder the theme of the play, which he saw as the just punishment of the two feuding families [7, 99p].

To the opinion of A.Espembetov, Mukhtar Auezov and Shakarim Kudayberdiuly were not only brothets, they were competing each other on writing great plays.

According to the story Shakespeare chooses language that reflects youthful, idealized notions of romance. Romeo describes his state of mind through a series of oxymoron — setting contradictory words together — blending the joys of love with the emotional desolation of unrequited love: "O brawling love, O loving hate." That he can express such extreme emotions for a woman he barely knows demonstrates both his immaturity and his potential for deeper love

To sum it up, I would like to say that education and training of these works is important for us. There are a lot of people going to cut their lives on this day because they are not fond of their loved ones. Are their love in the hearts of one soul? Did she not love her parents, relatives, and friends who died when she died? True human traits come from true love.

As for me, when I was reading these wonderful stories I really felt hot and cold all over. In these works, the aim is to explore the depths of human souls, embodying such noble qualities as charity, justice and goodness. They showed his brave heroes only in his human qualities. They honored love and friendship, humanity and courage.

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**Rival poet or Shakespeare’s sonnets**

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The spiritual richness of mankind reflected in culture is realized by society as particularly valuable. And the culture of the individual becomes a socially significant quality. In this regard, the issue of improving the quality of the teaching process in a foreign language, about finding new, more effective methods and methods of instruction is especially acute.

William Shakespeare is considered to be the most outstanding playwright in the world. Many scientists consider him to be the greatest author of plays of all times. [1] He wrote plays, comedies, tragedies, historical dramas, sonnets. They were translated into more than 70 languages. Nobody doubts that all these plays and poems were written by Shakespeare. But what we know about his life in Stratford, his work in the London theatre? We know him as the immortal poet opened for us… However, not everybody agrees with this statement. Whether really Shakespeare has written literary works whose author he is considered to be?

Modern interest in Shakespeare’s sonnets is also great. Most researchers of sonnets form two main directions: the first consider them autobiographical and others take them as literary exercise in fashionable style without denying autobiographical value of some details.

The style of Petrarch’s sonnets was very popular among authors of sonnets (sonneteers) at the time of Elizabeth, but it didn't take Shakespeare's recognition. In England Thomas Wyeth began to use a sonnet form and Philipp Sidney has developed it. At first the English poets followed the Italian scheme of creation of the sonnet, and then the system of its composition was developed. [2, 608]

Most of researchers consider that sonnets have been written by Shakespeare in 1592-1598. These years are the period of blossoming of sonnet poetry in the English literature of Renaissance.

The form of the sonnet has been invented long ago. It was created by Provence poets and developed in Italy at the age of Renaissance. The first quatrain has to contain an exposition, statement of a theme; the very first line has to enter the reader into a poem theme at once. In the second quatrain there is a further development of the theme, sometimes the principle of opposition is used. In tercets there is a result, a conclusion from author’s reflections.

Shakespeare’s sonnets are mainly written by the size which is called "iambic pentameter". It is the scheme of rhyming at which each line of the sonnet consists of ten syllables. Syllables are divided into five couples which are called iambic steps. Iambic metre is such dimension in which one unstressed syllable is followed by one stressed syllable. Here are some examples from the sonnets:

When I / do COUNT / the CLOCK / that TELLS / the TIME (Sonnet 12)  
          When IN / dis GRACE / with FOR / tune AND / men’s EYES  
          I ALL / a LONE / be WEEP / my OUT/ cast STATE (Sonnet 29)  
          Shall I / com PARE/ thee TO / a SUM / mer’s DAY?

Shakespeare’s sonnet has fourteen lines. The first twelve lines can be divided into three quatrains with four lines in everyone. In three quatrains the poet establishes a theme or a problem, and then solves it in two last lines called a couplet. The scheme of rhyming of a quatrain is “abab cdcd efef”. The couplet is rhymed according to the scheme “gg”. Such structure of the sonnet is usually called “the English sonnet” or “the Shakespearean sonnet”, unlike the Italian sonnet by Petrarch consisting of two parts: «abba abba cdc dcd».

Only three of 154 Shakespeare’s sonnets don't correspond to the specified structure: Sonnet 99 has fifteen lines, Sonnet 126 – twelve lines and Sonnet 145 – iambic tetrameter.

There are two sides of sonnets – outer side and inner side. We have discussed the outer side of the sonnet and now let’s address to its internal form. Only one theme is developed in each Shakespeare’s sonnet. By that time the sonnet poetry was so rich that all possible subjects have received expression in verses.

Petrarch has defined a basis of an internal form of the sonnet, its figurative system. There was a comparison in the basic of each sonnet. For each theme the poet found the image or a chain of images. Poets of Renaissance wrote sonnets so that they could make the cycles connected with a certain theme and a lyrical plot. Shakespeare’s sonnets are close to them.

They are divided into two big groups: the first 126 are devoted to the friend and sonnets 127-154 – to the beloved woman. Sonnets are the lyrical story about friendship of the poet with a beautiful young man and not less passionate love to the ugly, but captivating woman.

Such look was widely adopted. Many researchers of Shakespeare have decided that Sonnets are autobiographical. And they began to consider them as poetic document, in which Shakespeare has told the facts of his private life and personal experiences.

In sonnets the hero doesn't look for himself an exit in the death. The lyrical hero of sonnets, though he calls death, nevertheless finds something, reconciling him with life. This is his friend and joy that love gives to him. He doesn't want to abandon his friend in the severe world.

If it were possible to be sure that the arrangement of sonnets answers chronology of events, then the result of all this lyrical story would be tragic because all cycle comes to the end with damnations of that love which belittles the person, forces to be reconciled with a lie and most to be false. A shelter from the postponed sufferings is renewal of friendship which tests have made even stronger.

Shakespeare’s sonnets are original masterpieces of the English lyrics of the age of Renaissance. The original human feelings, great passions and human thoughts have broken through the artificial framework of their forms.

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**Linguistics**

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What is linguistics?

Linguistics is one of a number of sciences in the study of languages, and it studies not only languages ​​but also the adverbs of the world. The word (term) "linguistics" originated from the Latin word "lingua" - in translation "language", hence the name of this science. According to the studies of this science, we get different information about the language: its units and elements, or other changes, than it can stand out among other phenomena of reality.

Everybody knows,that linguistics is the science of language,but very few people know what linguist are doing.Someone confuses the linguist with a polyglot,thinking that linguist knows many foreign languages.Someone will call a linguist an enterpreter or a teacher of a foreign language.The reason for such errors was the inaccurate use of the world «linguistic».Linguistics in the Kazakh language explores 3 large sections of the Kazakh language:phonetics,vocabulary,grammar.In Russian it means "associated with linguistics." But in English, the adjective linguistic has two meanings: one is the same, and another is "related to language or languages".Under the influence of English and the Russian word began to be used differently. There were linguistic gymnasiums, institutes and even linguistic universities, where one does not necessarily learn linguistics, but certainly learns foreign languages. And yet the linguist is first and foremost an expert, exploring and describing languages, and foreign, and his native, and even language in general, a universal mechanism that ensures our communication. As for the knowledge of foreign languages, it never hinders a linguist, but is not an end in itself.

What does a linguist do?

Linguistics is both ancient and young science. It arose long before our era, but in the XX century, and even in its last decades completely changed its appearance. Previously, the linguist was engaged in the compilation of grammars and dictionaries. The oldest known grammar belongs to the pen of the brilliant Indian linguist Panini. The grammar of the Sanskrit language was written in the middle of the first millennium BC. e. and still is the standard of rigor and scientific (though written in verse). Well-known ancient Roman and Arabic grammars, Chinese dictionaries. An example of medieval science was the "Grammar of the Port-Royal", which appeared in Paris in the seventeenth century.This classic problem is also relevant today. It is the dictionaries and grammars that make it possible to preserve the knowledge of endangered or non-written languages. Linguists, traveling around the world, describe new exotic languages. But the grammars of languages ​​seemingly studied along and across need to be refined. Now linguists have other topics and deeds. Thus, computerization has led to the emergence of computer linguistics, which solves the problem of automatic text processing. Linguists create computer programs that abstract or edit text, replace a proofreader or an interpreter, and in the future, probably, a writer. All types of speech activity can be modeled in the form of computer programs.

Equally important is the interest of modern linguistics in oral and written speech, in how and why language is used in real communication. Linguists study how speech and thinking, language and culture are related, how, with the help of language, one can influence individual consciousness and society as a whole. The modern linguist solves problems at the junction of linguistics and other sciences: psychology, sociology, and cultural studies. One of the most important linguistic problems concerns many sciences at once - it is the connection between language and thinking. Which of them is primary and how are they related? Is it possible to think without language? Can you identify areas of the brain that are responsible for language and speech? Next to theoretical linguistics, applied linguistics blossomed, the scope of its activity is unusually wide. Today, linguists work not only in research institutes and universities, but also in computer and Internet firms, publishing houses and editorial offices, advertising and PR agencies. In fact, linguistic education has become a basic humanitarian education and gives the opportunity to work in various fields. All the languages ​​of the world have an irreversible common property - they are constantly changing. Thanks to the science of linguistics, we have the opportunity to compare different languages ​​and adverbs, to find and explain similarities in sounding and to explain their differences. Linguistics, as a science, has several sections, it is:

1. Lexicology - a section studying the word and vocabulary of the language. The main subject of its study is the word itself, its use in speech. The word is the basic unit of lexicology.

2. Phraseology - a section on the study of stable expressions that are used in the language (for example, to beat the buckets).

3. Phonetics - a section on the study of the sound structure of the language.

4. Graphics - this section is very closely related to phonetics. He studies letters, that is, the image of different sounds on the letter, and also the relation between sounds and letters.

5. Word formation is a section on language for studying the ways and means used both in the formation of new words and in the structure of those already available. The basic concept of word formation is morpheme.

6. Grammar - a section on studying the structure of language. This science has its own sections, it is a morphology that studies the parts of speech and inflection that are in the language and the syntax that studies sentences and phrases.

7. Spelling is a branch of science that learns spelling rules.

8. Punctuation - a section on studying the correctness of writing and using punctuation marks.

9. Stylistics - a section on the study of language expressiveness and speech styles when used in speech.

10. The culture of speech is a section of linguistics on the study of the practical implementation of the norms of language (literary) used in speech.

Linguistics in the broad sense of the word (knowledge of the language and the transmission of the results of this knowledge to other people) is subdivided:

1. Theoretical linguistics: scientific, presupposing the construction of linguistic theories;

2. Applied linguistics: specializes in solving practical problems related to the study of language, as well as on the practical use of linguistic theory in other fields;

3. Practical linguistics: represents the sphere where linguistic experiments are actually conducted, aimed at verifying the provisions of theoretical linguistics and checking the effectiveness of products created by applied linguistics.

4 .Empirical linguistics, receiving material through the experimental analysis of texts and speech structures.

1. Theoretical linguistics studies language laws and formulates them as theories. It happens:

Normative: indicating how to "speak" and write (prescriptive, prescriptive).

2. The applied fields of linguistics have long been distinguished by a wide variety. The most ancient of them - a letter (graphics), a method of teaching native and non-native languages, lexicography. Later, translation, decoding, spelling, transliteration, terminology development appeared. One of the traditional directions of applied linguistics is participation in the language policy of the state.

3.Practical linguistics:Cybernetic models of a language are tested by how similar they simulate human speech; the adequacy of descriptions of dead languages is checked during excavation, when archaeologists discover new texts in ancient languages.

Empirical linguistics extracts linguistic data in three ways:

1. The method of introspection, on which introspective linguistics is based.

2. By the method of experiment (see: linguistic experiment) - by observing the behavior of the bearers of living dialects, what experimental linguistics does. It includes in particular:

1. Field linguistics, working with native speakers, which the linguist does not own;

2. Instrumental linguistics using instruments, including sound recording equipment;

3. Neurolinguistics, placing experiments directly with the human brain.

3. By philological methods, collecting material of dead written languages ​​and interacting with philology studying written monuments in their cultural and historical ties.

Linguistics studies not only the available (existing or probable in the future) languages, and human speech in general. Speech is not given to a linguist in direct observation; Specifically, only the facts of the language or linguistic phenomena are observed, in other words, the speech acts of the bearers of a living language in conjunction with their fruits (texts) or linguistic material (a limited number of written texts in a dead language that no one already uses as the main means of communication). Being a humanitarian science, linguistics does not always separate the subject from the subject (in other words, the psychologist of the linguist) from the object of study (in other words from the student), especially if the linguist studies his own native language. Linguists are often people who combine a narrow linguistic intuition (flair) with a sharpened linguistic reflex (the ability to think over your speech sense). The reliance on reflection to obtain language data is called introspective.

Let's make some comparison. Speaking, for example, about the natural sciences, we assume that in the study of certain objects, direct observation of them is often possible. This condition in linguistics, as in the science of the humanities, is impracticable. We can directly perceive with the help of certain sense organs only facts of speech or speech / linguistic materials (texts), and on the basis of them to compose a complete picture of the aspect under investigation and build scientific assumptions. Consequently, there is a "transfer" of the study of an object in linguistics from the material sphere to the metaphysical one. This is the basis for the perennial misunderstanding between the humanities and adherents of natural and exact sciences. From the lips of the latter one can hear such an expression, characterizing, in their opinion, the sphere of linguistics: "continuous abstraction." However, this claim is controversial, since there is a presence in linguistics in the state of the existence of concrete facts that allow one to confirm or refute linguistic theories.

From all that has been said, it follows that through the synthesis of individual facts and theoretical conclusions, linguistics comes to the creation of a logically complete linguistic picture both within one language and within an entire linguistic system.One of the central directions of linguistics is the linguistic-cultural direction.The representatives of this direction study the socio-cultural conditionality of the language and explore the meanings of words. The study of the cultural component of words determines the successful mastery of foreign languages.According to one unwritten truth, and it says that there are no easy languages, since they are complex each in its own way.The importance of linguistics in the history of culture is a universally recognized fact. Language constantly proves its value and utility, being an instrument of knowledge, communication and a guide in social reality.

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**Translation problem of cosmetic terminology**

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Translation is the oldest kind of human activity, without which it would be difficult to imagine the development of intercultural relations. Nowadays, translation is one of the most important ways of information exchange. Since very translation studies inception attention has been increasingly focused on the researches on the theoretical aspects of translation. Researches on the terminology of a language are referred to the most crucial ones in modern linguistics. The main reason for this is the increase in the number of terms that have not been fully understood. Currently, the terminology bulk in some spheres is still increasing due to the active growth of consumers’ demand and scientific and technical progress. In this respect translation of special terminology has become one of the priorities of translation study. Cosmetic terminology, which closely related to the medical field, can also be included in the study. Despite the demand of cosmetic terminology, comparative researches were conducted only with French and German languages.

The relevance of the research of special vocabulary in the field of cosmetology is determined by the following factors:

1) insufficient knowledge of modern cosmetic terminology;

2) the importance of conducting comparative researches that can identify and describe the universal features in terminology of Russian and English languages;

3) the rapid spread of cosmetology knowledge and popular science edition on cosmetology.

As it is known from the definition of V.N. Komissarov, translation is a complex multifaceted phenomenon, some aspects of which can be connected with different sciences [1]. One such branch is a science studying of special vocabulary called terminology. This special section of the vocabulary explores the term from the point of view of its typology, origin, form, content (meaning) and functioning, as well as use, ordering and creation [2]. The word “term” can be defined as a word or a phrase of special language which is created for the precise expression of special concepts and the designation of special subjects [2]. In modern terminology, each unit has certain restrictions in use and optimal conditions for its existence and development. For example, modern terminology in the field of cosmetology is a narrow branch of the medical industry. If medical terminology is used mainly by professionals, cosmetic terms are common among ordinary users of cosmetic products.

In order to better understand this terminology, it is necessary to consider the basic ways of word-formation. In the derivation of noun-terms in the Russian language suffix, prefix and prefix-suffixal methods are involved. It is important to note that the suffix method is the most common in the Russian languages.

The following Russian suffixes are the most commonly used: **-к** – *блестки, пенка, сушка, подводка;* **-ел**– *ополаскиватель, осветлитель*and etc*.* In addition to this list, there are suffixes that also in usage but with the least derivation activity. For instance, suffixes: **-н**– *обертывание*; **-ост**– *жидкость*; -**ств**– *средство*.

Conducted researches have shown that the prefix-method of word formation is not spread in the Russian language:*мини*-*блеск*, *супертушь*.

The overwhelming majority of adjective-terms in the Russian language are formed in a suffix method as well. We turn our attention to the suffixes which show the greatest word-forming pattern. In Russian there are: **-н** – *активныйтоник, точечныйгель, рассыпнаяпудра;* -**ов/-ев**– *бронзоваяпудра, шариковыйдезодорант, грязевойпилинг, гелиевыетени, тканевыесалфетки*.

In the derivation of adjective-terms there are suffixes with the least common word-forming pattern: **-ист**– *шелковистаяпудра, бархатистыйтон*; **-к**– *мягкиесливки*, **-ич, -ск**– *ароматическийпилинг*, **-р, -н**– *плацентарнаямаска.* Along with suffixes: -**ян**– *маслянаяванна*, **-енн**–*утреннийкрем*, **-ист**– *душистоемыло*, **-ок**– *глубокийпилинг*, **-енн/-янн**– *деревянныйкарандаш, оттеночныйшампунь, обезжиренныйгель*and etc.

In English there is only suffix **–er**, in contrast to the Russian language: *moisturizer, barriercream, cleanser, blusher, eyeliner, concealer* and etc. The word-formation of cosmetic terminology in English occurs with the help of verbal endings -**ed** and -**ing**: *inflamed, fading, damaged, normalizing, regenerating, protecting, arged-pored, etc.* [3]

In order to choose the best method of translation it is necessary to know terminology structure. Therefore, English terms in the field of cosmetology were divided into classes according to their formal structure [4]:

• Single-word terms: *blending, sponge, cream;*

• Compound terms: *eyeliner, makeup, highlighter;*

• Terminological word combinations consisting of nouns: *liquid-foundation, orange-peel;*

• Terminological word combinations consisting of adjectives and nouns: *fatty cream, active cream, rich cream;*

• Terminological word combinations consisting of participles and nouns: *protecting cream, tinted makeup base, normalizing cream;*

• Terminological word combinations consisting of a group of words in which the gerund is the main word: *cleansing cream, cleansing milk, dusting powder, whitening cream;*

• Terminological prepositional phrases, which are the definition to the main word: *anti-aging cream, after sun cream;*

• Terminological word combinations, which are the definition of the main word: *eye shadow brush, face contour brush, eyebrow brush.*

Thus, having defined the structure of terms for cosmetology it is possible to reveal the most frequent methods of their translation using those that were proposed by V.A. Sudovtsev [4]:

1. Methods of translation of single-word terms and compound terms are following: a) selecting of equivalents; b) transliteration / transcription.

**a) Method of selecting equivalents:**

The same term can be applied in different areas and its translation depends on the field to which it refers: *orange-peel: 1) склерозированиесоединительно-тканныхоболочеквокругжировыхклеток – in medicine, 2) пористая (кожа) – in cosmetology.*

**b) Method of transliteration / transcription:**

Terms are given in Russian letters regardless of its pronunciation or recreate the original lexical unit using phonemes of the target language i.e. phonetic imitation of the original word: *highlighter – хайлайтер, concealer – консилер, shimmer – шиммер, glitter – глиттер.*

2. Translation of terminological word-combination: a) right-to-left translation; b) left-to-right translation.

**a) Right-to-left translation:**

According to this method the translation begins with the last word. The following types of terminology can be translated with this method:

 - terminological word-combinations consisting of nouns: *tinted makeup base – базаподмакияж, after sun cream – кремдляуходапослесолнечныхванн.*

- terminological word-combinations where the gerund is the main word: *cleansing cream – очищающийкрем, cleansing milk – очищающеемолочко, dusting powder – пудрадлятела, whitening cream – отбеливающийкрем.*

**b) Left-to-right translation:**

Translation begins with the first word. The following types of terminology can be translated with this method:

- terminological word-combinations consisting of adjectives and nouns: *fatty cream – жирныйкрем, active cream – биокрем, rich cream – крем, обогащённыйполезнымидобавками*.

- terminological word-combinations consisting of participles and nouns: *protecting cream – дневнойкремсособойзащитой, tinted makeup base – базаподмакияж, normalizing cream – крем, нормализующийжизненноважныефункциикож.*

- terminological prepositional phrases which are the definition of the main word: *eye shadow brush – аппликатор (кистьдлянанесениятеней), face contour brush – кистьдляконтуринга, eyebrow brush – кистьдлябровей.*

Thus, we determine that the most relevant methods of translating terms in the field of cosmetology are: transliteration/transcription, descriptive translation, selection of an equivalent, right-to-left and left-to-right translation. After analyzing of translation methods from English it was found that the most common means of translation are descriptive translation and transliteration/transcription method.

It should be noticed, that names of brands are translated mainly with the last method. A brand is a whole set of characteristics that distinguish a company from the rest and make it easily recognizable among consumers. As is well known, in our time there are a lot of brands with world renown, the main characteristics of which are high price and quality. Among the most popular cosmetic brands there are: *Chanel, Christian Dior, Guerlain, Givenchy, Helena Rubenstein, Sisley La Prairie*[5] and etc. Brand names can come from a variety of languages, for example from Korean, English, French, German, etc. In this regard, it is not an easy task for a Russian-speaking people to pronounce the name of a brand correctly. However, this indicates the level of their literacy. To translate it clearly it is enough to use the method of transliteration: *Collistar – [коллистар], Dolce & Gabbana – [дольчеэндгаббана], Giorgio Armani – [джорджиоармани], Moschino – [москино], Pupa – [пупа], Valentino – [валентино], Shiseido – [сисейдо] or [шисэйдо].* [6]

Along with this a translator should know at least the main ingredients of cosmetic products that are included in any product: ***antioxidant –****антиоксидант,* ***astringent –*** *вяжущеевещество,* ***fragrance – ароматизатор****,* ***emollient –*** *смягчающеевещество,* ***plant extract –*** *растительныйэкстракт,* ***solvent*** *– растворяющеевещество,* ***moisturizer –*** *увлажняющеевещество,* ***surfactant*** *– ПАВ, поверхностно-активноевещество,* ***synthetic ester*** *– синтетическийэфир,* ***emulsifier*** *– эмульгатор,* ***preservative*** *– консервант*. The peculiarity of this term set is that it belongs not only to the cosmetic field, but also to the medical one. Nevertheless, we determine them as medical terminology.

Conclusion

As a result of the research, we came to the conclusion that the modern terminology of cosmetics is a huge layer of vocabulary. Nowadays, it is an object of interest for everyone beginning with the ordinary consumer of cosmetic products and finishing with specialists working in this field. Another feature of this terminology system is its belonging to medical terminology, which is used mainly by either medical people or cosmetologists.

The terminology of cosmetics in Russian and English is a complex system, which as well as the science of cosmetology is in the process of sustainable transformation.

On the one hand, the studied terminology obeys the established rules, but on the other hand, it has own features: the predominance of the syntactic way of the terms formation over the morphological one, the productivity of affixation and word-building in the word-formation of terms and the common presence of nouns, adjectives and participles in terminology. It is important to note that the suffix method is the most common in Russian, and in English the verbal endings are widely used.

Having analyzed the basic translation methods it is found that methods of transliteration and descriptive translation are the most common. The first method often used when translating the names of different brands and the names of cosmetic tools. The other method is in demand since one cosmetic term sometimes means the whole process that needs to be described for a Russian-speaking person. Thus, main translation methods of cosmetic terminology and ways of its construction in Russian and English have been determined and described.

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**Тhe strategy of successful small talk**

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Small talk **is** light conversation about general interest topics between people who don't know each other well. The phenomenon of small talk was initially studied in 1923 by [Bronisław Malinowski](https://en.wikipedia.org/wiki/Bronis%C5%82aw_Malinowski), who coined the term "[phatic](https://en.wikipedia.org/wiki/Phatic) communication" to describe it. The ability to conduct small talk is a [social skill](https://en.wikipedia.org/wiki/Social_skill); hence, small talk is some type of [social communication](https://en.wikipedia.org/wiki/Social_communication). Early publications assume networked work positions as suitable for social communication.

*The subject of the research*: linguistic means used to conduct small talk.

*The aim of the research*: to develop a series of exercises that contribute to the development of skills and abilities of small talk in English lessons.

In modern linguistics, small talk is considered as a speech genre of fatal communication, which occupies a central place from the point of view of interpersonal relationships.

Small talk can be seen as a path to deeper, more meaningful communication. People do not normally leap into discussions about the most important matters in their lives with complete strangers. The approach to such subjects is gradual and is paved with small talk. Most of your relationships with people outside of your family began with some form of small talk. This means that it is a tool by which strangers are converted to acquaintances, and (occasionally) friends.

Human beings are social, which means that some form of connection with others is necessary for a sense of wellbeing. People crave social interaction, and being able to competently engage in a casual conversation can leave you feeling better.    
Small talk may make you smarter. A University of Michigan Study has shown that social interaction can boost cognitive functions via the perspectives you get from others. The brain functions associated with everyday problem-solving can actually be improved by short conversations about a common topic. The researchers liken the effects of small talk to those of brain-training games.  
In future of my work the ability to engage in small talk is a vital tool for dealing with clients. It not only puts people at ease, it demonstrates your ability to think quickly and to communicate effectively.

A part of the definition of small talk involves the avoidance of serious issues. You focus on common topics like sports, travel and food since most people will be able to relate to these things. This is especially important for people who may not be comfortable in a social setting.

If you want to master the art of small talk, the most important factor is practice. You can learn how to do it in much the same way that you learn any other skill. Try it out, find what works best for you and keep trying until you become confident.

Have a set of conversational subjects ready before going into a social setting. Current events, sports and weather are all subjects that you may have in common others.

Make an effort to remember your conversational partner's name and try to use it frequently. If you have met the individual before, try to remember anything you learned about them in the previous meeting.

Talk and ask questions without dominating the conversation. Try to spend more time listening than talking. Give feedback via questions and your body language. Body language is one of those subtle cues that can betray a lack of interest and make others uncomfortable. Maintain eye contact.

Have lines prepared so that you can smoothly disengage from a conversation without offending the other person. Exiting is important. Small talk is exactly that: small. Casual conversations should be short, leaving a good impression and making the other person interested in getting to know more about you.

Small talk is designed to give people a chance to network, creating a bridge to conversations about opportunities. When aiming to network, small talk puts people at ease, draws them into conversation, and creates a comfort zone so that you can build a relationship with them:

You can create a small-talk .

Identify five things that you enjoy talking about and can talk about easily. List five subjects that you don’t know much about but would enjoy learning about from others.

Listen to what people say and how they respond. Attentive listening is critical to small talk. Through listening, you know what to say to generate connection and rapport.

Be curious. Curiosity keeps you attentive. Be curious about who people are both as individuals and as businesspeople.

Don’t be curious to the point where you become annoying or make people uncomfortable.

Look for common interests. Sharing experiences or interests with a person gives you a bond and fuels your conversation.

Be interested. Your interest encourages other people to talk openly with you. Being interested in other people is often the key that unlocks their personality.

Remember that small talk can lead to a connection. Small talk lays the groundwork for a connection. Through eye contact, a friendly tone of voice, and topics that are appealing, you can develop an ever-deepening sense of relatedness and connection.

Keep throwing out topics until something clicks. If someone doesn’t respond to your conversation right away, don’t assume that he or she isn’t interested. Keep trying! When a topic clicks, it triggers a connection within the other person.

Participate in the conversation. When people are attempting to talk with you, respond with more than one or two words.

Put people at ease. Make people feel comfortable, allow them to relax and enjoy a casual conversation with you.

Thus, small talk is means that allows you to make new acquaintances, prove yourself sociable, open, cheerful and resourceful, and just have a good time in absolutely any place and in any situation: party, public transport, business meeting, etc. We need constant practice: start conversations in shops, in queues, at public transport stops.

The art of small talk can and should be learned. People who can easily have a conversation with strangers, usually achieve much greater success in their professional activities than those to whom communication is difficult. In many cases, small talk becomes a prelude to important business conversation. That is why how you will start small talk it may depend your continuation and also the results.

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**The Concept of “Happiness” in Russian and English languages**

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Abstract: This paper describes the lexico-semantic field of concept «happiness» in the Russian and English languages. Its high relevance is shown. Semes, common for both languages, are identified: «a positive symptomatic character», «destiny», «success» and «a condition of satisfaction by life». Correlative couples are established in synonymic lines of core lexemes. A conclusion is drawn that the meaning of a concept «happiness» in the Russian and English languages partially coincides.

Introduction. It is common knowledge that concept has been the goal of philosophy, psychology, cognitive linguistics, linguistic and cultural study, logics, psycholinguistic researches. As any science the research originates from specifying the essential concept of a particular culture and language. The important cultural, language concepts are the ones that are peculiar to the heart of the certain nation, or the concept manifested in the nation’s national behavior and psychological features.

Concept is the main component in the cognition of nation’s peculiar outlook. It is a complicated structure denoting the centuries-old notion about cultural values and a brief and meaningful objective reality preserved in the ethno cultural consciousness, handed down from generation to generation.[1,656]

The term “concept” is used in mainstream cognitive science and philosophy of mind. A concept is an abstract idea or a mental symbol, typically associated with a corresponding representation in a language or symbology [2; 64].

The subject of the study is the lexico-semantic field of concept «happiness» in the Russian and English languages.

Object of research are feature of linguistic conceptualization “happiness” as feeling and concept. Main method of present research analysis of various types of dictionaries.

The article gives a detailed etymological analysis of concept “happiness” in outlook of Russians and Englishmen is often understood as luck, when fortunately circumstances is not dependent from personal efforts and individual merit .

Among the components of English “happiness”, it is possible to name treasure, success, social importance of the person, health, home comfort, love. Big value has an external happiness indication: appearance of happy, his social and material situation. English “happiness” is specific, so it corresponds with determined event (birth of the child, lunch break, discount, Christmas, birthday). Happy person is personified quite definitely: king, parents of newborn, goosey etc.[6]

On the common background in lexico-semantic area of concept “happiness” in both languages is noted coincidence in such concepts as satisfaction, gladness, future, fun, pleasure. The nucleuses of words “happiness” in English and Russian are similar during lexicon-semantic analysis. “Happiness” is expressed by the feeling of gladness and satisfaction.

Concept of the lexeme “Happiness”

|  |  |
| --- | --- |
| in English | In Russian |
| luck  gladness  delight  blissfulness  satisfaction  contentedness  delectation  gratification  enjoyment  joy  cheerfulness | destiny  luck  blissfulness  gladness  welfare  pleasure  victory  share  Destination  Success  Fortune |

It should be emphasized that concept “happiness” in Russian rather widely than in English language. Such scientific works: “Happiness as lingvacultural concept” by S.T. Vorkachev, “Destiny and happiness in Russian mentality” by V.V. Kolesov, “Love and happiness” by A.D. Shmelev and others are confirmation of this.

On the base of above mentioned philosophical principles, considering the happiness concept in the field of ethnolinguistics, lingo cultural studies, one can define the fourth direction in the contemporary teaching about happiness. It is ethnolinguistics of happiness. “Happiness” concept is an abstract concept in linguistics. At the same time, this concept is available in the languages of all the peoples in the world. That’s why this concept is recognized as a macro concept.

Lexico-semantic analysis of the concept “happiness” in the Russian and English showed presence of coincidence of such semes as “condition”, “gladness”, “good luck”. [3,4]

Etymological portrait as well revealed a partial coincidence of the value of the concept “happiness” in both languages.

Conclusion. Making a conclusion it can be said that languages isn’t the only tool of culture’s appearance, development, preservation, it is a part of culture. As a consequence, material and spiritual culture’s works are created by languages. If we realize the language units (which are full of exemplary advice, sensible view of things, which give us a lot of information about our people’s life and outlook) as a sing of culture, the “happiness” concept which shows national being specially, is the base of culture studies. Expressing with one word the nation’s joy, good intentions, welfare, material wealth, blessed peace and quiet life our people are creating priceless treasure of our culture. Solving the problems of this kind, explaining them to the younger generation is the requirement which is to be carried out nowadays.

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**The Universe of Harry Potter**

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As the title implies the article describes "Harry Potter Universe", as this is perhaps the most exciting and legendary story known to the whole world. The story tells about the incredible adventure, magic, good and evil, and of course about true friendship. Books about "Harry Potter" became a real treasure of British literature.

The relevance of this study stems from the fact that few people wondered, to identify the differences of characters in books and films about Harry Potter.

Objective: to find similarities of the film with a book and study unknown facts.

Tasks:

1. To compare the characters in the book with the images in the film;

2. Uncover interesting mysteries in the plot twist;

1. How J. K. Rowling conceived of his characters in the book series about Harry Potter and how they were shown in the same films.

J. K. Rowling gave us the universe of Harry Potter with wizards, witches, magic, and many secrets. Only those who read all the books and revised a series of films know secrets are given in the article. This study says a lot of interesting facts and new information.

|  |  |
| --- | --- |
| **Characters** | |
| **in the book** | **In the films** |
| Harry Potter | |
| Harry had green eyes mother and unruly hair of his father. | He had blue eyes well hair quite tidy(actor Daniel Radcliffe, who has blue eyes, was unable to wear contact lenses, due to an [allergic](http://harrypotter.wikia.com/wiki/Allergy) reaction) |
| Hermione Granger | |
| Girl with a main sticking out in all directions unruly brown hair, and large projecting front teeth, which she was able to reduce in "goblet of fire" when the spell Malfoy had trecastle in Hermione | Emma Watson was really sticking out in all directions hair, but over time they became more and more well-combed until were not just perfect hair, and her teeth were smooth from the beginning. |
| Ron Weasley | |
| Ron is described as the tallest of Harry's friends. Ron has freckles. | He isn't that tall in the films. He have none. |
| Alastor Moody | |
| He was as a man with a huge scar deforming his face and lack of nose. | We except for the eyes and a few minor scars on the face. |
| Petunia Dursley | |
| She had blonde hair | Petunia had dark brown/black hair |
| Dolores Umbridge | |
| Woman of small stature, thick, with bulging eyes and short neck, resembling a toad. And with the ugly pink bow, reminiscent of a fly, foolishly sat down on her short mousy hair color | This character was played by Imelda Stanton, which managed to convey the whole gamut of unpleasant traits inherent in Dolores. But still one thing was wrong. She was too beautiful |
| Bill Weasley | |
| He is mentioned as a tall, thin, handsome young man who looks like a rock star with a ponytail and a silver earring in his ear. However, in "the half-blood Prince" his appearance is subject to change. After a fight with a werewolf on his face are horrible scars. | In the film we see only scratches that are not even close to resemble their description in the book. |
| Daffodil Malfoy | |
| In the book, aristocratic Daffodil is tall and very pale. In addition, Mrs. Malfoy had long white hair that made her look like a drowning. | In the film this detail is changed, he has the hair of two colors. |

2. Secret plot twists.

 On the first lesson, Snape told Harry: "Potter, what happen if I mix the pounded root decoction aspalela with wormwood?". In the Victorian language of flowers, asphodel is a type of Lily. It means: “I will regret you all my life”. Wormwood symbolizes the bitterness of loss and it means, "I miss you". Therefore, the hidden meaning of the question of Snape, given the harsh tone of a man accustomed to hide their emotions, this confession – "I am very sorry about the loss of Lily (Harry's mother)".

In The Prisoner of Azkaban, Professor sincerely refused to sit at a table with Dumbledore, because twelve persons already sitting at it. when thirteen dine together, the first to rise will be the first to die. In the Sirius the first of the trio stood up from the table. In "the gift of death" only thirteen made it to no after the operation "7 Potter". Lin was the first who rose from the table to find the dead body of thunder, later he would be the first people who will die in the battle for Hogwarts.

In The Prisoner of Azkaban, Professor said Harry: "My dear, I may be mistaken that you were born in the middle of winter". Harry tells her that he was born in July, which puts her powers of clairvoyance in doubt, but Voldemort was born on 31 December. In "Deathly Hallows" is that Harry is horcrux which containing a piece of soul of the dark Lord, and it turns out that Trelane felt the presence of the dark mage in the four years before Harry and the readers of the book know about it.

 When Harry first uses volatile powder in the Mystery room, he finds himself in a dark alley in a store of items for dark magic. Among other things, there stood a large black wardrobe, it is a vanishing Cabinet, through which the death eaters infiltrated Hogwarts in "Half-Blood Prince".

 Ron and Hermione were fated to be together, even their patronus is shown. The Jack Russell Terrier was bred to hunt rats, badgers, foxes and otters. Ron's Patronus was a Terrier and Hermione's otter, so technically he had always to follow her.

 Marauders died in reverse order of how they are named on the map "the Lord of the Tail, a tramp, a Lunatic, and prongs" - that is, Remus, Peter, Sirius and James.

 You can assume that the sign of the death eaters - " black mark "is simply chosen in honor of the snake Slytherin, but it also resembles a Vaselisk, which crawled out of the mouth of the statue in the"Secret room".

Conclusion. "Harry Potter" is a whole era. This story will never get tired, and, as I found out, there are still many interesting facts about which many did not even suspect. I have studied a lot of details, which in my opinion arouse even greater interest in the book. Also, the product is a real property of England and I think it will grow more than one generation. It is not so many, they are small and designed to cut down on details.

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**Die Auswirkung der Anglizismen auf die moderne deutsche Sprache**

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**Die Relevanz der Studie** besteht darin, dass die deutschen Linguisten und gewöhnliche Bürger, die Interesse an der Reinheit seiner Sprache und die Entropie um ihn zu beschützen, äußern sich besorgt bei der Beurteilung der Auswirkungen der englischen Sprache auf die Deutsche.

Das Ziel dieser Studie ist die Bestimmung des Grades des Einflusses der englischen Sprache auf die Deutsche.

In Übereinstimmung mit diesem Ziel wurden folgende **Aufgaben** gestellt:

* Betrachten die Tendenz der Umwandlung der englischen Sprache in die globalen Sprache;
* Definieren die Globalisierung als Prozess der kulturellen Integration;
* Analyse der Anglizismen in der heutigen deutschen Sprache;
* Feststellen Besonderheiten der Verwendung von Anglizismen in der deutschen Kommunikation;
* Bezeichnen die Gründe des Eindringens englischen Wörter und Ausdrücke in die Deutsche Sprache.

**Die theoretische Bedeutung der Arbeit** besteht darin, dass sie die objektive Bestimmung des Grades des englischsprachigen Einflusses auf die moderne Deutsche Sprache fördert. In unserer Studie werden die Besonderheiten der Verwendung der Anglizismen in der Sprache analysiert, was im Allgemeinen hilft, einige Tendenzen der sprachlichen Veränderungen zu bestimmen. Die Arbeit ist in Bezug auf die Forschung der Tendenzen der Entwicklung des Systems der Sprache Ende XX. – Anfang des XXI. Jahrhunderts, sowie der Besonderheiten des Prozesses der Entlehnung wichtig.

**Der praktische Wert der Arbeit** wird durch die Möglichkeit der Nutzung der Forschungsergebnisse beim Schaffen der Vorträgen und Seminaren in Lexikologie, Vergleichssprachwissenschaft, Germanistik, Sonderkursen in Problemen bei den Sprachentlehnungen bestimmt. Die Schlussfolgerungen in der Arbeit können für das weitere Studieren die Fragen der Entlehnung, die Auswirkungen der englischen Sprache in andere Sprachen verwendet werden.

**Gegenstand der Studie** ist die englischsprachige Entlehnung, die in deutscher Sprache funktioniert.

**Das Thema der Studie** ist die Besonderheit der Funktionsweise der englischsprachigen Entlehnungen in deutscher Sprache.

Das Thema der englischen Entlehnung in deutscher Sprache ist sehr populär und wurde Gegenstand des Lernens für viele einheimische und ausländische Sprachwissenschaftler. Das Interesse zu diesem Problem im Laufe der Zeit schwächt nicht, was auf seine Mehrdimensionalität und Unerschöpflichkeit hinweist. Derzeit charakterisieren die Experten die englische Sprache als "modische Sprache mit hellen Tendenzen der Umwandlung sie in eine Weltsprache".

Die Globalisierung ist ein Prozess, bei dem die Wechselbeziehung und die wechselseitige Abhängigkeit der Völker und Staaten zunehmen, unter diesen Faktoren befindet sich auch die kulturelle Integration. Dies ist eine neue Stufe der Internationalisierung aller Parteien des gesellschaftlichen Lebens, die Bildung einer ganzheitlichen Welt auf der Grundlage der neuesten Errungenschaften der Informations-und technische Revolution.

Sprechend von den Anglizismen in der modernen deutschen Sprache muss man bemerken, dass am Ende XX. – Anfang des XXI. Jahrhunderts Deutsche Bürger buchstäblich zum Einsturz der Entlehnungen aus der englischen Sprache bringt, wobei in verschiedenen Arten, in verschiedenen Erscheinungsformen und in verschiedenen Sphären der Tätigkeit der deutschen Gesellschaft zu finden sind. In Deutschland ist seit kurzem eine Mode geworden, englische Wörter anstelle der deutschen zu verwenden. Aber sie verwenden nicht alle Deutschen, sondern nur diejenigen, die Englisch beherrschen. In großen deutschen Städten oder Bahnhöfen kann man beispielsweise bei jedem Schritt englische Ausdrücke finden: MC clean, Moonlight, Check in, Image – Center, City – Shopping. (\*Langenscheidt, Großwörterbuch Deutsch als Fremd,Berlin, 2003). In den letzten Jahren verwenden Deutsche ganz natürlich solche Anglizismen wie Jogging, Live, Basketball, Airbag, Mountainbike.

Ein charakteristisches Merkmal unserer Zeit ist das Streben nach globaler Internationalisierung. Dieser Prozess umfasst alle Bereiche des Funktionierens der Gesellschaft: sei es materielle Produktion oder geistige Tätigkeit. Alle Ereignisse, die im Leben des Volkes geschehen, spiegeln sich in der Lexik seiner Sprache wider: es entstehen neue Wörter, um neue Gegenstände und Begriffe zu bezeichnen, veralten allmählich die Wörter, die die Gegenstände bezeichnen, die nicht mehr verwendet werden.

Derzeit ist eine wachsende Zahl von englischen Wörtern, in die Deutsche Sprache einzudringen.

"Denglisch" (Deutsch und Englisch) ist eine Mischung aus Englisch und Deutsch

Heute ist die Verwendung von englischen Wörtern anstelle von deutschen sehr populär geworden. Aber Studien zeigen, dass viele Deutsche nicht genug verstehen, die wahre Bedeutung und Kenntnisse der englischen Wörter. Besonders ist schwierig für ältere Menschen. Oft brauchen Sie einen Übersetzer, um zu verstehen, warum in einem Warenhaus steht «Sale», was "Callshop" oder "Surf &Rail"ist.

Aber Sie verwenden nicht alle Deutsche, sondern nur diejenigen, die Englisch beherrschen. In großen deutschen Städten oder Bahnhöfen kann man beispielsweise bei jedem Schritt englische Ausdrücke finden: MC clean, Moonlight, Check in, Image – Center, City – Shopping. (Langenscheidt, Großwalterbuch Deutsch als Fremdspruch, Berlin, 2003.)

Aber in jeder Sprache geschehen Änderungen, insbesondere durch Entlehnung aus anderen Sprachen. Seit langem empören die Deutsche lateinische Wörter nicht, zum Beispiel: Fenster, Griechisch: Katastrophe, Analyse oder Französisch: Premiere, Dessert. In den letzten Jahren verwenden die Deutsche ganz natürlich Anglizismen wie Jogging, Live, Basketball, Airbag, Mountainbike, Baby, Clown, Detektiv, Film, Fußball, Gentleman, International, Komfort, konservativ, Paddel, Partner, Safe, Sport, Standard, Start, Tennis, Trick.

Die Welt verändert sich, und mit ihm Menschen und Sprachen. Aber zur gleichen Zeit, deutsche Sprachwissenschaftler und einfache Bürger, die die Interesse an der Reinheit Ihrer Sprache zeigen und sich für ihren Schutz vereinigen, äußern Ihr Besorgnis bei der Beurteilung der Auswirkungen der englischen Sprache auf die Deutsche.

1. Alle Länder der Welt sind eng miteinander verbunden. Die Ereignisse (Kriege, Revolutionen, neue politische Regime), die einige Länder erleben, beeinflussen das politische Leben in anderen Ländern und bringen neue Vokabeln, Konzepte und Ausdrücke in andere Sprachen mit sich. Während des zweiten Weltkrieges kamen viele neue Wörter aus dem englisch–amerikanischen Sprachraum in die Deutsche Sprache.

2. Es gibt viele Anglizismen in verschiedenen Fachbereichen und vor allem im Sport, Musik, Wirtschaft und Technik. Zum Beispiel Fan, Match, Job, Team, Computer, Know-how, Holding und so weiter. Diese Bereiche erleben enormen terminologischen Einfluss, hier erscheinen neue Begriffe auf der Grundlage neuer Technologien, vor allem aus den USA. Viele Begriffe kommen heute auch in die tägliche Rede:

Probleme managen, Vorgelegenheiten canceln, Preise scannen.

Und hier ist ein weiteres schönes Beispiel für die Einführung von Anglizismen in die Umgangssprache:

“Langst Kaufen Mum und Dad mit ihren coolen Kids lieber im Shopping-Center auf der grünen Wiese als im biederen Discounter in der Stadt und auf der langweiligen Geburtstagparty singen die Gäste Happy Birthday.”

3. Das Sprachwissenschaft begründet die Einführung von Fremdwörtern in Deutsch dadurch, dass es für einige aus dem Ausland kommende Gegenstände, Dinge, Begriffe in deutscher Sprache keine Sondertitel gibt, die nur durch eine Beschreibung gekennzeichnet werden können, wobei die Sätze oder sogar ganze Sätze verwendet werden:

Public Relations bezeichnet Deutsch: Öffentlichkeitsarbeit, öffentliche Beziehungen, Kontaktpflege und Meinungspflege.

Oder der Begriff Manager kann man auf Deutsch nur folgenderweise erklärt werden:

*mit weitgehender Verfügungsgewalt und Entscheidungsbefügnis ausgestattete leitende Persönlichkeit eines Grossunternehmens.* (zu lang)

Hier, natürlich, ist es besser, englisch-amerikanische Begriffe zu verwenden, da die deutschen Äquivalente beschreiben diese Konzepte zu kompliziert und vielsprachig. Theodore Adorno schrieb: "es ist besser, Fremdwörter dort zu verwenden, wo aus irgendwelchen Gründen die wörtliche Übersetzung unmöglich ist." (Theodor W. Adorno, Wörter Aus Fremde. In P. Braun. Fremdwort-Diskussion, München, Fink.)

4. Es ist auch bekannt, dass der englisch-amerikanische Wortschatz ist größer und hat etwa 700.000 lexikalische Einheiten. Der deutsche Wortschatz umfasst nur etwa 400 000 Wörter. Daher gibt es viele Begriffe, für die in deutscher Sprache keine Entsprechungen vorhanden sind.

5. Jede Sprache strebt nach Kürze. Telegramm Stil wird nicht nur in E-Mail-Nachrichten verwendet, sondern auch in der gewöhnlichen Rede. Viele englische Wörter sind kürzer und einfacher zu sprechen als Deutsch. Zum Beispiel vergleichen wir die Wörter wie:

• Trucker (2 Silben und 7 Buchstaben) – Lastwagenfahrer (5 Silben und 15 Buchstaben); Jointventure (5 Silben und 12 Buchstaben) – Gemeinhaftsunternehmer (7 Silben und 24 Buchstaben);

• Management (3 Silben und 10 Buchstaben) – Unterschätzen (7 Silben und 21 Buchstaben).

Also, es ist sichtbar, dass Anglizismen eine kürzere Form im Vergleich zu ähnlichen Bedeutungen deutschen Wörtern haben.

6. Anglikas vermeiden häufige Verwendung, sind eine Option bei der Verwendung von deutschen Begriffen. zum Beispiel,

Banker klingt Zeitgenössischer als Bankier und hat eine kürzere Form als Bankfachmann.

In demselben Kontext kann man verschiedene Varianten der englischen Bezeichnungen verwenden: anstelle Dollar wird Greenback häufig verwendet (auch in der Russischen Sprache werden die Braten der Dolls oft verwendet, Greene).

Die Verwendung von Anglizismen spielt eine große Rolle, damit die Gesprächspartner einander besser, ohne Schwierigkeiten und eindeutig verstehen. Anglizismen sind im Falle einer Schwierigkeit des Verstehens verwendet werden. Umstritten ist die Verwendung von Anglizismen und Angloamerikanismen, wenn sie keine besondere sinnvolle, stilistische oder syntaktische Funktion haben. Bei der nächsten Betrachtung kann man bemerken, dass zu den zahlreichen Anglizismen die genauen und ausdrucksvollen deutschen Entsprechungen existieren:

Lover-Liebhaber – Loser-Verlierer, Feeling-Gefühl, Airport-Flughafen, Deal – Handel.

**Schlußfolgerung**

In dieser Studie wurde das folgende Ziel erreicht: der Einfluss der englischen Sprache auf die Deutsche wurde bestimmt.

Und wurden folgenden Aufgaben gelöst:

* die Tendenzen der Umwandlung der englischen Sprache in die Weltsprache betrachtet;
* in der Arbeit die Globalisierung als Prozess der kulturellen Integration bestimmt;
* die Anglizismen in der heutigen deutschen Sprache analysiert;
* die Besonderheiten der Verwendung von Anglizismen in der deutschen Kommunikation gezeigt;
* die Ursachen des Eindringens von englischen Wörtern und Ausdrücken in die deutsche Sprache bezeichnet.

So kann man feststellen, dass der Trend der Erhöhung des Wortschatzes der deutschen Sprache durch englischen Entlehnungen nahmen groteske Formen.

Aber, trotz einigen extremen Äußerungen der Vertreter des Sprachpurismas in Deutschland bezüglich der Versenkung der Anglizismen in der deutschen Sprache, ist es nicht notwendig, Angst zu schlagen. Durch ein besonderes Gesetz über den Schutz der deutschen Sprache von Anglizismen zu sprechen, ist vorzeitig. Keine Sorge, dass der «Tiefkode» der Sprache berührt wurde, dass die deutsche Sprache von den bedeutenden Veränderungen unter dem Einfluss der englischen Sprache unterworfen wird.

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**Thе рrоs and соns оf multilingualism**

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Pavlodar pedagogical colledge named after B.Akhmetov

Thrоughоut thе wоrld thеrе arе thоusands оf languagеs, sоmе соmmоn and оthеrs nеarly unhеard. Еvеry соuntry has its оwn роliсiеs abоut languagеs, whiсh оnеs tо tеaсh and whiсh nоt tо. Sоmе соuntriеs arе mоnоlingual and sоmе arе multilingual. Multilingual mеaning knоwing and having thе сaрability tо sреak оr undеrstand mоrе than оnе languagе and mоnоlingual undеrstanding just оnе.

Thе situatiоn in Kazakhstan rеflесts this соnсерt. Tоday, mоrе than 130 natiоnalitiеs livе in Kazakhstan. Thе majоrity оf реорlе оf Slaviс оrigin mainly sреak оnly оnе languagе, whеrеas thе majоrity оf Kazakhs sреak twо languagеs. Multilingualism is рrеvailing amоng Uighur, Uzbеk, Dungan, Turkish, Azеrbaijani, Tajik, Tatar, and оthеr еthniс grоuрs. In Gеrman, Kоrеan, and Сhесhеn соmmunitiеs, multilingualism is alsо mоrе frеquеnt рhеnоmеnоn. Duе tо thе rесеnt gоvеrnmеnt attеntiоn tо thе knоwlеdgе оf multiрlе languagеs, multilingualism is grоwing amоng thе Kazakhs, tоо. Aссоrding tо thе 1989 data, in thе fоrmеr Sоviеt Uniоn, 73 mln реорlе (23.4%) wеrе bilingual; thе Russian languagе was thе sесоnd languagе оf 61 mln реорlе. A small grоuр оf thеm wеrе multilingual (роlyglоt) [1].

Multilingualism is оftеn a рrосеss оf using a соmbinatiоn оf mоrе than thrее languagеs in a sосial rеlatiоnshiр. "Multilingualism" sоmеtimеs rеfеrs tо many languagеs. In this сasе, thе issuе is nоt abоut thе рrосеss, but rathеr abоut languagе infоrmatiоn. Tоday, соuntriеs оf thе wоrld arе, basiсally, multilingual. Multilingual еnvirоnmеnt nесеssitatеs a соmmоn languagе; that is why intеrnatiоnal languagеs arе usеd еxtеnsivеly. Mоrеоvеr, thе languagе is еxреriеnсing glоbalizatiоn. At рrеsеnt, Еnglish is rесоgnizеd wоrldwidе as thе languagе оf glоbalizatiоn. In Kazakhstan, mоrе than оnе hundrеd natiоns and еthniс grоuрs usе thеir еthniс languagеs in daily lifе. Оffiсially, thе Kazakh and Russian languagеs arе usеd рrеdоminantly. Nоwadays, mоrе than 17 milliоn реорlе livе in thе соuntry; 65.2% оf thеm arе Kazakhs, 21.8% arе Russians and 13% arе rерrеsеntativеs оf оthеr еthniсitiеs [2]

Соntinuing thе abоvе disсussiоn, in tоday’s wоrld in gеnеral, and in mеgaсitiеs in рartiсular, реорlе arе living in thе multilingual еnvirоnmеnt. Suсh рhеnоmеna as bilingualism оr еvеn multilingualism is widеsрrеad. Оur соuntry is alsо еxреriеnсing this glоbal рrосеss. Оnе оf thе main dirесtiоns оf sосial-есоnоmiс dеvеlорmеnt оf tоday’s Kazakhstan is tо dеvеlор an еnvirоnmеnt whеrе thе сitizеns wоuld sреak thrее languagеs.

Kazakhstan Рrеsidеnt Nursultan Nazarbayеv рrеsеntеd his idеa оf thе usе оf thrее languagеs fоr thе first timе in 2006 in his sреесh at thе Assеmbly оf Реорlе оf Kazakhstan. In his 2007 annual addrеss thеmеd "Nеw Kazakhstan in a Nеw Wоrld", thе Рrеsidеnt рrороsеd gradual imрlеmеntatiоn оf thе "Trinity оf languagеs" сultural рrоjесt. In thе 2008 addrеss, hе dесlarеd that “thе Gоvеrnmеnt shоuld aссеlеratе thе imрlеmеntatiоn оf thе “Trinity оf languagеs” рrоjесt and shоuld urgеntly imрrоvе thе quality оf tеaсhing thе Kazakh languagе, as thе statе languagе that unitеs оur еntirе sосiеty” [3]. Thus, thе Kazakh languagе was dеtеrminеd as thе statе languagе, thе Russian languagе is nоw thе languagе оf intеrеthniс соmmuniсatiоn, and thе Еnglish languagе sеrvеs fоr intеgratiоn оf оur соuntry intо thе wоrld есоnоmy and glоbal sосiеty. Aрart frоm this, in his addrеss tо thе реорlе оf Kazakhstan “Building thе futurе tоgеthеr” in 2011, thе Рrеsidеnt statеd, “I always say that knоwing thrее languagеs is еssеntial fоr thе suссеss оf еvеry Kazakhstani. Оur task is tо raisе thе numbеr оf сitizеns sреaking thе statе languagе uр tо 80% by 2017. I think, by 2020, thе numbеr оf Kazakhstanis sреaking Еnglish shоuld rеaсh 20%” [4]

Multilingualism is quеstiоnеd and dеbatеd grеatly. Реорlе wоndеr if it dоеs mоrе harm than gооd, and whеthеr it's wоrth it tо bе multilingual. It's dеbatеd whеthеr сhildrеn сan handlе mоrе than оnе languagе at a yоung agе. Linguistiс рrоfеssоrs at Gеоrgеtоwn Univеrsity, Kеndall King and Alisоn Maсkеy bеliеvе that сhildrеn сan handlе a multilingual еnvirоnmеnt. Thеy statе, “Milliоns оf сhildrеn grоw uр lеarning thrее оr mоrе languagеs and havе bееn dоing sо fоr hundrеds оf yеar, with nо ill еffесts” (King and Maсkеy 31). Dеsрitе many bеliеfs rеsеarсh has shоwn that thеrе arеn't any ill еffесts frоm tеaсhing a сhild multilingually.

Оnе оf thе mоst соmmоn myths is that сhildrеn сan't handlе mоrе than оnе languagе. If thеy arе taught mоrе than оnе languagе at a yоung agе, thеy will mix and sсramblе thе languagеs tоgеthеr. Thеy will gеt соnfusеd and thеy wоn't bе ablе tо tеll thе diffеrеnсе bеtwееn thе twо and sо thеy will sреak a mixеd languagе. That is, a mix оf thе languagеs thеy arе lеarning. King and Maсkеy alsо say that “rеsults оf dесadеs оf сarеfully соnduсtеd rеsеarсh роint tо thе faсt that yоung сhildrеn distinguish еarly оn bеtwееn thеir twо languagеs.” [4]. It is alsо statеd that сhildrеn whо arе еxроsеd tо multiрlе languagеs frоm birth viеw thеm as mеans оf соmmuniсatiоn [4].

Anоthеr misсоnсерtiоn abоut multilingual lеarning is that оnе languagе shоuld bе thоrоughly lеarnеd first. Aftеr that, mоrе сan bе lеarnеd, but оnly thеn. Studiеs havе shоwn оthеrwisе. Lеarning multiрlе languagеs simultanеоusly is muсh еasiеr fоr thе сhild. It is еasiеr tо intrоduсе nеw languagеs intо a сhild's brain whеn thеy arе yоungеr and thеir brain hasn't bесоmе vеry dеvеlореd yеt. UСLA biорhysiсist Miсhaеl Рhеlрs says that оur brains оur mоst сaрablе оf gathеring nеw infоrmatiоn whеn wе arе yоung. Hе says, “Fоr еxamрlе, fоrеign languagе instruсtiоn is оftеn dеfеrrеd until high sсhооl, dеsрitе thе faсt that yоungstеrs сan lеarn tо sреak likе nativеs - that is, tо think in thе languagе withоut having tо translatе - whеrеas tееnagеrs оr adults usually сannоt. Whеn small сhildrеn lеarn a nеw languagе, hе said, thе ability tо usе that languagе is wirеd in thе brain” [7].

Sо, thеrе arе many реорlе with thе imрrеssiоn that multilingualism is nоt bеnеfiсial and is diffiсult tо tеaсh. Thе соmmоn myths arе that сhildrеn сan’t handlе mоrе than оnе languagе, twо languagеs may bе a роssibility but nо mоrе than that, and languagеs havе tо bе lеarnеd individually instеad оf simultanеоusly. It has bееn рrоvеn that mоst оf thеsе nеgativе соnсерtiоns abоut multilingual lеarning arе in faсt falsе, but what arе thе bеnеfits оf knоwing mоrе than оnе languagе?

Thеrе arе sеvеral.

In an artiсlе frоm Timе Sсiеnсе and Sрaсе thе authоr statеs that multilingualism is vеry bеnеfiсial tо thе brain. Hе says, “Nеw studiеs arе shоwing that a multilingual brain is nimblеr, quiсkеr, bеttеr ablе tо dеal with ambiguitiеs, rеsоlvе соnfliсts and еvеn rеsist Alzhеimеr's disеasе and оthеr fоrms оf dеmеntia lоngеr”. Thе еasiеst way tо undеrstand this is that bеing multilingual еxеrсisеs yоur brain. Lеarning languagеs wоrks and strеngthеns yоur brain. Languagе is оnе оf thе things that еxеrсisеs thе brain. Sо, thе mоrе languagеs bеing lеarnеd, thе bеttеr соnditiоn yоur brain will bе in [5].

Bеsidеs individual bеnеfits оf bеing multilingual thеrе arе alsо есоnоmiс advantagеs. “Tоday, thе laсk оf a sесоnd languagе dоеsn’t just isоlatе реорlе. It makеs thеm lеss соmреtitivе” [6]. Knоwing mоrе than оnе languagеs hеlрs in thе businеss wоrld. Whilе Еnglish is рrоbably thе mоst widеly sроkеn languagе thrоughоut thе wоrld, it givеs a vеry distinсt advantagе in thе businеss wоrld tо knоw mоrе than оnе languagе. Tоday's glоbal labоur markеt makеs thе intеgratiоn оf multilingual and multiсultural wоrkеrs сruсial fоr sustainablе businеss grоwth.

Alsо, multilingual реорlе bеttеr undеrstand and aррrесiatе реорlе оf оthеr соuntriеs, thеrеby lеssеning raсism, xеnорhоbia, and intоlеranсе, as thе lеarning оf a nеw languagе usually brings with it a rеvеlatiоn оf a nеw сulturе.

Thе еasiеst way fоr Kazakhstan tо start bесоming mоrе multilingual is tо hеlр yоung сhildrеn lеarn bесausе thеy will рiсk it uр thе fastеst. Thеn thеir сhildrеn will lеarn and thеir сhildrеn's сhildrеn and sо оn. Thеrе arе many ways Kazakhstan сan gо abоut making thеsе сhangеs and сrеating еnvirоnmеnts whеrе multilingual lеarning is nоt оnly aссерtеd but еnсоuragеd. Thе idеal еnvirоnmеnt fоr a сhild tо lеarn is at hоmе. “Sесоnd languagе lеarning wоrks bеst whеn it is intеgratеd intо all оf оur busy еvеryday rоutinеs and many aсtivitiеs.” [4]. It is bеst fоr a сhild tо lеarn additiоnal languagеs likе thеy wоuld thеir first. Frоm thеir рarеnts, at hоmе, and hеaring it in еvеryday lifе. Sinсе it is оbviоusly vеry unrеalistiс fоr mоst сhildrеn tо lеarn likе this duе tо busy sсhеdulеs оf thеir рarеnts and hоmе lifе, thеrе is an altеrnativе. Suffiсiеnt languagе рrоgrams at sсhооls wоuld aсt as this altеrnativе.

Hеad оf Statе Nursultan Nazarbayеv has said: "Wе must рut all оur еffоrt оn dеvеlорmеnt оf thе Kazakh languagе as a main faсtоr оf unity оf all Kazakhstani реорlе. Bеsidеs, wе nееd tо рrоvidе еvеry орроrtunity tо diffеrеnt natiоnalitiеs living in оur соuntry tо sреak, lеarn and dеvеlор thеir оwn mоthеr tоnguеs”.

Thе tasks оf thе statе рrоgram оn thе dеvеlорmеnt and usе оf languagеs in thе Rерubliс оf Kazakhstan fоr 2011-2020 arе thе fоllоwing:

1) Imрrоvеmеnt and standardizatiоn оf thе tеaсhing mеthоdоlоgy оf thе statе languagе;

2) Dеvеlорmеnt оf infrastruсturе fоr tеaсhing thе statе languagе;

3) Stimulatiоn оf thе рrосеss оf lеarning thе statе languagе;

4) Strеngthеning thе status оf thе statе languagе;

5) Inсrеasing thе dеmand fоr thе statе languagе;

6) Imрrоvеmеnt and systеmatizatiоn оf lеxiсal rеsоurсеs оf thе Kazakh languagе;

7) Еnhanсеmеnt оf thе languagе сulturе;

8) Funсtiоning оf thе Russian languagе in thе соmmuniсativе languagе sрaсе;

9) Рrеsеrvatiоn оf thе linguistiс divеrsity;

10) Lеarning Еnglish and оthеr fоrеign languagеs

Thе Kazakh sсiеntists' орiniоns оn thе trilingual роliсy сan bе dividеd intо twо рarts:

1. Сhildrеn shоuld lеarn thrее languagеs. But thеy shоuld study оnly Kazakh till thе agе оf 13 and thеn, thеy сan lеarn оthеr languagеs.

2. Сhildrеn lеarn languagеs quiсkly whilе thеy arе small, sо thеy shоuld bе taught thrее

languagеs frоm kindеrgartеn.

In соnсlusiоn, this hоwеvеr is nоt sоmеthing that сan haрреn оvеrnight. Оr in a yеar оr twо fоr that mattеr. Рrоgrams сan bе рut intо рlaсе but thе Kazakhstan’s рорulatiоn will nоt bе fully multilingual fоr a fеw gеnеratiоns tо соmе. This givеs urgеnсy tо this mattеr. Sinсе multilingualism is sо imроrtant fоr thе businеss wоrld, and gоvеrnmеnt, and is sо bеnеfiсial fоr individuals. If Kazakhstan wishеs tо bесоmе есоnоmiсally advanсеd соuntry, stерs must bе takеn tо insurе this. Stерs that сan start in thе hоmеs оf рarеnts but that will alsо hореfully start in thе sеttings оf рubliс and рrivatе sсhооls as wеll.

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**Phrasal Verbs, Idioms and Slangs: A Comparison**

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Communicating in English is difficult if it's not one’s native tongue. There are verbs to conjugate, grammar to master, vocabulary to internalize, and pronunciation to nail. You can hover over books and practice all you want, but it's a completely different story the first time you communicate with a native speaker. Suddenly you realize that all your preparation hasn't quite readied you for the way English is spoken by native speakers. This is especially compounded when you are communicating across continents. The words are all the same, but somehow the meaning is quite different.

What is a phrasal verb?

A phrasal verb is a verb that is composed of two parts: the verb and the particle (which consists of one or more preposition). When these two parts come together, they generally have a different meaning than the parts have individually. That means that phrasal verbs do not usually have literal meanings. Examples of phrasal verbs include take on, leave out, write up, turn off, bring about, and listen in. Notice how there is a base verb coupled with a preposition.

Phrasal Verb Examples  
ask around = ask many people the same question   
bring up = start talking about something   
call back = return a phone call   
catch up = get to the same point as someone else   
do away with = throw away, discard   
get up = stand, get out of bed   
run out = have none left   
take back = return an item   
What is an idiom?

Like phrasal verbs, idioms are composed of multiple words that have a different meanings than the sum of the individual words. The difference is that idioms are not simply verbs + prepositions. They can take many forms.

Idiom Examples  
an arm and a leg = very costly   
at the drop of a hat = instantly   
bite off more than you can chew = take on a task that is too big to complete   
cut corners = when something is done badly to save money   
get it = understand something   
hit the road = to leave   
shoot the breeze = make relaxed, casual conversation   
what for? = why?

An idiom is an expression that has a meaning apart from the meanings of its individual words. F.e: Couch Potato meaning: a person who spends a lot of time watching television With little or no physical activity. Example: Stop being a couch potato! Turn off the TV and go out and do something with your life.

To be like two peas in a pod meaning: to be very similar or almost the same.

Example: The twins are like two peas in a pod.

Idioms are made of normal words that have a special meaning known by almost everyone. To learn a language a person needs to learn the words in that language, and how and when to use them. But people also need to learn idioms separately because certain words together or at certain times can have different meanings. In order to understand an idiom, one sometimes needs to know the culture the idiom comes from. Example: To bark up the wrong tree it means To choose the wrong course of action. To spill the beans it means to tell a secret.

Difference between idiom and phrases

A phrase is “a small group of words standing together as a conceptual unit”, while an idiom is “a group of words established by usage as having a meaning not deducible from those of the individual words”. So, the difference is that an idiom as an established meaning not directly linked to the individual words. Any idiom is a phrase.

As an example, “raining cats and dogs” is both an idiom and a phrase. “A herd of cats” is a phrase but not an idiom.

Both, the terms ‘idioms’ and ‘phrases’ are useful elements of linguistics, and are often considered similar to each other. Also, based on their repeated fragments and the string of words, both the terms are said to be analogous in nature. Although, the idioms and phrases are basic units of a sentence, there is quite a definitive difference between the two terms.

Phrases:

Taking my dog for a walk is fun.

Walking in the rain can be difficult.

Idiom:

On cloud nine it means to be happy

Make a mountain out of a molehill it means to exaggerate a minor difficulty

What is slang?

Slang is a particularly informal kind of language. It's when we use a standard word or phrase in a non-standard way. Slang can be a single word, or it can be a group of words used together. Slang is generally not used in formal settings. Instead, it is reserved for informal settings. This means that you should generally be hesitant to use most slang in the workplace.

Slang examples  
awesome = great, wonderful, amazing   
chicken = a cowardly person   
chill = relax   
fam = family   
guts = courage   
jack = to steal   
plastic = credit card   
sick = cool, awesome

Difference between idiom and slang

An idiom refers to a group of words established by usage and having a meaning not deducible from those of the individual words.

• On the other hand, slang is words, phrases and uses that are regarded as very informal and are often restricted to special contexts or are peculiar in a specified profession, class, etc.

• Moreover, it can be said that there are special slang associated with different professions.

• Idioms are often used in literature and written English. On the other hand, slang is often used in spoken language but very less in written language. This is also an important difference between idiom and slang.

• One can find idioms and idiomatic expression in well-known and well-compiled lexicons and dictionaries. On the other hand, you cannot find the slang terms in dictionaries. They are often heard in spoken English.

Slang refers to words that are used informally, and often only among subgroups. Slang is often short-lived: it may go out of date among the group that uses it after a few months.

Slang words or expressions are very informal, and are more common in speech than writing. Use of these words/expressions are often restricted to a particular context or group of people, or within a specific region/place.

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One can find idioms and idiomatic expression in well-known and well-compiled lexicons and dictionaries. On the other hand, you cannot find the slang terms in dictionaries. They are often heard in spoken English.

In this way, you can see that there is a clear difference between idiom and slang. Once you understand that clearly, you will be able to use each in its suitable context.

Examples:

*Slang*

Not fussed

This is means “not bothered” or “I do not mind”. For example, if someone asked you which seat you would say “I am not fussed” to indicate that you do not have a preference.

Mobile

The word “mobile” refers to the ability to move (“she is less mobile since the accident”), and to a decorative object hanging from the ceiling, but it also refers to the mobile phone, so if you hear someone refer to their “ mobile”, that is what they are talking about. The equivalent word for“ mobile” in America is “cell”.

Ace

As well as being the highest card in a suit in pack of cards, or a move in tennis in which a player scores a point in one move, “ace” is another word for “excellent”. To this end, someone who is particularly good at something is referred

To as an “ace” –such as a “ computer ace” or a “flying ace”

However, learning idioms presents a host of difficulties to English learners, primarily because they don’t know the culture and history behind English idioms. That is why they often use idioms incongruous with the situation. Indeed, English learners utilize idiomatic expressions very carefully, being afraid of using them incorrectly and being misunderstood. According to Cooper (1999), idiom study presents a special language problem for all language learners because the figurative meaning is unpredictable.

To conclude we may state that the sheer number of idioms and their high frequency in discourse make them an important aspect of vocabulary acquisition and language learning in general. One of the approaches to defining this linguistic phenomenon stresses that an idiom is a manner of speaking that is natural to native speakers of the language. It proves that only people who are very good at speaking English can adequately and to the point use idiomatic expressions in their speech. English is a language with a vast idiomatic basis, which makes its learning very exciting and intriguing. So grasping the use of idioms is an essential part of learning English.

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**Linguistic and cultural contextanimation metaphor**

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Relevance: A study of the unconsciousness in the three linguistic aspects of the world. Anamalism is a previously studied subject. Anamalist vocabulary was studied by many scholars. Zoosymbolisms take an important place in the cultures of all countries of the world, in which there is no culture in the world where the symbols of animals are not spoken in folklore, song, or myths.

The novelty of the work is the identification and versatility of the Kazakh identity in the study and comparison of the Kazakh language (Russian and English linguistics).

Purpose: To define the universal aspects of the mainstream vocabulary in Kazakh, Russian and English.

Task:

• Consideration of anamalism in world linguistic cultures;

• Comparative analysis;

• conducting surveys among schoolchildren;

Research methods: We used the following approaches in the research process: comparative method, method of semantic examination, method of contextual examination, questionnaire and statistical analysis

Practical significance: The results of the research can be used to teach metaphors in the English and Kazakh languages, studying linguistic and cultural aspects of English as well as regular expressions.

Theoretical significance of the research: Our research extends knowledge of the language proficiency in languages, deepens the knowledge of the Kazakh and English languages.

The degree of investigation of the problem of anatomical lexicon

Anamalist lexicon has been researched by many researchers. The animal world reflects linguistic manifestations and mentality of a particular population. Abstracts, native and foreign researchers, including mythologies, including native speakers, with "animal" components. Khakhalkina, IK Kurbanov, SRTleutersa, EL. Taukova, OV Lavrova, IV Kurazhova, Choi Ken Nam and others. Written and studied.

As a general type of animism, anamalism (animal and animal from Latin), the genre of visual arts is recognized. Its main form is animal, the main picture of painting - paintings, sculptures and graphics.

As we have noted, zoosimvolizizations are very important because they are aware of the linguistic picture of the animal world, the culture of the people, and the world around the cultures of different peoples. Zooniums are names of animals in their direct nominative sense. For example: You can see a landfall in the vicinity of Kazakhstan. The image of Eagle refers to inspiration, disloyalty, victory, dignity, judgment, ape-pedophilia, royal seed, power, power, supremacy, air. The sun has settled down to the sun, looking at it and joining it. Eagle, depicted in the legend, refers to the spirit of the Kazakh people. The symbol of the eagle in the symbolic language means government power, vigilance and vigilance. The symbol of the state flag of Sri Lanka is the golden lion holding the kastane (the kastane) sword. The Aryan Sri Lanka represents the people and its courage, when the sword reveals the ability of the state to self-defense. The meaning of the Spanish name from the ancient Carthage language is "Rabbit State". Indeed, there were many such rodents here. Rabbits are depicted on local coins [5].

At the same time, it can be seen that animals play a huge role in folk culture. animals are associated with city names. In Kazakh culture, animals are widely represented, such as the toponymy of Kazakhstan, with the following names of animals:

Hydronyms-zoonim: Markakol (Kazakh lagoon, lake oozo), Tekesu (kaz-kozel, water-water, stream), Koghkatkan (Kaz kazak-lebedin, lying in water); Koyandyash is a hawk forest. Shiderty - horseback, horse horse, mud.

   Atbasar is a mountain, a horse, a bassar in the Akmola region. The city emerged in a cattle-breeding region.

Burabay - river in Kokshetau region - sacred bear. Russian name - Borovoye. Koyandyash is a hawk forest.

Shiderti - horseback riding, horse horse, mud.

For example, there are toponyms that warn of predators and predators.

Bear bear is a bear.

Burial is the place where the head is. [6]

Animisms in the Kazakh culture

     As the Kazakh population is nomadic, they have protected the nature and have always defended it. They considered him alive. They were always opposed to the destruction of birds and beehives. At the same time, Kazakhs used these animals to express their affection for their children as "Botakoz" and "Kulynchagym". Especially cows, sheep, bulls and more. for example, a hors d'oeuvre and means of transportation. There are many regular expressions in the Kazakh literature. For example: "human horsepower" (positive side of human character); "Horses and tights" (Kazakh feudiness); "Time of marriage" (time); "Horses", "trace trail" (in quantitative terms); "Bottled eyebrows, beautiful eyes" (beauty of a man); "Believe me, you are the one" (to be indifferent); "Cow behavior" (shyness) There are also figurative regular expressions related to other animals. They include: "Serpent head to a dog" (wealthy); "A fox falsifies seven leaks" (tricks); "Killing two rabbits with one bullet" (two successful outcomes); "Overgrown" (Strong, Strong); "Want a cat" (bad idea); "Hedgehogs" (no nasty).

At the same time, many Kazakhs can see the horse image. In the works such as "Alpamys batyr", "Kambar batyr", "Ertostik", "Kendir Kula", "Kyz Zhibek", "Last race"; The image of a wolf in the works of M.Auezov "Kokserek"; a cat and a cow image on the fairy tale "Cotton Girl"; and many animals can be found in fairy tale "12 months".

Anamalism in Russian culture

Among the writers of the twentieth century, names of nature and animals - VV Bianchi, OV Perovskaya, EI Charushin, MM Prishvin, IS Sokolov-Mikitov and others. At that time, this theme was widely spread in the writings of a number of writers - both as a personal theme and as a head topic. The oral language has many different regular expressions, such as: "cowardice" (cowardice); "Apple appetite" (hunger); "How to make a meditation" (greed); "How can it be" (immodesty); "Work as a carpenter" (hard work); "Stubborn kak baran" (human character); "Beat your dogs" (cleverness); "How to catch a hit" (tricks); "Львинаядоля" (scale); "Cats in the oven" (uncertainty); "Foolishness" (foolishness); "Healthy, buckle" (force);

Anamalisms in the English language

English people love all animals. The diversity of the wildlife in the English cities is impressive. Near the town houses there are foxes, hares, wild animals, bulls, hedgehogs, horses, pheasants and other wild animals. Handmade kerosene penetrates into yards.

For example:

■ The fox's fraud (cunning as a fox)

■ The wisdom of an owl (wise as an owl)

■ Deer speed (run like a deer, such as a quick buck - fast and fast money)

■ eagle eye - eye sharpness, watch smb like a hawk

■ Conversation (chatter like a magpie)

■ The beauty of swan (all his geese are swans - all are beautiful)

■ The mood of the lamb (as gentle as a lamb-smith).

Questionnaire between pupils

We received a questionnaire on the acceptance of animals in two cultures (Kazakh, Russian) among students (25 people). Based on our proverbs and sayings, we asked for a positive and negative characteristic for animals in Kazakh and Russian cultures. Our survey was attended by 25 people.

25 students from 16 comprehensive schools took part in the first survey. Finally, the survey includes pets, dogs, cats, hedgehogs, cats, horses and lions. For example, in the Russian culture the image of the bear is characterized by bravery and guardianship as a guard of the wood, with a strong character of dog, loyalty to the dog, (this is confirmed by the Russian phraseology "white belly").

At the end of the second section, we talked about anamalism in world culture. Then we stopped individually on three cultures (Kazakh, Russian and English). Thus, our view of the Kazakh people's attention to livestock and pets has been confirmed, because these animals describe the culture and the nature of the people. The culture of the Russian people is often characterized by wolves, foxes, coins and other wild animals. English people love all animals and do not pay much attention to them. They support pets like cats and dogs for partnership.

Animals have always played an important role in our civilization. The important role that animals can play in the world view is precisely the language of the world. In our work, we have examined the role and impact of animals in three languages, its connection with history, everyday life, the spirit of the people. Studying literary works and regular expression of folk culture, we have seen that the place of animals in the folk culture is unique.

Since Kazakh culture is a nomadic nation, it is closely associated with domestic animals, and in the Russian culture and literature, the pets were not paid much attention. Character of the Russian people is provided by bear, fox, wolf, etc. It is possible to associate more with wild animals. And English people love all kinds of animals. The diversity of English cities is amazed by the diversity of animals. Fountains, hares, ghosts, bulls, hedgehogs, pheasants, etc., are the newest in urban buildings. Wild animals live. Britons love all kinds of animals. Therefore, in their culture, particular animal species are not respected.

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**Easy ways to English through social networks**

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In recent years social media has become deeply integrated in our everyday lives. Social Networks have big role in your life. The most popular with the young people are social networking sites, such as Facebook, Twitter, Instagram, Vkontakte, Telegram and so on. Every day we use them for our aims. But why we can’t make our life better and more useful? Social Networks is easy way to practice and improve English. Why?

* No matter where you are on the journey of learning English, your English skills can always become better.
* Social networks can become a great solution for people with disabilities or those who for some reason have to stay at home all the time.
* Millions of people across the planet are on social media, and many of them are native English speakers. They are all on social media to connect with other people. So, you can connect with them easily!
* This is absolutely free! All you need is an internet connection.

Today, learning English involves much more than studying a textbook, doing tests, and putting dictums into practice. With the advent of the Internet and its attendant technology, hosts of options exist for improving your English skills. These options involve interacting with others online via social networks - communicating in order to learn about other cultures, have fun, and to learn English at the same time. One of the most productive ways to practice your spoken English and to try to destroy the language barrier is to find a “pen friend”.This method of learning English can easily replace going to a language course. In social networks you can always find information and useful links to the necessary materials, manuals, dictionaries, videos, courses in the language.

So through the social networks we can:

1) develop our reading writing listening and speaking skills;

2) make perfect our pronunciations and ;

3) grammar abilities;

4) enlarge lexis and ;

5) also study another cultures;

Examples of social networking:

[**Busuu**](https://www.busuu.com/ru/)**:**

Community for learning foreign languages, one of the largest social networks for learning languages in the world. The number of users more than 45 million users. Register an account on Busuu and use the services portal, you can absolutely free. Busuu also lets you pass an online test to determine the level of English proficiency. Test will help to determine the level of all language skills.

**Facebook:**

Facebook is a social networking service whereby users can create a personal profile, add other users as friends, and exchange messages. This includes automatic notifications when they update their personal profile. Facebook users can also join common-interest user groups that they find useful. You choose whom you allow to access your Facebook pages. Again, this is an excellent mechanism for building your English skills. You gain English writing experience through composing your various messages.

Pages:

«BeginEnglish. Английский язык для всех» (<https://www.facebook.com/BeginEnglish>);

«Learn English» (<https://www.facebook.com/AustraliaPlusLearnEnglish>)

«Я изучаю английский онлайн» (https://www.facebook.com/learnathome)

**Skype:**

Skype is a computer software application that allows users to make voice calls over the Internet. Calls to other users of the Skype service are free. Calls to traditional landline phones and mobile phones involve paying a fee. You can use Skype on your computer, your mobile device, or on your TV.Practicing foreign languages by Skype You can not only save your time and money, but also get the desired result.

**YouTube:**

YouTube is a video-sharing website. Users upload, share and view videos on this social networking site. Learning English via YouTube involves listening to the language via the videos you view. You also learn through reading the comments posted in English, situated below each video. In addition, some YouTube videos are text presentations in a slide show format, or have subtitles available, so you can actually read English in each screen shot.

Channels:

* «[OXANA DOLINKA](https://www.youtube.com/channel/UCNK9Go44l_419LmiyuEUJHg)» (<https://www.youtube.com/channel/UCNK9Go44l_419LmiyuEUJHg>):
* «Skyeng: онлайн-школа английского языка» (<https://www.youtube.com/user/skyengschool>);
* «Ирина Колосова» (<https://www.youtube.com/user/yourenglishtrainer>);
* «ENGLISH GALAXY» (<https://www.youtube.com/channel/UC_J8gecUO4gsesLXbXfjnNg>)
* «Ирина ШИ» (https://www.youtube.com/user/EnglishGermanSpanish)

**VKontakte and Instagram:**

VKontakte has become a Russian analogue already existing in the world of social networking. In Vkontakte and Instagram we can use different groups for learning English. Daily articles to help us with the vocabulary. Unlike Vkontakte Instagram there are accounts of people around the world.

Group in VKontakre:

* «Английский язык» ( <https://vk.com/engl4you>**);**
* **«**BeginEnglish. Английский язык для всех**»** (<https://vk.com/beginenglish_ru>);
* «Английский язык для начинающий» (<https://vk.com/beginenglish_ru>);
* «English Fast Learner | Английскийязык» (<https://vk.com/eng007>).

Pages in Instagram:

* @english4life (<https://www.instagram.com/english4life/>);
* @english\_in (<https://www.instagram.com/english_in/>);
* @lazy\_english (<https://www.instagram.com/lazy_english/>)

Nowadays English language is one of the most popular and global language. Also it is language of international communication. We very often confront with the fact, that the knowledge of English becomes a vital necessity. So how we can see in the modern high technology century Social Networks play the big role in learning English, because Social Networks not only the source of satisfaction but it is the way of getting information. Social network gives us great opportunities for learning. The only thing he lacks is control over the learning process. Because of their own motivation to many for long enough. To learn the language takes a lot of effortbut any task can be accomplished if we want it.

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**Math of languages or how much you need to learn to speak in the foreign language?**

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Language is the national wealth of the people. And it is not the fault of this or that people that its language is full of borrowings from the languages ​​of other peoples. Machines calculated, for example, that out of 5140 words of the Albanian language only 430 are own. Even more striking is the picture in Armenian. Here from 1500 words 1140 are borrowed at different times from Persian, Greek, Parthian, Syrian, Arabic and other Oriental languages. It is no better with English. In it, as calculated machines, from 56 to 70 percent of the words came from French, Latin and other Romance languages.

Each language was formed in accordance with the historical conditions of the people's development, and we do not have the right to reproach one or another people for the fact that in its beautiful language there are so many borrowings thrown up in its time by history.

The latest, however, far from complete research, suggests that there are about two thousand people in the world.

In Europe, there are about 50, in Asia there are about 800, in America, the North and South - over 300 nationalities. Only in Australia and Oceania are more than 200 nationalities.

Therefore, two thousand of existing people account for three times more - about 6 thousand languages. Naturally, their distribution is very different: some languages ​​serve many millions of people on the planet, others - only thousands.

But among all languages, there are 13 "great" languages ​​- most of them speak. The sequence of their number of carriers: Chinese, Spanish, English, Hindi, Arabic, Portuguese, Bengali, Russian, Japanese, German, Javanese, Korean, French.

The most ancient written language is Chinese - it is over 6 thousand years old.

Language consists of words. Words carry the corresponding concepts. Chinese and Japanese languages ​​use for the visual expression of concepts hieroglyphs - line drawings.

Most of the hieroglyphs are in Japanese, the most popular are 1800 non-repeating drawings.

The most complex hieroglyphs in Chinese. For example, the hieroglyph of the word "talkative" consists of 64 dashes. This is a kind of record among the hieroglyphic method of writing.

Other languages ​​use letters from which words are composed. The alphabet (a set of letters) has a different number of characters in different languages. The largest alphabet in Cambodia is 70 characters. In the Kazakh alphabet - 42 characters. Russian alphabet - 33, and English - 26 letters. The shortest one is Butenville at the Rotok tribe - 12 letters. In total there are 65 different alphabets on the globe.

Words can contain from one letter to several dozen. Guinness Book of Records found in the Swedish language words consisting of 128 letters, in Dutch - from 94, in German - from 80, in Turkish - from 47, in Russian - from 33, also in Kazakh - 33 letters. These words are composed of several, merged concepts. If the Kazakh record - "қанағаттандырылмағандықтарңыздан", and Russian - the adjective "рентгеноэлектрокардиографический ", then in English the longest word consists of 189,819 letters! It is unprintable and unpronounceable. The second place in length is the word "Methionylthreonylthreonylglutaminylalanyl ... isoleucine" denoting the chemical name of titanium, which consists of 1913 letters.

Let's turn to the main mission of the language - the ability to carry information.

What opportunities does the modern alphabet give us? As they say, let's check the harmony with algebra.

We have 30 basic letters of the alphabet. Thus, we can get 30 single-letter words (of course, this does not happen in a pure form). Two-letter words from the same letter stock, we get - 302, that is 900. Three-letter, respectively - 303, namely 27 000. Four-letter 304 - 810 000 words, etc.

How much of this mass of opportunities to get real, used words, if our language is practically composed of only 50 000 words? Take the most common words - they consist of an average of seven letters. From 30 letters of the alphabet it is possible to compile an infinitely large number of seven-valued combinations of letters, however, only 0.0002 percent of real words will be taken from them. The rest are not words, but empty letters.

How much do you need to have words for communication?

Modern studies of the language using mathematical methods and electronic machines have led us to striking results. Here are some results of these studies.

American scientist A. West, analyzing the English "dictionary of speaking", came to the following conclusions: for a primitive retelling of the story of any anecdote, only 450 words are required. To retell any children's fairy tale, 750 words are needed. Adventure romance will require no less than 1400 words, and any work of fiction is not less than 3000 words.

How many it is necessary to have words in different periods of life for normal communication? Cybernetic machines have calculated that a child needs to have 3600 words for this. A teenager 14 years old already has more than 9,000 words. As for an adult, he needs to know 11,000 words. With increased human intelligence, over 13,500 words are already used.

The question arises: is all vocabulary used in a particular artwork?

Homer's immortal lines use about 9,000 different words. In "Divine Comedy" Dante - 5,860 different words. The ancient Roman poet Horace used 6084 words. Naturally, this is not the entire vocabulary of the great writers of the past.

Involuntarily amazed at the priceless wealth of the language of poets and their extraordinary skills to use the richest language in order to convey the necessary "poeticinformation."

So, we come to the following conclusion: the necessary minimum for a conversation on common topics is 3000 words. To reach this level "from scratch" is possible for 1,5-2,5 years (success in this case depends on the intensity of the learner's zeal and diligence). For truly free communication, you need to know about 5000-6000 words (this corresponds to the advanced level (Advanced) and requires 3-4 years of studying English "from scratch"). If you regularly teach 10 words a day, you can learn 3000 words per year. But just learning words is not enough, you definitely need knowledge in the field of grammar and syntax for correct understanding and constructing a sentence. The most important thing is to speak English as often as possible. As the English proverb says: "Practice makes perfect". To make it easier for you to memorize words, try classes on learning English using Skype with a teacher. This method will allow you to expand your vocabulary and learn how to correctly use the vocabulary learned in speech.

It is also known that, knowing only 120 English words (of course, the most useful and often used ones), one can explain at the most primitive level, or in other words, "survive" in an English-speaking environment without an interpreter.

**Literature**

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**Which Characters excite my admiration?**

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**Annotation**

*“A man might befriend a wolf,*

*even break a wolf, but no man*

*could truly tame a wolf”*

**George R.R. Martin, A Dance with Dragons**

In my research work I compared two stories of great writers. They are Mukhtar Omarhanuly Auezov`s "Fierce Gray " and Jack London`s "White Fang". The similarities and differences of these stories are presented by means of Blum's taxonomy.

**Knowledge**

Sabit Mukanov: "The story is very deep. It is very difficult to get the sense of it from the inside, though it may affect it. We do not presume that this is the case with the Wolf, Mukash (the name of the first version of Kurmash). We have only to say when Mukhtar writes about Kokserek, he does not take a wolf, a hunt, but a human being.’

The description of White Fang by Jack London:

“The Wild still lingered in him and the wolf in him merely slept” [8].

The gray wolf cub around which the novel revolves. His character develops over the course of the novel.

**Comprehension**

I’d like to start my research work with Jack London’s “White Fang” because it was written earlier in 1906. Jack London was born John Griffith Chaney on January 12, 1876, in San Francisco, California. After working in the Klondike, London returned home and began publishing stories. His novels, including The Call of the Wild, White Fang and Martin Eden, placed London among the most popular American authors of his time. In the spring of 1897, Jack London succumbed to the "gold rush" and went to Alaska. At first Jack and his comrades were lucky - ahead of many other gold diggers, they were able to make their way to the upper reaches of the Yukon River and stake out the site. But there was no gold on it, and it was not possible to stake a new one until the spring, and, to crown it all, during wintering London fell ill with scurvy. He returned in 1898 to San Francisco, to having experienced all the delights of the northern winter. Instead of gold, fate gave Jack London a meeting with the future hero of his work "White fang"[6,46p].

”White Fang” is the adventure story, whose main character is a half-dog-half-wolf named White Fang. For the first time the work was published in several issues of The Outing Magazine from May to October 1906. The book tells about the fate of a tamed wolf during the gold rush in Alaska in the late 19th century. In this case a rather large part of the work is shown by the eyes of animals and, in particular, of White Fang. The story describes the different behavior and attitude of people to animals, good and evil.

The father of White Fang was a wolf, and his mother, Kiche, was half a wolf, half a dog. He was born in the Northern Glush and survived the only one of the whole brood. In the North, we often have to starve, which killed his sisters and brothers. A father, a one-eyed wolf, soon dies in an unequal fight with a trot. The wolf cub and mother stay together. The world is full of surprises, and one day on the way to the creek the wolf cub stumbles upon unfamiliar creatures - people. It turns out that his mother had a host - an Indian Gray Beaver. He again becomes the master of Kiche. He catches her again and White Fang, her pup, stays nearby. Soon, she is sold to another Indian, while White Fang stays with Gray Beaver, her master. The other dogs of the village terrorize White Fang, especially one named Lip-lip.

White Fang becomes more and more vicious, encouraged by his master. He kills other dogs. Gray Beaver goes to Fort Yukon to trade and discovers whiskey. White Fang is passed into the hands of Beauty Smith, a monster of a man. He fights other dogs until he meets his match in a bulldog and is saved only by a man named Scott.

Scott tames White Fang and takes him back to California with him. There White Fang learns to love his master and his master's family and even saves Scott's father from a criminal that escaped from the nearby prison. White Fang has puppies with Collie, one of the master's dogs, and lives a happy life [4,19-167p].

London puts us right in his wolfs skull for a lot of it and we can see the huge changes he goes through over the course of his life. Plus, London handily points out the lessons he learns along the way, so we understand just why we should care about this furry little creature. And it's not just because his name's the title of the book.

«Fierce Gray»

It is absolutely impossible to imagine multinational Kazakh literature without the name of its classic Mukhtar Omarkhanuly Auezov [3,13p]. Mukhtar Auezov was a Kazakh writer, a social activist, a Doctor of Philology, a professor and honored academic of the Soviet Union (1946). He was born in twenty-eighth of September, 1897 in the old town of Semey in Kaskabulak, where he spent all his childhood.

When Auezov was a child, read Jack London`s books , an American writer, and becoming an adult, translated into kazakh his story "White Fang" and repeatedly repeated that his story about the wolf “Kokserek" is written "in the same row as the stories of Jack London, Chekhov, Lev Tolstoy." "I also tried to show the "psychology", the habits of the animal, - wrote Mukhtar Auezov. “My children's impressions about life in the village, hunting Hobbies helped to feel more completely the invisible threads which fastened the relations of the person to these eternal companions of migrations and wintering. I remember how a dramatic duel between a man and a wolf near Jack London shook my imagination". Mukhtar Omarkhanuly Auezov died in twenty-seventh of June, 1961 in Moscow and was buried in Almaty [7,16p].

The subject of the conversation is wolf, nature, human question, the degree of the relation between man and nature in nature. People opposed nature's laws, and the wolves destroyed their homeland, deprived them of their strength, and imprisoned them as prisoners of war. But as a wolf grows older, he misses freedom. Residents of the village do not look down on the Kokserek.

Kurmash's cousin killed the wolf, two of his wounded cousins, and the youngest to the village. Kurmash adopts the division of wolves. The caterpillars of the wolf are roasted every day. One year passes. The fever grows. It is enough to challenge all ceilings. At that moment, he picked himself up in a puppy and took a dog that would take away food. As soon as he had eaten, he was able to eat the beans in the pot. Next, it's a horror. He goes out into the field. She does not come back to the village. She meets a female wolf. Then they both live together. In a storm, he meets seven hungry wolves. When it comes to them, one day they will eat a horseradish horse from the village. When he opens, he attacks the horse and the sheep. Villagers are very angry. One day Kurmash was taken to a sturgeon when his father was ill. At that time, Kokserek and his eight wolves attacked the sheep. Kurmash, who was on horseback, falls from the horse to protest against them. The horse jumps to Kurmash. He recognizes the pelvis under the sign of one of his ears and calls it " Kokserek ".

The hunter in the village had a strong dog. The villagers recognize this dog can cope with the wolf. The village people go hunting with this dog. They meet with Coxerec on the hill. The strength of both is balanced. Both engrave each other. At that moment, the owner of the dog and the peasant came down and cut off the neck of Kokserek. At this point the dog freed itself from the mouth of the wolf. They returned home, and threw the wolf under the feet of Grandmother Kurmash. Then his grandmother sobbed, "What is the fault of my son?" [1].

**Application**

The legendary writer Mukhtar Auezov's “Kokserek " was shot in 1973. The All-Union presentation took place on April 8, 1974 in Moscow [5].

The novel was filmed many times. The first film adaptation of the work was the same film in 1946 produced by the USSR. The film was directed by Alexander Zguridi, and the main roles were performed by Oleg Zhakov, Elena Ismailova and Lev Sverdlin. In 1973, the French-Italian film "White Fang" was filmed, and in 1974 his sequel "Return of the White Fang" was withdrawn. In 1991, again filmed, this time in the US by director Rendl Klaiser. The main roles were played by Ethan Hawk and Klaus Maria Brandauer. Three years later a sequel to the film, entitled White Fang 2: The Legend of the White Wolf, was directed by Ken Olin, but with the work of Jack London, the film was virtually unrelated.

**Analysis:**

|  |  |  |
| --- | --- | --- |
| Fierce Gray | the title of the story | White fang |
| M.Auezov | author | Jack London |
| 1929 | date | 1906 |
| Kazakh | language | English |
| a wolf who lived among people | about | a wolf who lived among people |
| Kokserek | main character | White fang |
| Kurmash- master  Akkaska (The dog of Zhumash)  Kassen (the enemy of Kurmash)  Kurmash`s grandmother  Zhashash (A person who commits Kurmash)  White Wolf (Mother)  Blue Shadow (Father) | Secondary heroes | Kiche (White Fang's mother)  One Eye (White Fang's father)  Grey Beaver (White Fang's first master)  Lip-Lip (the enemy of Fierce Gray)  Beauty Smith (White Fang's second master)  Weedon Scott ( White Fang's third master and the first to show affection towards him)  Jim Hall (criminal who escapes from prison after Judge Scott justly sentences him)  Judge Scott (Weedon Scott's father)  Collie (dog on Scott's farm)  Henry and Bill (musher who appears in the first part of the novel) |
| Karaadyr | place | Mackenzie, California, Fort Yukon |

**Synthesis:**

1.Grey Beaver slams it, does not brag, but protects it from other dogs, the white cake serves him loyally, but does not love it.

Beauty Smith - White fang are involved in dog racing, it hates him.

Scott - teaches White Fang to love

2. When White Fang saw how the people lit the fire, they began to call them "Gods"

4.They died of starvation.

1Kurmash loves him, takes care of him, protects dogs and people, but Kokserek kills him.

4.People killed them.

1.They were both haters of people. They did not eat up, because of this they stole meat, that's why people threw stones at them, beat them, drove them away. And the dogs did not give him rest.

2. Wolves are called ‘two-legged’ when they first see people.

3. When both wolves see their newborn wolf, their father begins to bite and do not know what to do.

4. Both of their brothers and sisters died.

Many researchers believe that the «Fierce Gray» was influenced by the "White Fang" of London. It is quite possible. However, we can not forget the sad lines of Abai:

*`Я вырастил пса из щенка —*

*Он ногу мне прокусил.*

*Обучил я когда-то стрелка.*

*И он меня чуть не убил`.*

`I raised a dog from a puppy -

He bitten my leg.

I once taught an arrow.

And he almost killed me`[7].

More than that, Jack London managed to reveal human nature in a powerful way and create such remarkable characters who became real models for me to follow and excited my admiration. And we, the readers of these marvellous stories, follow the fates of the leading personages with unabated interest and with bated breath[7, 46-47p].

**Evaluation**

I read both books, I think that wolves are animals from the wild. They can`t adapt to live with people. If you thought “White Fang could live together with the masters in village as well as in the city”, I will answer: Kokserek was a thoroughbred wolf. When he was a little he ate little and besides Kurmash defended and protected him always. But when he grew up, he did not eat up, he had to steal rams from the villagers. The villagers hated him for it, threw them around and beat him. And the dogs did not give him rest. He could not stand it and ran away.

And the White Fang was a half-wolf half-dog. Savagery in him was for less than that of Fierce Gray, he had a chance to become a pet like a dog. But if he remained an animal of handsome Smith, he would have fled and possibly even killed him. Fortunately, Weedon Scott took him from Smith, and taught him to love. And for the rest of his life he served him like a real pet” .

After reading the book of Jack London "White Fang" and Mukhtar Auezov "Fierce Gray", I realized that this is one of their`s best works, this work will not leave anyone indifferent. The authors tell about the life of a wolf, who was separated from his mother, and he gradually had to adapt to people's lives, obeying the master - "God." Reading these books, I lived a lifetime: experienced, fought, and missed with wolves. It was very painful for me to read about the beatings that the wolf received from a man, about the bites that tore his dogs. Incredible emotions cause cruelty of people towards animals. I cried, I was very sorry for White Fang. After all, his whole life is a struggle for survival, a struggle, where the strongest remains. And as a reward for all his trials he finally met a wonderful host. As I am grateful to Weedon Scott for his humanity, kindness, patience and endless love for this faithful beast. Reading page after page, I was very worried about what would be the end. But it all ended wonderfully! White Fang recovered, and he had a family. I cried with happiness. But I was very sorry for Kurmash and Kokserek. Kurmash died out of love for the wolf and the wolf died because of the love of freedom. What a wonderful and sensual book! She educates us and teaches us to understand life. Whoever has not read this story, I advise you to read it. With White Fang you will live a lifetime of experiencing and rejoicing.

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**World of linguistics**

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The origin of language is one of the greatest mysteries of human existence. Why do people, unlike other species of living creatures that live on Earth, are able to communicate through words? How did the language come about?

Each human language is a complex of knowledge and abilities enabling speakers of the language to communicate with each other, to express ideas, hypotheses, emotions, desires, and all the other things that need expressing. Linguistics is the study of these knowledge systems in all their aspects: how is such a knowledge system structured, how is it acquired, how is it used in the production and comprehension of messages, how does it change over time? Linguists consequently are concerned with a number of particular questions about the nature of language. What properties do all human languages have in common? How do languages differ, and to what extent are the differences systematic, i.e. can we find patterns in the differences? How do children acquire such complete knowledge of a language in such a short time? What are the ways in which languages can change over time, and are there limitations to how languages change? What is the nature of the cognitive processes that come into play when we produce and understand language?

As all scientifics Linguistics has different parts.

The part of linguistics that is concerned with the structure of language is divided into a number of subfields:

* **Phonetics** - the study of speech sounds in their physical aspects
* **Phonology** - the study of speech sounds in their cognitive aspects
* **Morphology** - the study of the formation of words
* **Syntax** - the study of the formation of sentences
* **Semantics** - thestudyofmeaning
* **Pragmatics** - the study of language use

Aside from language structure, other perspectives on language are represented in specialized or interdisciplinary branches:

* **HistoricalLinguistics**
* **Sociolinguistics**
* **Psycholinguistics**
* **Ethnolinguistics (orAnthropologicalLinguistics)**
* **Dialectology**
* **ComputationalLinguistics**
* **Neurolinguistics**

Language is a communication system. It is true that we use language to communicate with others. However, language is much more than a communication system. The most recent study about the nature of language suggests that language is first and foremost a representational system; a system which provides us with the symbols we need to model for ourselves, to ourselves, inside our heads, the universe around us. This modeling, carried out using the symbols ("words") provided by language, is commonly called "thinking." The communication function of language, which allows us to represent things not only to ourselves but to others as well, is an added benefit.

Primitive people speak primitive languages. We know, from anthropological research, that there are no primitive people on Earth today; indeed, it may be that the "Neandertals" were the last truly primitive people. And, there are no primitive languages, either. All languages that we know, including those that are no longer anyone’s native language (Latin, Homeric Greek, etc.) have all the properties of the so-called "modern" languages (French, Spanish, Russian, etc.).

Today, out of 7.2 billion people on Earth, 2/3 speak one of 12 languages as their native language. This is English (527 million), Chinese (1.39 billion), Hindi-Urdu (588 million), Arabic (467 million), Spanish (389 million), Russian (254 million), Bengal (250 million. ), Portuguese (193 min), German (132 million), Japanese (123 million), French (118 million) and Italian (67 million).

See the fact! Children grow up learning and speaking a language before learning to write. Even in this modern era, some people still cannot write but can communicate using with a language.

Have you ever wondered why we say "women" rather than "womans"? Or why the following entity is called “birds” in English and not “monkey “ or “money”? We have a lot of questions, but we don’t have answers.It's questions like these that intrigue the linguist!

Many people think that a linguist is someone who speaks many languages and works as a language teacher or as an interpreter at the United Nations. In fact, these people are more accurately called "Polyglots". While many linguists are polyglots, the focus of linguistics is about the structure, use and psychology of language in general. Linguists have an interest in understanding the way the language works, either a particular language or language in general. Linguists notice small details and discrepancies in the patterns of a language.

Few linguists study all the branches of linguistics in depth. Many linguists focus on one of the branches of linguistics (phonetics, phonology, morphology, syntax, discourse, semantics, pragmatics, etc.). Other linguists focus on a particular language or language family that interests them. Still other linguists focus on a particular language-related product or service, such as developing orthographies, developing dictionaries, writing grammars or teaching a language to speakers of another language. This last group is sometimes refered to as applied linguistics.

These are just some of the many types of linguists. The main thing to note is that linguistics is fun! It covers all sorts of areas of discovery...language, science, puzzles, history, mathematical patterns, quirky things that don't fit, musical pitches and sound waves, related to language groups, travel, sociology, psychology, writing systems, programming... in fact, most areas of discovery are related in some way to linguistics. Our language is so much a part of us and who we are. It is a privilege to be able to spend time investigating the patterns in what we and others say and hear, and to discover so much in the process.

**Recommended Literature:**

<https://en.wikipedia.org/wiki/Linguistics>

<https://www.sil.org/linguistics/what-linguistics>

**Basic differences between American and British English**

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Now we are talking about the one language that used in the two countries. Countries arelocated in the different parts of the world. The English Language was the first introduced to the Americans by British colonization. The language spread to numerous other parts of the world as a result of British trade and colonization elsewhere and the spread of the former British Empire.The English is the most interesting language. “England and America are two countries separated by a common language” – George Bernard Shaw. Native speakers of both varieties have relatively few problems understanding one another, but there are several points at which British and American diverge. Differences between the two include pronunciation, grammar, vocabulary (lexis), spelling, punctuation, idioms, slang, accent,formatting of dates and numbers, and so on, although the differences in written and most spoken grammar structure tend to be much more minor than those of other aspects of the language in terms of mutual intelligibility. A small number of words have completely different meanings between the two dialects or are even unknown or not used in one of the dialects.

British and American English can be differentiated in three ways:

Differences in language use conventions: meaning and spelling of words, grammar and punctuation differences.

Vocabulary: There are a number of important differences, particularly in business terminology.

Differences in the ways of using English dictated by the different cultural values ofthe two countries.

When we are learning English as s foreign language.it is important to understand the differences between British and American English.Mixing twovarieties will make English sound strange and unnatural so it best to choose just one and use it all the time. There is no “better” or “worse” variety of English and both English and American have their advantages depending on how and where you intend to use the language.

There is an old saying that America and Britain are “two nations divided by a common language.”

No one knows exactly who said this, but it reflects the way many Brits feel about American English. My British friend still tells me, “You don’t speak English. You speak American.” [1, 146-148]

But are American and British English really so different?

**Vocabulary.**

The most noticeable difference between American and British English is vocabulary. There are hundreds of everyday words that are different. For example, Brits call the front of a car the *bonnet*, while Americans call it the *hood*.

Americans go *on vacation*, while Brits go *on holidays,*or*hols*.

New Yorkers live in *apartments*; Londoners live in *flats*.

There are far more examples than we can talk about here. Fortunately, most Americans and Brits can usually guess the meaning through the context of a sentence.

**Collective nouns.**

There are a few grammatical differences between the two varieties of English. Let’s start with **collective nouns**. We use collective nouns to refer to a group of individuals.

In American English, collective nouns are singular. For example, *staff* refers to a group of employees; *band* refers to a group of musicians; *team* refers to a group of athletes. Americans would say, “The band is good.”

But in British English, collective nouns can be singular or plural. You might hear someone from Britain say, “The team are playing tonight” or “The team is playing tonight.”

**Auxiliary verbs.**

Another grammar difference between American and British English relates to auxiliary verbs. **Auxiliary verbs**, also known as helping verbs, are verbs that help form a grammatical function. They “help” the main verb by adding information about time, **modality** and voice.

Let’s look at the auxiliary verb *shall*. Brits sometimes use *shall* to express the future.

For example, “I shall go home now.” Americans know what *shall*means, but rarely use it in conversation. It seems very formal. Americans would probably use *“*I will go home now.”

In question form, a Brit might say, “Shall we go now?” while an American would probably say, “Should we go now?”

When Americans want to express a lack of obligation, they use the helping verb *do* with negative *not* followed by *need*. “You do not need to come to work today.” Brits drop the helping verb and contract *not*. “You needn’t come to work today.”

**Past tense verbs.**

You will also find some small differences with past forms of irregular verbs.

The past tense of *learn* in American English is *learned*. British English has the option of *learned*or *learnt*. The same rule applies to *dreamed* and*dreamt, burned*and*burnt, leaned*and*leant*.

Americans tend to use the *–ed*ending; Brits tend to use the *-t*ending.

In the past participle form, Americans tend to use the *–en* ending for some irregular verbs. For example, an American might say, “I have never gott*en* caught” whereas a Brit would say, “I have never got caught.” Americans use both *got*and*gotten* in the past participle. Brits only use *got*.

Don’t worry too much about these small differences in the past forms of irregular verbs. People in both countries can easily understand both ways, although Brits tend to think of the American way as incorrect [2]

**Tag questions.**

A tag question is a grammatical form that turns a statement into a question. For example, “The whole situation is unfortunate, isn’t it?” or, “You don’t like him, do you?”

The tag includes a pronoun and its matching form of the verb *be*, *have* or*do*. Tag questions encourage people to respond and agree with the speaker. Americans use tag questions, too, but less often than Brits.

**Spelling.**

There are hundreds of minor spelling differences between British and American English. You can thank American **lexicographer**Noah Webster for this. You might recognize Webster’s name from the dictionary that carries his name.

Noah Webster, an author, politician, and teacher, started an effort to reform English spelling in the late 1700s.

He was frustrated by the **inconsistencies**in English spelling. Webster wanted to spell words the way they sounded. Spelling reform was also a way for America to show its independence from England.

You can see Webster’s legacy in the American spelling of words like *color (from colour), honor (from honour),*and*labor (from labour)*. Webster dropped the letter *u*from these words to make the spelling match the pronunciation.

Other Webster ideas failed, like a proposal to spell *women* as *wimmen*. Since Webster’s death in 1843, attempts to change spelling rules in American English have gone nowhere [3, p.26-27]

**Not so different after all**

British and American English have far more similarities than differences. We think the difference between American and British English is often **exaggerated.** If you can understand one style, you should be able to understand the other style.

With the exception of some regional dialects, most Brits and Americans can understand each other without too much difficulty. They watch each other’s TV shows, sing each other’s songs, and read each other’s books.

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**English is an integral part of computer science terminology**

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Learning English at school curriculum is not an easy task. In addition, English has extensive links with other academic subjects, one of which is computer science. In the modern world over the past few decades, there have been significant technological changes that inevitably have an impact on the social sphere and the sphere of education. A significant role in the development of these changes is associated with the development of information technology. Historically, a fairly significant part of the tasks being solved in the field of computer science is related to the use of the English in this subject area. English took on the role of an "international language of science". The connection between these subjects is manifested primarily in the fact that the main terms and notations from the field of computer science are given exclusively in English. English is also the language of the Internet, without which it is difficult to imagine modern life. English language proficiency gives the key to world markets, science and new technologies. English is needed always and everywhere. That`s why computer science teachers have to use English in lessons of computer science. Nowadays, Kazakhstan is developing an "informative" society. In this regard, in the East Kazakhstan region, since 2016 began to introduce a comprehensive plan for the development of trilingualism. In 2019 at high schools - 10th, 11th grades - it is planned to teach in English the subject of computer science. The main goal is to show the connection with English, to impart to students the skills of using computer technologies in their future profession and everyday life, to show the use of technologies in the concrete life situation. Thus, children will understand computer science, be aware of the latest technologies, will know how to use programs, and how to create them, will understand the connection between computer science terminology and English. The importance of learning English and using it in computer science lessons is that children will learn programs for computers and phones, all news about the latest technologies, such as computers, smart phones, tablets, which are always produced in English. Unfortunately, at schools children have only one hour of computer science a week. Therefore, it is impossible to interest children in it. But if teachers of computer science use English in introducing terminology of computer science, they will probably interest them both in computer science and in English. A teacher who teaches computer science must know English well. To successfully master the subject of computer science, children have to understand deeply terminology’s meaning of computer science in English. [1]

Computer science is the integration of principles and applications of technologies that are required to provide access to information. This science revolves around studying the structure and expressions of algorithms, which are then used to solve complex problems. To excel at and understand computer science, it is important to understand English terminology. By learning the basic English terminology used in computer sciences, other, more complicated concepts will be easier to understand. Below is a list of popular computer science terminology. [2]

Program codes, software operations, keywords, instructions, algorithms, program`s language, the whole interface are in English. The commands, which are in the form of verbs, such as «Close», «Open», «Copy», «Cut», «Exit», «Escape», «Insert», «Delete», «Enter», «Save», «Find», «Lock», «Print», «Select». Windows, Microsoft Access, Excel, Power Point, Word, graphic editors:Picture Manager, CorelDraw AdobePhotoshop, AdobeInDesign, Paint, internet browsers:Opera, Google, Chrome, Mozilla Firefox, etc. can be the great example of computer science terminology of English origin. Teachers of computer science need to develop children's skills in using basic concepts of computer science and ICT in English, work out the methods of working with the English interface application programs that may be useful in the future, various types of professional activity (scientific work, representation of themselves in various qualities, negotiation, work on image, communication through global networks). Work on the computer invariably evokes the interest of students, increases motivation, stimulates language learning and cognitive activities in general. Experience in the use of information technology gives grounds to assert that the computer includes the reserves of the educational process, stimulates the learner, expands the didactic capabilities of the teacher, facilitates his work.

HTML- is short for HyperText Markup Language. HTML is used to create electronic documents (called pages) that are displayed on the [World Wide Web](https://www.computerhope.com/jargon/w/www.htm). Each page contains a series of connections to other pages called [hyperlinks](https://www.computerhope.com/jargon/h/hyperlin.htm). Every web page you see on the Internet is written using one version of HTML code or another.

Algorithm- is a solution to a problem that meets the following criteria.

**WWW**: WWW stands for World Wide Web. It’s a term used to define the Internet.

**URL**: URL stands for Universal Resource Locator. It’s a way of accessing the Internet.

**ZIP**- is an acronym for Zone Information Protocol. ZIP application enables transfer of data using compression of files.

IP address- also known as an "IP number" or simply an "IP," this is a numerical code that identifies a specific computer on the Internet. Think of it as a computer’s unique Social Security Number.

Function- is a group of [instructions](https://www.computerhope.com/jargon/c/compinst.htm), also known as a named procedure, used by programming languages to return a single result or a set of results.

Java- used to create [Internet](https://www.computerhope.com/jargon/i/internet.htm) applications and other [software](https://www.computerhope.com/jargon/s/software.htm) programs.

Error- is a term used to describe any issue that arises unexpectedly that cause a computer to not function properly.

Escape, Esc- is a [key](https://www.computerhope.com/jargon/k/key.htm) found on the top-left corner of a computer [keyboard](https://www.computerhope.com/jargon/k/keyboard.htm) and allows the user to [abort](https://www.computerhope.com/jargon/a/abort.htm) or [cancel](https://www.computerhope.com/jargon/c/cancel.htm) an operation.

Command language-  is a language used for executing a series of [commands](https://www.computerhope.com/jargon/c/command.htm) that would otherwise be executed at the [prompt](https://www.computerhope.com/jargon/p/prompt.htm).

Program or programming- is a term used to describe the process of a [programmer](https://www.computerhope.com/jargon/p/progmmer.htm) developing a software program.

Push- refers to the action of pressing down on something.

Public- refers to anything that is out in the open for everyone to see.

The Shift key- is a keyboard [modifier key](https://www.computerhope.com/jargon/m/modifkey.htm) that allows a user to type a single [capital](https://www.computerhope.com/jargon/u/uppercase.htm) [letter](https://www.computerhope.com/jargon/l/letter.htm).

Value- is something that is stored in a variable, or object.

Index- is a list of data, such as a group of files or database entries. It is typically saved in a plain text format so a computer can quickly scan it to retrieve the information it needs.

CPU- stands for the Central Processing Unit, which is the processing chip and "brains" of a computer

Format- is used to [organize](https://dictionary.cambridge.org/dictionary/english/organize) or [arrange](https://dictionary.cambridge.org/dictionary/english/arrange) [text](https://dictionary.cambridge.org/dictionary/english/text), [especially](https://dictionary.cambridge.org/dictionary/english/especially) on a [computer](https://dictionary.cambridge.org/dictionary/english/computer), [according](https://dictionary.cambridge.org/dictionary/english/accord) to a [chosen](https://dictionary.cambridge.org/dictionary/english/chosen)[pattern](https://dictionary.cambridge.org/dictionary/english/pattern)

Enter- is used to put [information](https://dictionary.cambridge.org/dictionary/english/information) into a [computer](https://dictionary.cambridge.org/dictionary/english/computer), [book](https://dictionary.cambridge.org/dictionary/english/book), or [document](https://dictionary.cambridge.org/dictionary/english/document)

Caps lock - is a [key](https://dictionary.cambridge.org/dictionary/english/key) on a [computer](https://dictionary.cambridge.org/dictionary/english/computer) [keyboard](https://dictionary.cambridge.org/dictionary/english/keyboard) that you [press](https://dictionary.cambridge.org/dictionary/english/press) to make any [letters](https://dictionary.cambridge.org/dictionary/english/letter) you [type](https://dictionary.cambridge.org/dictionary/english/type) [appear](https://dictionary.cambridge.org/dictionary/english/appear)as [capital](https://dictionary.cambridge.org/dictionary/english/capital) [letters](https://dictionary.cambridge.org/dictionary/english/letter) until you [press](https://dictionary.cambridge.org/dictionary/english/press) it again

Uninstall - is used  to [remove](https://dictionary.cambridge.org/dictionary/english/remove) a [computer](https://dictionary.cambridge.org/dictionary/english/computer) [program](https://dictionary.cambridge.org/dictionary/english/program) from a [computer](https://dictionary.cambridge.org/dictionary/english/computer)

Data- refers to the information that is saved on a computer.

Memory- is the internal storage location where data and information is stored on a computer.

**Network**- is a group of computers connected to each other in order to send and receive data.

**Process**- It’s a series of commands that changes data values.

**Software**- is a program (coding) that the computer reads. The system then carries out functions as directed by the code.

Data security- this is the process of protecting data from unauthorized users or hackers

Cloud storage- is an alternative to storing data on a computer’s physical storage. Information that’s stored “on the cloud” is kept on remote servers that can be accessed anywhere via the Internet.

E-mail- is a message that may contain [text](https://www.computerhope.com/jargon/t/text.htm), [files](https://www.computerhope.com/jargon/f/file.htm), [images](https://www.computerhope.com/jargon/i/image.htm), or other [attachments](https://www.computerhope.com/jargon/a/attachme.htm) sent through a network to a specified individual or group of individuals.

USB (Universal Serial Bus )- is a [plug-and-play](https://www.computerhope.com/jargon/p/pnp.htm) interface that allows a computer to communicate with [peripheral](https://www.computerhope.com/jargon/p/peripher.htm) and other devices.

**There are also words borrowed from the English language and used in everyday language by non-English speakers:**

Blog - a regularly updated website or web page, typically one run by an individual or small group, that is written in an informal or conversational style.

Desktop- a  [view](https://dictionary.cambridge.org/dictionary/english/view) on a [computer](https://dictionary.cambridge.org/dictionary/english/computer) [screen](https://dictionary.cambridge.org/dictionary/english/screen) that [contains](https://dictionary.cambridge.org/dictionary/english/contain) [icons](https://dictionary.cambridge.org/dictionary/english/icon) [representing](https://dictionary.cambridge.org/dictionary/english/represent)  [files](https://dictionary.cambridge.org/dictionary/english/file),  [programs](https://dictionary.cambridge.org/dictionary/english/program), and other [features](https://dictionary.cambridge.org/dictionary/english/feature) of the [computer](https://dictionary.cambridge.org/dictionary/english/computer)

 Interface- a device or program for connecting two items of hardware or software so that they can be operated jointly or communicate with each other.

Login-a [name](https://dictionary.cambridge.org/dictionary/english/name) that you [enter](https://dictionary.cambridge.org/dictionary/english/enter) in [order](https://dictionary.cambridge.org/dictionary/english/order) to be [able](https://dictionary.cambridge.org/dictionary/english/able) to use a [computer](https://dictionary.cambridge.org/dictionary/english/computer) [system](https://dictionary.cambridge.org/dictionary/english/system)

Click- select (an option on an electronic interface) by pressing a button or touching a screen.

**Virus**- is a program that is loaded onto your computer without you knowing about it and it runs to hinder the normal functioning of the computer.

Processor - also referred to as the microprocessor, this little chip is the heart of a computer.

File- is an object on a computer that stores [data](https://www.computerhope.com/jargon/d/data.htm), [information](https://www.computerhope.com/jargon/i/informat.htm), settings, or commands used with a computer [program](https://www.computerhope.com/jargon/p/program.htm).

**Pixel**- is formed by combining the two words viz. **Pic**ture **El**ement. It represents one point within an image.

**Internet**- is a network that accommodates several computers to facilitate exchange and transfer of data.

Comment- is a remark, suggestion, or another form of feedback about a product or service.

Printer- is a [machine](https://dictionary.cambridge.org/dictionary/english/machine) that is [connected](https://dictionary.cambridge.org/dictionary/english/connected) to a [computer](https://dictionary.cambridge.org/dictionary/english/computer) and [prints](https://dictionary.cambridge.org/dictionary/english/print) onto [paper](https://dictionary.cambridge.org/dictionary/english/paper) using [ink](https://dictionary.cambridge.org/dictionary/english/ink)

Scanner- is a [device](https://dictionary.cambridge.org/dictionary/english/device) for making [images](https://dictionary.cambridge.org/dictionary/english/image) of the inside of the [body](https://dictionary.cambridge.org/dictionary/english/body) or for [reading](https://dictionary.cambridge.org/dictionary/english/reading) [information](https://dictionary.cambridge.org/dictionary/english/information) into a [computer](https://dictionary.cambridge.org/dictionary/english/computer) [system](https://dictionary.cambridge.org/dictionary/english/system)

For the effective usage and understanding of above mentioned terms, there is a method CLIL, which trains teachers the method of teaching subjects in English. The CLIL method (Content and Language Integrated Learning) has recently gained increasing popularity in the teaching of English. Simply put, CLIL is a study in English (or another foreign language) of all or several subjects of the school curriculum including computer science. This approach allows two subjects to be taught simultaneously. Children can just learn English separately, and computer science - separately. But it turned out that such combined lessons significantly increase the motivation for children to study both language and computer science. It is often difficult for children to understand the need to learn English in computer science. They definitely know that it will be useful for them in the future, but it is such a vaguely distant perspective that it does not always motivate them enough to make efforts to learn the language right now. But in teaching computer science terminology where CLIL technologies are used, the language is no longer the goal but a mean of learning this subject, that is, learning the language becomes more focused, as the language is used to solve specific communicative tasks. [3]

In addition, students have the opportunity to understand better terminology of computer science, which leads to the formation of the logical and critical thinking of students. The student passes through a sufficiently large volume of linguistic material, which is a full immersion in the natural language environment. It should also be noted that working on different topics allows you to learn specific terms, certain language constructs, which helps to replenish the vocabulary of the learner with the subject terminology and prepares him for further study and application of the acquired knowledge and skills. The study of a foreign language and a non-linguistic subject is simultaneously an additional means for achieving educational goals and has positive aspects both for studying a foreign language and a non-linguistic subject.And the computer science teachers who take part in this course and use this method in the lessons are able to confirm how closely the two lessons are connected.

The language of computer science is in the phone too. So people who want to learn quickly the terms of computer science, need to change the language in the phone. Because, in children, teenagers and the whole society, telephones next to themselves 24 hours a day. By changing the language in the phone, people can get used to the terms and learn 2-3 terms a day. This is the most optimal way to learn terms quickly, because people use their phone a lot. People, who use this method, learn terms much easier and faster.

|  |  |
| --- | --- |
| **Term** | **Translation** |
| Settings | Настройки |
| Connection | Соединениe |
| App | Приложение |
| Screen | Экран |
| Lock | Блокировка |
| Update | Обновить |
| Account | Учетная запись |
| Upload | Загрузить |
| Download | Скачать |
| Type | Печатать |
| Wi-Fihotspot | Точка доступа |
| Enter | Вводить |
| Uninstall | Удалить |
| Install | Установить |
| Delete | Удалить |
| Add | Добавить |
| Poweroff | Выключить |
| Restart | Перезагрузить |
| Share | Поделиться |
| Edit | Редактировать |
| Rotate | Повернуть |
| Subscribe | Подписаться |
| Login/out | Войти/Выйти |

It is impossible to consider the terminology of computer science without Englishlanguage. These two subjects are closely connected. The given examples can prove that the terminology of computer science in the majority of cases is of English origin. Computer science is easily given to someone who knows English well.Those who want to learn computer science and IT, first of all should be competent users of English language. It is evident the role of English language is significant in the effective learning of computer science.

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**Features of translation English basketball terms**

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Sport is called the "phenomenon of the XXI century". Due to its comprehensive, universal nature, it is not only a narrow professional human activity, but also a part of the cultural, political and economic life of a certain country, an integral part of the traditions and consciousness of the people. In sports, the human factor is extremely important, special attention to a particular person.

The phenomenon of sport is the focus of attention of specialists of different scientific fields, including linguists, for whom the language of sport is of particular interest, in particular, its terminology.

Modern young people are very different from those of youth, as were their parents. They differ a new world outlook on life. After all, if before young men and women had the main purpose of his life a successful marriage, then today, they tend to occupy the seats of honor in the competition of a particular sport and to make a successful career.

As for us, as representatives of modern youth, the key we feel to appreciate the game in basketball and not to play a dirty game. In addition, our main interest is obtaining skills in basketball at the moment and the choices of positions for their future career.

As the title implies the article describes special vocabulary of professional sportsmen and international character of basketball terms.

Purposes:

1. To know the basketball terms using in modern youth.

2. To identify young generation’s achievements in basketball

**The concept of “sport terminology”**

Today, sports terminology in both Russian and English languages is undergoing significant changes due to the widespread globalization, expansion of intercultural communication, fierce competition, economic changes and technological progress.

Consideration of sports terms deserves special attention, as the sports lexicon is significantly different from the other specialized vocabulary that it has spread not only in the speech of professional athletes, coaches, but also students interested and professionally involved in a particular game.

In the explanatory dictionary of Ozhegov, term is the unit of any particular natural or artificial language (word, word collocation, abbreviation, symbol, combination of the words) having as a result natural developed or specific conscious party arrangement by special terminological value. It can be expressed either in verbal form, or in any formal format and fully and accurately reflects the basic, essential at this level of development of science and technology, the characteristics of the corresponding concept. Terms - are words special, limited edition its special value used to express precise concepts.

The main requirement is that the term is its uniqueness. Terms exist not just in language, but in a certain terminology. Unlike ordinary words, the uniqueness of which speech communication is provided by the situation or linguistic context, the term needs no context.

It is known that sporting events are one of important criteria characterizing the state of the entire training activities of athletes. For the competition even on the national scale, it is necessary to prepare carefully. At all stages of learning, fixing, improving motor skills (speed, agility, strength, endurance, flexibility) teachers of physical education, coaches in individual sports, the fans used in the spoken vocabulary sports terminology that is understandable to all present.

Sports terms are intended to indicate physical exercise, General concepts, names of shells, tools. Coaches and athletes should learn how to use them, know the features, the origin of the individual terms. This will help them to empower communication in the classroom and improve the efficiency of the learning process, facilitate the description and understanding of exercise equipment.

Terminology is a set of terms in a particular industry. The paper deals with the English terminology in the game "Basketball". As basketball today is the most harmoniously growing sport in our town Aksu. In our college, basketball is the favorite sports game. Most of the students with a great desire to go to the basketball section at school and achieve good success. The game is "basketball" came to us from America, so all the terminology is of English origin. And it is advisable to use it, the necessary knowledge of English words.

**Features of translation sports terms**

Each sport has its own terminology and definitions. You can call it "sports slang", so deeply these words came into use, athletes and coaches, what other terms they don't use anymore. It is hard to imagine sports translation without taking into account not only context, but also specialized vocabulary.

Under "sports translation" refers primarily to the activity of the commentators of sporting events. Equally important is the interpretation and exchange of information between athletes, coaches, journalists.

So, it should be emphasized that the main problems of translation in the sport is the terminology, different abbreviations and slang that are specific to each sport, which introduces certain difficulties.

2. The use of the English sports terminology in the basketball teams: “Metallurg”, “Licei”, “Paramonovka”.

We have conducted a linguistic experiment among the participants of the basketball teams of Aksu. Altogether 52 participants. The result of our work was to set the frequency and the correct use of borrowed terms.

Task 1. One of the first questions was proposed: "Do you use sports terms in the game of "basketball"?"100% of respondents answered in the affirmative.

In the second phase the respondents were given a list of terms associated with the game of "basketball" in English and Russian languages. 75% of respondents were able to correctly correlate all the English words with their Russian designation 25% of players made errors.

Task 2. Match the term with their designation. Personal error is in contact with the other team: shock, impact, etc.

Dribbler

Foul

Pivot

Central player

minute break

pass the ball

Graphically the results are presented in Appendix. 1

Task 3. In the third stage, the participants had to indicate the terms that they are actively consumed in the course of playing basketball. The survey found that the most popular terms among the members of the team "Metallurg", “Licei”, “Paramonovka” are the following words:

Out – 26

Pass - pass – 32

Streetball – 28

Block-block – 25

Forward – 19

Pick and roll – 16

Crossover – 7

Close door – 5

Semi final – 11

Scoreboard – 8

Guard – 24

Free throw – 6

Faul – 15

Buzzer – 12

Coach - 8

Rebound

Alley oop – 27

Assist – 15

Shoot – 18

All-star weekend – 9

We conducted experiment shows that a portion of the borrowed words are so Russified and got used to the Russian language system that learners do not think that they came to us from the English language. These sports anglicisms have become part of our Russian language, they are understood by athletes, not cause difficulties in pronunciation, are used in the course of the games.

Conclusion

In the process the linguistic experiment has the purpose, which percent frequency and the correct use of English terms in the game "basketball". The study showed that the participants could recognize sports Anglicism and their meaning easily.

We also defined that Aksu team members actively use this vocabulary in training and competition.

Thus, our hypothesis, the ability to recognize the English terminology, to understand their lexical meaning and to better focus in the sports vocabulary is confirmed, but partially, because some anglicisms are so firmly accustomed to the Russian language that became difficult to distinguish from the Russian words, their meaning clear.

With the aim to enrich the vocabulary of English words, we have created Glossary of basketball terms for basketball fans, which will help you better remember specific sports terms borrowed from the English language and thus to make it players high level of professionalism.

The study demonstrated that in the game of basketball has a large number of English terms.

This work has great practical value. The teacher can stimulate the motivation of students involved in sports, in learning a foreign language, as English is in close contact with the sport, because of the original origin games and actively pursued in different countries sports. Participants will be able to ensure that a foreign language should learn not only to read the texts in the textbooks, but also to skillfully operate special vocabulary in the competition.

As we can see, English is needed everywhere: on vacation, at work and in sports. Wherever you were, he will always come to your aid.

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**Glossary of basketball terms**

**alley-oop** noun 1. (in basketball) a play in which a player jumps up to receive a pass over the basket and immediately puts the ball into the net from above 2. (in basketball) a pass aimed to allow a player to jump up to receive it over the basket 3. (in snowboarding and surfing) a rotation of 180º or more made in the air while moving in an uphill or upwards direction (slang) 4. (in skateboarding) a trick performed in the opposite direction to which the skateboarder is moving (slang)

**all-star** adjective made up of very famous and talented performers or players noun US a member of an all-star team

**assist** noun an act by a player in a sport that enables another member of the team to score or achieve a successful defensive move

**ball** noun 1. an object, usually round in shape and often hollow and flexible, used in many games and sports in which it is thrown, struck or kicked 2. the soft part of the hand below the thumb 3. the soft part of the foot below the big toe

**basket** noun 1. (in basketball) a mounted horizontal metal hoop with a hanging open net, through which a player must throw the ball in order to score 2. (in basketball) a goal scored by throwing the ball through the basket, which is worth 1, 2 or 3 points depending on circumstances basketball

**basketball** noun 1. a game played by two teams of five players who score points by throwing a ball through a basket mounted at the opponent’s end of a rectangular court 2. a large round ball of the type used in the game of basket

**block** noun 1. the act of stopping a function 2. something that causes an obstruction 3. starting blocks

**buzzer** noun a device that makes a buzzing sound to signal that a game has finished

**coach** noun someone who trains sports players or athletes verb to train someone in a sport

**club** noun 1. a stick or bat used in some sports, especially golf, to hit a ball 2. an association of people with a common interest 3. an organisation formed for the pursuit of a sport

**conference** noun an association or league of sports teams that compete with each other

**contract** noun a formal or legally binding agreement, e.g. one setting out terms of employment verb 1. to become smaller and tighter, or make a muscle or part of the body smaller and tighter 2. to make a formal or legally binding agreement with someone to do something

**defence** noun 1. in sports, the method or manoeuvres that prevent the other team from scoring 2. the sports team members who have responsibility for defence (NOTE

**defend** verb 1. to resist the attacks of an opposing player or team and try to prevent them from scoring 2. to try to retain a sporting title by competing in the relevant competitions 3. to protect the goal and goal area from the attacks of the opposition: The US spelling is defense.)

**defender** noun 1. a player whose role is to try to prevent the opposition from scoring or getting into a scoring position 2. the holder of a title that is being challenged

**defensive** adjective 1. concentrating more on preventing an opponent from gaining an advantage than on scoring 2. US relating to those players who have responsibility for defence

**field goal** noun (in basketball) a goal made during normal play by throwing the ball through the basket, worth two points, or three points if scored from beyond a specific distance

**foul** noun an illegal action against an opposing player, or an action that breaks the rules of a sport verb to act illegally against an opposing player, or break a rule of a sport

**forward** noun an attacking player in some team sports, e.g. football, rugby, hockey and basketball

**free throw** noun (in basketball) an opportunity to shoot at the basket unhindered by the opposing players, awarded to a player who has been fouled

**guard** noun 1. (in basketball) either of the two players who regularly defend the backcourt and initiate attacks

**offensive** adjective used, or designed to be used, when attacking

**off** season noun a period after the end of one annual sports season and before the beginning of the next

**score** noun 1. the total number of points gained by a player or team at the end of or during a match or game 2. a record of the number of points gained by a player or team in a match or game 3. an action that leads to the gaining of a point or points in a match or game verb to gain a point or goal

**scoreboard** noun a board at a sporting venue on which the score of a game, match, or other competition in progress is displayed

**semi-final** noun either of two matches or games, the winners of which will play each other in the final round of a competition

**“New tendencies and Perspectives in the English Language Development”**

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**“Modern tendencies and perspectives of the English language development”**

Actuality of the topic

English is the language of international communication and the official language of international organizations, along with French, Spanish, Russian, Chinese; besides, British and American English are very popular now, and I would like to pay your attention to them.

Practical significance

British, American, Australian, Canadian English, and other varieties, called New Englishes, which, in their structures, look like dialects, but unlike different dialects, variants exist on the international level and include millions of users.

Novelty

In the modern world, English acts as an international language. Over the past decades, English has become an international means of communication, and acquired the status of a "global language".

America has created an almost new language: changes have affected not only phonetics and vocabulary, but also the most stable part of the language - grammar.

Objectives of the study

Analyze the origin and development of the English language from early period to the 21st century, show the modern tendencies of the development, the origins of American English.

Gauls - one of the many first Celtic tribes appeared on the island of Britain. At that time there were no written letters from the Celts. Celtic languages ​​are divided into two main groups - Gallo-Breton and Gaelic. In Gallic spoke the people of Gaul (the territory of modern France).

The British languages ​​are divided into:

• Breton or Armorican;

• Cornish (the language of the population of Cornwall, spoken until the end of the 18th century;

• Welsh (spoken by the inhabitants of Wales).

The Gaelic group includes:

• the language of Scotland;

• Irish;

• The Manx language.

In the eighties, Latin language displaced Celtic dialects in the cities and spread outside them. By the end of the 6th century the Germans finally settled on the territory of Britain, four dialects were formed: the Northumbrian, the Mercian, the Wessex and the Kent. In the 9th century English appeared.

The history of the English language is divided into the following periods:

I.Old English - (5th until the end of the 11th century). AD

English (7-11 centuries) is represented by 4 dialects: Northumbrian, Mercian, Wessex and Kent. Scandinavian raids (from the end of the 8th century).

II. Middle English period is divided into early Middle English (12-13 centuries) and late Middle English (14-15 centuries). Middle English period of development of English is characterized by phonetic and grammatical changes. Reduction of unstressed vowels led to a significant simplification of morphological structure, and on the basis of grammatization of verbal word combinations a new system of verbal paradigms was formed. In the 16-17 centuries the so-called early New English language developed.

III. Modern English - begins approximately in 1500 and continues to this day. This period is usually divided into early modern English (1500-1700) and actually modern English (from 1700 to the present day).

 Modern trends in the development of English

The British version of the English language began the American version, and then the Australian and South African. In the twentieth century the Nigerian, Indian, Singaporean variants and numerous new varieties of the English language (New Englishes) developed.

Modern English has a large number of territorial dialects: in the UK - Scottish dialect, a group of northern, central, southern and southwestern dialects; In the USA - East-English, Middle-Atlantic, southeastern, mid-western groups. The phonetic structure of the English language is characterized by the presence of specific vowels, consonants, the absence of a sharp boundary between diphthongs and long monophthongs. The main means of expressing grammatical relations are the official words (prepositions, auxiliary verbs) and the order of words. The fixed order of words is one of the main means of expressing syntactic links in the structure of a sentence. In English, however, one can understand what the action is, and what is the most important thing is according to the order of the parts of the sentence, that’s why the word order is so important. Changing of the word order in the English translation can completely change its meaning: Jim hit Billy (ДжимударилБилли). - Billy hit Jim (БиллиударилДжима). Speaking of English, two main tendencies of its development should be noted.

Recently, in English, we observe a characteristic process of rapid simplification of pronunciation, as well as a significant increase in variability on the phonetic level, which was the inevitable result of the widespread of the language. There are more and more borrowings, among which a large group consists of words and affixes, borrowed from French and Latin languages, partly from Italian and Spanish. So, lat. Sastrum - fortification, fort, had a plural, castra with a grammatically related value camp, from where other - English. Ceaster and modern - caster, Chester in different geographical names. For example: Lancaster, Dorchester, Manchester, Winchester.From the Scandinavian are borrowed: pronouns: they -они, with all their forms, and the same – тотсамый; conjunctions: till – покане, and though - хотя; Adverb fro - назад. The number of borrowed adjectives from Scandinavia is quite significant: happy, low, loose, ill, odd, ugly, weak. French borrowing: action - действие (Middle-English accioun - `действие, обвинение`: from the old French accioun); Agreeable - приятный, согласный "( middle-English- Agreable, from old French agreable); Beauty - `красота` (Middle English -beautee: from old-French- beate); Carpenter - плотник ( from old French-carpentier); Duke - герцог (duk: from old French- duc), face-лицо(la face) and many others.

American and British English

America has created an almost new language: changes have affected not only phonetics and vocabulary, but also the most stable part of the language - grammar. Unlike the British version, American English is more flexible, open to change and easy for perception. The differences between the American and British versions of the English language are easily noticeable. In the field of spelling, these differences are, for the most part, the merits of Noah Webster (1758-1843), who introduced the American practice of writing -er instead of -re (center "center", meter "meter", theater "theater"), The following differences between sounds are typical: the vowel in the words class "класс", half "половина", pass "пропуск", dance "танец" most Americans are pronounced more as [æ ] bad "bad" than [a:] in father " отец"; The vowel in the words God "бог", got "получил / лa", rob "грабить" they pronounce more like [a:] in father, rather than as in cloth "ткань"; U- descriptive sound in words like dew "роса", duke "герцог", new "новый" many Americans rhyme with too "тоже, слишком" and not with you "ты" ( pronounce it as [u: ],but not [ju:]), double tt in the middle , like in butter "масло," they pronounce very similarly to [d], and finally, the post-vocal, as in car "машина" and card "карточка" they generally do not omit, like the English, but pronounce as a certain r-shaped sound.

Modern British language, firstly, is heterogeneous, and secondly, it is far from the classical English that existed 3 centuries ago. Within the British version there are three linguistic types: conservative English, RP - the language of the media, and advanced English. Most of all Advanced English undergoes general tendency to simplify the language.

Accent is very important in the UK. It shows where a person comes from and, to a very great extent, to what class he belongs. In no country, except Great Britain, it is impossible to determine with such certainty the social position of a person in society when he speaks. The dialect spoken by a person in the UK determines his place in the society, perhaps more strictly than in other countries of the world.

Standard English and RP were formed on the basis of the southern dialect, the dialects of London and its surroundings, the language of the capital. There are a lot of regional dialects in the UK. The most pronounced and easily recognizable urban dialects are the London dialects, the Liverpool dialect, the Georgie dialect of the northeast of England, spoken in Newcastle upon Tyne, the Birmingham dialect spoken in Birmingham, Called Brummie.

In the north of Great Britain - regional dialects are the most pronounced. Thanks to the songs of the famous Beatles musical group, the Liverpool accent (Scouse) became known outside the British Isles. This dialect can be recognized by vowel sounds, nasal consonant sounds and "mournful" intonation. Georgie dialect differs with unarticulated, indistinct pronunciation, for example, instead of what sounds worra, and instead of got sounds gorra.

Conclusions:

In the process of development, language changed not only under the influence of linguistic laws and changes, but also due to changes in the social life of society. According to this approach, the history of English is divided into the following periods:

I. Old English - covers the period from 5-7 centuries. Until the end of the 11th century.

II. Middle English - begins with the Norman conquest and continues until the end of the 15th century. In 1485, the Rose War ended, which meant the decline of feudalism and the emergence of capitalism in England. These events also influenced the development of the English language.

III. Modern English - begins around 1500 and continues to this day. This period is usually divided into early modern English (1500-1700) and actually modern English (from 1700 to the present day).

Unlike the British version, American English is more flexible, open to change and easy to perceive. The modern British version of the English language, firstly, is heterogeneous, and secondly, it is far from the classical English that existed 3 centuries ago. Within the British version there are three linguistic types: conservative English, RP - the language of the media, and advanced English.

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**Differences between American English and British English**

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**AmericanEnglish** (or American version of English) is the English language spoken in America, it includes all English dialects used in the USA. British English is a form of English that is used in the UK.

**British English** includes all English dialects used in the territory of the United Kingdom. To be consistent in using the English language, it is important to know that some words have different meanings and pronunciations depending on whether they are used in Britain or America.

**The aim of the theme is** to study deeply the differences of American and British English. There are thousands of differences in detail between British and American English, and occasionally they crowd together enough to make some difficulty. If you read that a man, having trouble with his lorry, got out his spanner and lifted the bonnet to see what was the matter, you might not realize that the driver of the truck had taken out his wrench and lifted the hood.

Now we'll talk about the accents. English is very widespread around the world. And it so happened that different regions of our planet say a little bit of it in different ways. Today we will touch on the sounds of the two most important different accents on our planet. It's American (it's also called North American English) and British (which is sometimes called English English). Of course, within one country there can be a difference, we will not be given such details, but only capture the basis of the language, which they are divided into two such large groups. The United Kingdom submitted accustomed everywhere pronounce the letter [T t], just as it says in the beginning of her speech.For example: Trust [trʌst], train [treɪn], tomb [tuːm], exactly the same will be in the center of the word, Getting better, beautiful city, British theatre. The pronunciation of this sound is the biggest difference between the two accents. If the letter [T t] is clamped between the vowels, the Americans are accustomed to cut it, they themselves say that the letter [T t] groans sound like a short letter [Dd] so these words would sound with an American accent. Getting better, beautiful city, British theatre. In American pronunciation the sound [T t] is absolutely not heard in the middle of the word. For example, in the word letter [ˈletə(r)], in the American version it will sound [ˈletər] or, as in the word data [ˈdeɪtə] is also the word through the U. K [ˈdeɪtə]. The sound of [T t] in the word lighter will also vary, because the letters [gh] in this word is not pronounced. In fact, [T t] will be clamped with two vowel sounds. Letter [ˈletə(r)]- letter [ˈletər], lighting [ˈlaɪtɪŋ]- lighting [ˈlaɪtɪŋ].

For some, American pronunciation may sound strange, but there's nothing you can do about it. Nevertheless, more people live in the countries, music, movies, TV shows are mostly produced in the United States of America, so still have to look for a common language with them.

There is also a list of links for anyone who is interested in learning more about American and British English.

|  |  |  |  |
| --- | --- | --- | --- |
| **-orvs. -our** | | **-zevs. –se** | |
| American | British | American | British |
| col***or*** | col***our*** | Analy***ze*** | analy***se*** |
| fav***or***ite | fav***our***ite | Critici***ze*** | critici***se*** |
| hon***or*** | hon***our*** | Memori***ze*** | memori***se*** |
| **-llvs. -l** | | **-ervs. –re** | |
| enro***ll***ment | enro***l***ment | Cent***er*** | cent***re*** |
| fulfi***ll*** | fulfi***l*** | Met***er*** | met***re*** |
| ski***llf***ul | ski***l***ful | Theat***er*** | theat***re*** |
| **-ogvs. -ogue** | | **-e vs. -oeor -ae** | |
| anal***og*** | anal***ogue*** | Encylop***e***dia | encylycop***ae***dia |
| catal***og*** | catal***ogue*** | Man***e***uver | man***oe***uvre |
| dial***og*** | dial***ogue*** | Medi***e***val | medi***ae***val |
| **-ck or -k vs. -que** | | **-dg vs. -dge (or -g vs. -gu)** | |
| ban***k*** | ban***que*** | A***g***ing | a***ge***ing |
| che***ck*** | che***que*** | Argu***ment*** | argu***e***ment |
| che***ck***er | che***que***r | Judg***ment*** | jud***ge***ment |
| **-ensevs. -enze** | | **Other** | |
| def***ense*** | def***ence*** | Jewe***l***ry | jewe***lle***ry |
| lic***ense*** | lic***ence*** | Dra***f***t | drau***gh***t |
|  | | P***a***jamas | p***y***jamas |

In British English, words that end in -l preceded by a vowel usually double the -l when a suffix is added, while in American English the letter is not doubled.  The letter will double in the stress is on the second syllable.

|  |  |  |
| --- | --- | --- |
| BaseWord | American | British |
| counsel | counse***l***ing | counse***ll***ing |
| equal | equa***l***ing | equa***ll***ing |
| model | mode***l***ing | mode***ll***ing |
| quarrel | quarre***l***ing | quarre***ll***ing |
| signal | signa***l***ing | signa***ll***ing |
| travel | trave***l***ing | trave***ll***ing |
| excel | exce***ll***ing | exce***ll***ing |
| propel | prope***ll***ing | prope***ll***ing |

Spelling of verbs:

This is related to formation of the past participle for verbs. Below is a sampling of the three main categories of differences with verbs.

-ed vs. -t

The first category involves verbs that use **-ed** or **-t** for the simple past and past participle.   Generally, the rule is that if there is a verb form with **-ed**, American English will use it, and if there is a form with **-t**, British English uses it.  However, these forms do not exist for every verb and there is variation.  For example, both American and British English would use the word 'worked' for the past form of 'to work', and in American English it is common to hear the word 'knelt' as the past tense of 'to kneel'.

|  |  |  |
| --- | --- | --- |
| BaseWord | American | British |
| todream | dream***ed*** | dreamt |
| toleap | leap***ed*** | leap***t*** |
| tolearn | leared***ed*** | learn***t*** |

base form vs. **-ed** :

The second category of difference includes verbs that use either the base form of the verb or the -ed ending for the simple past.

|  |  |  |
| --- | --- | --- |
| BaseWord | American | British |
| Tofit | fit | fitt***ed*** |
| Toforecast | forecast | forecast***ed*** |
| Towed | wed | wedd***ed*** |

irregular vs. -ed

The third category of difference includes verbs that have either an irregular spelling or the -ed ending for the simple past.

|  |  |  |
| --- | --- | --- |
| BaseWord | American | British |
| toknit | knit | knitt***ed*** |
| tolight | lit | light***ed*** |
| tostrive | strove | striv***ed*** |

A good many Englishmen and some Americans used to condemn every difference that did develop, and as recently as a generation ago it was not unusual to hear all **“Americanisms”** condemned, even in America. It is now generally recognized in this country, but has a full right to work out our own habits. Even a good many of the English now concede this, though some of them object strongly to the fact that Americanisms now are having an influence on British usage.

**Americanismsof British English.**Over the last few decades, British English has come under increasing influence from American English. This is because the majority of television programmes, films and music are exported to the UK from the States and people pick up words and expressions they are commonly exposed to, thus bringing them into general usage. Conservatives argue this is damaging British English, while liberals say it is a natural process of language evolution and change. Whichever side you are on, the fact remains that American is the dominant form of English in the world and has the greatest influence on its other varieties through the mass media and popular culture.

**Examples of Americanisms in modern British English:**

Can I get a… (Brit. Can I have a…)

Two times (Brit. Twice)

On the weekend (Brit. At the weekend)

I’m good (Brit. I’m fine/well)

Period (Brit. Full stop)

Write me (Brit. Write to me, write me an email)

Movie (Brit. Film)

Take a shower (Brit. Have a shower)

**Comparison chart**

|  |  |  |
| --- | --- | --- |
| Improve this chart | American English | British English |
| Pronunciation differences: | Some words pronounced differently in the languages are Methane, Interpol | Some words pronounced differently in the languages are Methane, Interpol |
| Spelling differences: | flavor, honor, analyze,color etc. | flavour, honour, analyse,colour etc. |
| Title differences: | Mr. , Mrs. | Mr, Mrs |
| Different meanings: | ace, amber etc. | ace, amber etc. |
| What is it?: | American English is the form of English used in the United States. It includes all English dialects used within the United States of America. | British English is the form of English used in the United Kingdom. It includes all English dialects used within the United Kingdom. |

As we have seen, differences between the American and British variant of English language are appreciable enough. However the opinion on essential distinctions between American and British variants of English language – is exaggerated. Actually not too much as it is a lot of them.

This - instead of American, not British and any another - the variant also is "language of the international dialogue". It, naturally, is easier for understanding. First, it is neutral on coloring, in - the second, foreigners speak English more slowly, say sounds separately, and words are accurate. Besides, it is more convenient: it is not necessary to strain, trying to come nearer to "purely British" or "purely American" pronunciation. According to many modern linguists and teachers, "correct" language is the British variant, more precisely, that its part which is called "the accepted standard".

Correct base English is necessary, by the way, to understand and other variants of language, dialects and features. And can learn them. The person with good classical English will not be gone anywhere and if it will be necessary, easily enough can be reconstructed, get used to other updating of language. In my opinion to begin with the British variant it is necessary also because it is the fullest and a rich language. The American grammar in comparison with the British is considerably simplified. It is possible to name the American English "negligent" language. The British variant more particular, more scrupulous. In it there is an enormous set of intonational models, unlike American where there is practically one: an equal scale and descending tone. This intonational model defines also all sound structure of the American variant.

In the British English it is a lot of scales: descending and ascending, step and sliding. The same concerns tones. Sometimes the accent gives out not sound pronouncing, and temporal characteristics: it is necessary to tighten a little bit a sound - and in you learn the foreigner. The British English Americans name refined - this language at them never was, and never was that they called "English traditions and culture". All it, naturally, speaks well for the British variant for studying at school. But to the teacher, undoubtedly, it is necessary to explain to pupils the basic lexical and grammatical distinctions between two variants of languages – such work should become one of the cores in studying linguistic material. Thus the British variant of English should become the cores.

So we reach the goal of this work, in the given work proves the following:

The American variant of English language is only places like a variant, instead of independent language. As it has been shown in work, the American variant of English language has no neither the special dictionary structure, nor the special grammatical system.

As a whole, for the American variant of English language the simplified writing (for example, elimination of superfluous signs, an example of elimination of exceptions to the rules, the use of less widespread graphic variants of words) is characteristic. But at the same time, all given processes are carried out on a material of English language.

The statement about mutual penetration and assimilation the American and British variants of English language, and as that in general, the role differences distinctions is insignificant as the variant of English language on which speak in the USA is clear to carriers of the British variant and on the contrary has been proved.

In the given work has been reached objective, namely: clear up the distinctions in lexical grammar and spelling of the British and American variants of English language.

**Recourses:**

1. <http://www.english-efl.com/wp-content/uploads/Spelling-differences-between-British-and-American-English.htm>
2. [http://dl.lux.booksee.org/genesis/428000/64ac2e0e39a9f8f465013554883837a0/\_as/[John\_Algeo]\_British\_or\_American\_English\_A\_Handb(BookSee.org).pdf](http://dl.lux.booksee.org/genesis/428000/64ac2e0e39a9f8f465013554883837a0/_as/%5bJohn_Algeo%5d_British_or_American_English_A_Handb(BookSee.org).pdf)
3. <https://en.wikipedia.org/wiki/Comparison_of_American_and_British_English>
4. https://onlineteachersuk.com/differences-between-british-and-american-english/

**Multiple perspectives on linguistics and the multiple faces of the English verb get: different meanings**

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Linguistics aims to understand how the language faculty of the mind works and to describe how language itself works. Linguists observe patterns within a language and across languages to try to understand what principles drive our brains’ comprehension and production of language.

There's a quote by Lynne Murphy that "asking a linguist how many languages s/he speaks is like asking a doctor how many diseases s/he has had". As linguists, languages (and language) are our objects of study. We learn to look at languages as data and recognize their patterns, just as doctors learn to recognize signs and symptoms of diseases. Whether they have had the disease before or not is irrelevant. Many people come to linguistics from other areas: math, computer science, philosophy, anthropology, psychology, and cognitive science, just to name a few popular related fields.

Linguistics spans a large number of subfields, each dealing with a different part of the language faculty.[1]

"Everyone will agree that linguistics is concerned with the [lexical](https://www.thoughtco.com/lexis-vocabulary-term-1691232) and grammatical categories of individual languages, with differences between one type of language and another, and with historical relations within [families of languages](https://www.thoughtco.com/what-is-a-language-family-1691216)."[2]

"Linguistics can be defined as the systematic inquiry into human language—into its structures and uses and the relationship between them, as well as into its development through history and its [acquisition](https://www.thoughtco.com/what-is-language-acquisition-1691213) by children and adults. The scope of linguistics includes both language structure (and its underlying [grammatical competence](https://www.thoughtco.com/what-is-linguistic-competence-1691123)) and language use (and its underlying [communicative competence](https://www.thoughtco.com/what-is-communicative-competence-1689768))."[3]

Linguistic is basically a study of human language. Branches of linguistic:  
There are five main branches of linguistic.  
1. Macro Linguistic.  
2. Micro Linguistic.  
3. General Linguistic.  
4. Computational Linguistic.  
5. Descriptive Linguistic.[4]

"Linguistics is concerned with human language as a universal and recognizable part of the human behaviour and of the human faculties, perhaps one of the most essential to human life as we know it, and one of the most far-reaching of human capabilities in relation to the whole span of mankind’s achievements."said Robert Henry Robins, General Linguistics.

"There is often considerable tension in linguistics departments between those who study linguistic knowledge as an abstract 'computational' system, ultimately embedded in the human brain, and those who are more concerned with language as a social system played out in human interactional patterns and networks of beliefs. Although most theoretical linguists are reasonable types, they are sometimes accused of seeing human language as purely a formal, abstract system, and of marginalizing the importance of [sociolinguistic](https://www.thoughtco.com/sociolinguistics-definition-1692110)research."

Like most academic disciplines, linguistics has been divided into numerous overlapping subfields—"a stew of alien and undigestible terms," as Randy Allen Harris characterized them .

Branches of Linguistics:

[Phonetics](https://www.thoughtco.com/phonetics-definition-1691622) concerns the acoustic waveform itself, the systematic disruptions of air molecules that occur whenever someone utters the expression.

[Phonology](https://www.thoughtco.com/phonology-definition-1691623) concerns the elements of that waveform which recognizably punctuate the sonic flow—consonants, vowels, and syllables, represented on this page by letters.

[Morphology](https://www.thoughtco.com/morphology-words-term-1691407) concerns the words and meaningful subwords constructed out of the phonological elements—that Fideau is a noun, naming some mongrel, that chase is a verb signifying a specific action which calls for both a chaser and a chasee, that -ed is a suffix indicating past action, and so on.

[Syntax](https://www.thoughtco.com/syntax-grammar-1692182) concerns the arrangement of those morphological elements into phrases and sentences—that chased the cat is a verb phrase, that the cat is its noun phrase (the chasee), that Fideau is another noun phrase (the chaser), that the whole thing is a sentence.

[Semantics](https://www.thoughtco.com/semantics-linguistics-1692080) concerns the proposition expressed by that sentence—in particular, that it is true if and only if some mutt named Fideau has chased some definite cat.[5]

What does the verb get mean in English.The correct answer I will consider in this article

Well, what I mean is, it doesn’t mean anything taken out of context. Regarded by itself, it is but a set of three random, useless letters; but the magic of the English language is such that as soon as you give it context, it miraculously acquires all kinds of different meanings.

1. Let’s take a look at a few examples, just to get started:
2. You are doing very well: I give you all those complicated sentences to read, and you get them all
3. I get to work by car
4. Get to work now!
5. Please go and get your sister
6. I believe it’s time to get my parcel from the post office
7. Now let us look at each of them in turn.

In the first example a teacher is praising a student, obviously a language learner, for having advanced very well in the target language, and get becomes a synonym of understand. The two verbs are, in fact, completely interchangeable in this context.

The second sentence means that the person who says it routinely uses his or her privately owned vehicle to transfer him or herself from the place of residence to the place of work, but, surprisingly, the very similar example number three means a completely different thing. In this case the boss yells at a subordinate to stop fooling around and actually do something.

Number four is simple – the brother (or another sister) should go wherever the sibling in question is hiding and fetch her. Number five is not unlike – picking up a parcel that wasn’t delivered to your door for some reason is another good opportunity to use get.  
Now there are some nice expressions like “to get married” or “to get engaged”, which have to do with love, and a less nice one, “to get tired”, which is more likely about work (though, I say, who knows?)

And wait till I get to phrasal verbs and idioms (gosh, is there a way to say anything in English without a get in it somewhere? I think I’m getting addicted… er… sorry!) What are phrasal verbs? Well, they are combinations like “getalong”, “get on”, “get away with”, etc…, and some of them also have multiple meanings. On second thought, I won’t dwell on them here: they merit a separate article.

I must warn you though – the verb get might look like a universal substitute for many other English verbs.

Such as, to name but a few, receive, become, come, go, understand, fetch, pick up.

To a native speaker it would be only natural to use it in all those contexts and many others, but if you are just learning English and are not absolutely sure of your ground, be careful with your get’s. This verb is so dependent on the context that it’s very easy to go wrong with it, and I suggest that you read a lot of original English books and articles to develop an intuitive understanding of get. To a beginner, it can get utterly confusing, but with time you’ll get used to it, and I promise you that.

One attractive thing about the ubiquitous get is that when you use it masterfully, it makes your English sound cool and educated at the same time, and in no way primitive, and that’s an achievement for a three-letter verb.[6]

In conclusion it is obvious that specific languages differ from each other on the surface, if we look closer we find that human languages are surprisingly similar. For instance, all known languages are at a similar level of complexity and detail—there is no such thing as a primitive human language. All languages provide a means for asking questions, making requests, making assertions, and so on. And there is nothing that can be expressed in one language that cannot be expressed in any other.

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**On linguistic aspects of translation**

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Jakobson Bertrand Russell once said: "It is impossible to understand what the word "cheese" if you do not have a nonlinguistic acquaintance “with cheese”. [1]

However, if you follow the basic philosophical position of the same Russell, we will be "in the traditional philosophical problems to pay special attention to their linguistic aspect", we have to admit that to understand the meaning of cheese (cheese) is possible only by having the linguistic knowledge of the values, which is attributed to this word in the English lexicon.

The representative of the culture, cooking which does not know the cheese, will understand the English word cheese (cheese) only if he knows that in this language the word cheese means "food product made from curdled milk", provided that it is at least purely linguistically familiar with the concept of "crud".

We have never tried any of ambrosia or nectar and have only a linguistic knowledge of the word "ambrosia", "nectar" and the word "gods" - the name of the mythical consumers of these products; however we understand these words and know the context in which they are generally used.

Meaning of the words "cheese", "apple", "nectar", "acquaintance", "but", "simple" and generally any word and every phrase is undoubtedly a linguistic or, to put it more accurately and collectively - a semiotic fact.

The simplest and most valid argument against those who ascribe value (signatum) did not sign, and the object itself, is something that no one had ever smelled and tasted the meaning of the words "cheese" or "apple". There is no signatum without signum. Meaning of the word "cheese" can not be inferred from the nonlinguistic knowledge cheddar flavor of Camembert or without the aid of verbal designation. To enter an unfamiliar word, it takes a set of linguistic signs. If we just point to the object, we can not determine whether the word "cheese" called it that particular subject or any Camembert boxes of Camembert in general, or of any kind of cheese or any milk product, any product at all, or even the name of the box, nazavisimo on the content. And in general, whether it is a word unknown to us the name of the concept? Perhaps it expresses the intention to offer, sell this item, ban, or maybe a curse? (By the way, pointing gesture can really express a curse, in some cultures, particularly in Africa, the gesture expresses a threat.)

For us, linguists and a native speaker, the value of any linguistic sign is its translation into another character, especially one in wherein as strongly emphasized Pierce [2], the thin nature researcher signs "is more fully deployed." Thus, the name "Bachelor" can be converted into a more explicit explanation - "unmarried man", if a higher degree of explicitness.

We distinguish three ways of interpreting a verbal sign: it can be translated into other signs of the same language in another language, or in another non-verbal symbol system. These three types of transfer of the following names can be given:

1) intralanguage translation, or renaming - an interpretation of verbal signs by means of other signs of the same language.

2) Interlingual translation, or the translation itself - an interpretation of verbal signs by means of some other language.

3) Between semiotic transfer, or transmutation, - interpretation of verbal signs by means of non-verbal sign systems.

When intralanguage translation of the word is used, or another word, more or less synonymous with the first, or paraphrase. However, synonyms, as a rule, does not have full equivalence, such as: Every celibate is a bachelor, but not every bachelor is a celibate (Every celibate - a bachelor, but not every single man - a man celibate).

Word or idiomatic (in other words: one higher-level code) can be fully interpreted only by an equivalent combination of code units, that is a message relating to that unit. Every bachelor is an unmarried man, and every unmarried man is a bachelor (Each bachelor - a single person, and each unmarried - single) or: Every celibate is bound not to marry, and everyone who is bound not to marry is a celibate ( anyone who takes a vow of celibacy, undertakes not to marry, and everyone who agrees not to marry a man celibate).

Similarly, at the level of cross-language translation is usually not full equivalence between code units, but the message in which they are used, can serve as an adequate interpretation of the code of foreign units or entire messages. The English word cheese is not fully in line with its usual geteronimu "cheese" because of its variety - cottage cheese (curd) in Russian does not mean "cheese." In Russian, you can say, "Bring cheese and cottage cheese" - Bring cheese and [sic!] Cottage cheese. Literary Russian language, a product made of compressed, curdled milk called "Cheese" only when a particular enzyme used to produce it.

However, often when translating from one language to another is not the substitution of one code units instead of the other, and the replacement of a whole other posts. Such translation is indirect speech; translator transcodes and transmits the message he had received from some source. Thus, the translation involves two equivalent messages in two different codes.

Equivalence with the existence of differences - a cardinal problem of language and linguistics, the central problem. Like any recipient of the verbal messages, the linguist is its interpreter. The science of language can not interpret any linguistic phenomenon without translating its signs into other signs of the same system or into signs of another system. Any comparison of the two languages ​​involves consideration of their mutual translatability.

The widespread practice of cross-language communication, in particular translation work should be kept under close supervision of linguistic science. It's hard to overstate how great an urgent need, and what is the theoretical and practical value of bilingual dictionaries, which would give careful execution of comparative definition of all relevant units in terms of their value and the scope of use.

Similarly, necessary bilingual grammar, which would have indicated that unites and what distinguishes this pair of languages ​​in the selection and delimitation of grammatical categories.

And in practice, and theory of translation plenty of knotty problems, and from time to time attempts are made to cut the Gordian knot, proclaiming the dogma untranslatable. "Mr. Everyman, homegrown logic", so vividly painted BL Whorf, apparently, was to come to the following conclusion: "The facts of the different look in the eyes of the media in different languages ​​that give them different linguistic expression" [3]

 Ability to speak some language implies the ability to talk about the language. This "metalinguistic" procedure allows you to review and re-used to describe the vocabulary of the language. Complementarily of these levels - the object-language and meta-language - the first time Nils Bohr said: all is well described experimental facts expressed by ordinary language, "in which the practical use of each word is in a complementary relation to attempts to give it a precise definition of" [4].

All cognitive experience and its classification can be expressed in any existing language. Where there is no concept or word, you can diversify and enrich vocabulary through word-borrowing, cripples, neologisms or semantic shifts, and finally, with the help of a paraphrase. Thus, a newly established standard language Chukchee living in North Eastern Siberia, "screw" is transmitted as "rotating nail", "steel" - "solid metal", "tin" - "thin iron", "chalk" - "Writable soap "," clock "-" heart beat ".

Even seemingly contradictory paraphrases such as electrical horse-street car (electric tram, the original Russian name of the tram) or flying steamship (flying boat) - jena paragot (Koryak Aircraft name) simply mean electric analog tram, flying analogue of the ship and do not interfere with communication, just just as there are no obstacles in the perception and inconvenience double oxymoron - cold beef-and-pork hot dog - "buterbrot cold sausage" (lit .: "cold hot dog beef and pork").

The absence of language translation of some grammatical phenomena does not mean it is impossible to accurately transfer the entire conceptual information contained in the original.

Along with the traditional unions and (u) or (or) has now become even consumed the new union and / or (and / or), the use of which a few years ago was discussed in a witty book "Federal prose -. As they say in Washington and / or it "[5]. In one Samoyed adverbs [6] of the three unions only occurs last. Despite these differences in inventory unions, all three types of messages (selected in the language of government officials) can accurately reproduce both traditional English and Samoyedic dialect.

American version:

1. John and Peter (John and Peter)

2. John or Peter (or Peter John)

3. John and / or Peter will come (or come John, Peter either or both).

On traditional English it would look like this:

3. John and Peter or one of them will come (will come John and Peter, or one of them).

1. John and / or Peter both will come (John and Peter (or one of them) come both).

2. John and / or Peter, one of them will come (will come John and Peter, one of them).

If in a given language there is no grammatical category, its value can be passed to this language lexical means. Shape of the dual, such as old Russian "brother" translated via numeral: two brothers (two brothers). It is difficult to follow the original when we translate into a language in which there is a grammatical category, which is absent in the original language. When we translate the English sentence she has brothers in the language in which different forms of dual and plural, we are forced to either make their own choice between two statements "Her two brothers" and "it has more than two brothers", or to provide a solution to the listener and to say "her brothers or two or more." Similarly, the translation into English from the language that lacks grammatical category of number, you must choose one of two options: brother (brother) and brothers (brothers), or put the recipient of this message in the situation of choice: She has either one or more than one brother (she has a brother or one or more than one).

On accurate observation Boas, grammatical structure (pattern) of language (as opposed to the lexical fund) identifies those aspects of the experience that is required to be expressed in the language: "We must make a choice, and we have to choose one or the other aspect," [7].

In order to accurately translate the English phrase I hired a worker in the Russian language, need more information - completed or not completed action, female or male was worker Have, because the translator must choose between the verbs perfect and imperfect form ( "hired" or "hired" ), as well as between nouns masculine and feminine ( "employee" or "worker"). If you ask an Englishman, uttered this phrase, what sex worker was hired, the question may not seem to be relevant, or even indiscreet, while in the Russian version of the phrase the answer to this question is required. On the other hand, whatever the translation choice of Russian grammatical forms, Russian translation of this phrase does not answer, hired if the employee is still or not (perfect and simple time), whether the worker was (worker) a particular or unknown (indefinite or definite article). Because the information required to the English and Russian grammatical structure is not the same, we have two completely different sets of situations with the possibility of a choice; so the chain of transfers of the same insulated offers from English into Russian and vice versa could lead to the distortion of the original meaning.

Swiss linguist S. Kartsevskii somehow a gradual loss compared with the process of exchange of circular unfavorable rate. But it is clear that the more complete set of posts, the smaller the loss of information.

Languages ​​differ mainly in the fact that they can not be expressed, instead that can be expressed therein. Each verb that language is necessarily associated a number of issues requiring an affirmative or negative answer, such as: whether the described action is connected with the intention to complete it? Is there any indication that describes the action was performed before the moment of speaking or not? Naturally, the attention of native speakers has been constantly focused on such details that are required in their verbal code.

In its cognitive function language minimally dependent on the grammatical system of the language, because the definition of our experience is in a complementary relation to metalinguistic operations; cognitive level of language not only permits, but requires just recode interpretation, ie translation. To suggest that the cognitive material it is impossible to express and impossible to translate - to fall into contradiction.

But jokes, fantasy, fairy tales, that is what we call a "verbal mythology," and, of course, especially in poetry, grammatical categories have an important semantic meaning. In such cases, the transfer problem becomes much more complicated and controversial.

Even such a category as grammatical gender, which is often cited as an example of a formal category, plays an important role in the mythology of the speech community activities.

The Russian language belongs to the feminine expresses female grammatical gender, belonging to the masculine gender - male gender. Personification and metaphorization inanimate objects is determined by their belonging to the grammatical gender. Experiments carried out in the Moscow Psychological Institute (1915) showed that the Russian speakers, who were asked to spend the personification days of the week, presented on Monday, Tuesday, Thursday, as the males, and Wednesday, Friday, Saturday - both females, without realizing report that this choice was due to membership in the first three names to the grammatical masculine and three second - the female.

The fact that the word "Friday" in some Slavic languages ​​- the masculine and the other feminine, reflected in the folk traditions of these people, who this day is connected with various rituals.

A well-known Russian sign that heralds the emergence of a fallen knife man and the fallen fork - the appearance of a woman, determined membership for the word "knife" to the men, and the words "fork" - the feminine. In Slavic and other languages ​​where the word "day" is masculine and "night" of the female poets describe the day as a lover of the night. Russian artist Repin surprised that German artists depict sin as a woman; He did not think that the word "sin" in German - is feminine (die Sünde), whereas in Russian - male. Similarly, Russian child who reads German fairy tales in the translation, it was surprising that the "death" - an obvious woman (a word that has in Russian feminine grammatical gender), was depicted as an old man (German der Tod -. Masculine). The name of the book Boris Pasternak's poems "My Sister Life" is quite natural in Russian, where the word "life" - is feminine; but this name has led to despair Czech poet Josef Hora, when he tried to translate these verses, because the word is in the Czech language - masculine (zivot).

What was the first problem arose when the birth of Slavic literature? Oddly enough, a translation problem of transmitting symbols associated with the expression of grammatical gender, while cognitive irrelevance of this issue was the main topic of an early original Slavic text - the preface to the first translation of the Gospel, made in the early 860's the founder of Slavic Literature and church rites Constantine -Filosofom. Recently, the text has been restored and commented A. Vayanom [8]. "Greek is not always possible to transfer the translation into another language identical means and in different languages ​​it is transmitted in different ways, - says the Slavic preacher - Greek masculine nouns, such as Potamos (River) and aster (star) in some other languages ​​can be feminine, for example, the "river", "star" - in the Slavic ".

According to the commentary Vaillant, because of this difference in Slavic translation Matthew in two elements (7: 25 and 2: 9) erased symbols identifying rivers demons and star - angels.

But this poetic obstacle St. Constantine resolutely opposes the teaching of Dionysius the Areopagite, who called attention to important cognitive values ​​(power of the mind), not the words per se.

In poetry, the verbal equation steel structural principle of the text. Syntactic and morphological categories, roots, affixes, phonemes and their components (distinctive features) - in short, all the elements of the verbal code - contrasted, compared, placed next on the basis of similarity or contrast, and have their own autonomous meaning. Phonetic similarity is perceived as a kind of semantic relationship. In poetry art pun prevails or, more learned language, and possibly more precise, paronomasia and whether this power unlimited or limited, poetry by definition is untranslatable. Can only be creative transposition or intralingual - one poetic form to another, or cross-language - from one language to another, and finally between semantic transposition - from one system of signs to another, for example, of verbal art - music, dance, cinema art.

If translate traditional Italian saying traduttore traditore as "translator - a traitor," we would deprive the Italian rhyming epigram paronomastic all its value. Therefore, the cognitive approach to this phrase would have forced us to turn this aphorism into a more detailed statement and answer the questions: "What message translator", "betrayer of what values?"

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**Literature**

Для подготовки данной работы были использованы материалы с сайта <http://www.philology.ru>

**The using of professional vocabulary in the manufacturing production**

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Hello everyone, my name is Kirill Ozhiganov. I study at Pavlodar highest political College specialty: automation and control

My project is called: “**the using of professional vocabulary in the manufacturing production** “

The purpose of my project, is proving the English language in the profession

So let’s start. To begin, I would like to show you the instruction from the inventor. It is device, that gives power on the motor.

As we can see there is a lot of professional terminology

And without knowledge of the English language you do not configure inventor. And now I want to show you some pictures of the machines. As we see a word of Russian

It is very important to know English because it is international language. Wherever you go, you all will understand

Similarly with the technique, any technique doing right now with English management

8.2 Setting Built-in Memory Parameters

The contents of built-in memory parameters “E001” to “E182” are identical to

Those of functlon parameters “P001” to “P182”. The setting value of build-in

Memory parameter can be changed in “Built-in Memory Setting Mode”.

**Setting Example**

Change the maximum output frequency from 50.0 Hz to 60.0 Hz (change

Setting value of built-in memory parameter E008 from “50.0” to “60.O”),

1. Press “**stop**” button to stop the inverter.

2. Press “**mode**” button four times.

(lf a password is set beforehand, please enter it. Refer to

Parameter P150. )

3. Press “**mode**” button twice to select Built-in Memory Setting

Mode.

(If the mode is not displayed, set function copy function 4 to v

“E2P”.)

4. Press“**up**” button seven times to change the built-in

Memory parameter No. to “E008”.

5. Press “**set**” button to display setting value of built-in memory

Parameter 5008. (The display part is flickering.)

6. Press “**up**” button to change the displayed value to

“60.0 .(The display part is flickering.)

7. Press “**set**” button to apply the value.

8. Press “**mode**” button to enter “operation ready” status.

That’s to say, the inverter is in normal stop status and can be

operated if required. (Operation Status Display Mode)

Note

°Setting values of function parameters in the unit connected with operation

Panel will remain unchanged even those in built-in memory are changed.

° The data is written into built-in non-volatile memory ot operation panel during

Setting and changing operation, so it can be held even it the power is cut of.

**WHAT IS AUTOMATION?**

The growing importance of automaticequipment and processingin industry and business is attaching world-wide attention. Whatis automation?

Is it a technique or a new invention? Historically the word was coined as a nickname on the exploitation of what in engineers jargonis termed transfer machining.

The use of the word has spread to cover what is neither a technique nor an invention but a situation in which four independentcomponents each play their part. Each of these components is important in its own rights but in the field of automation each becomes on occasion more powerful in the presence of the others

They are:

a) Transfer machining

b) Automatic assembly

c) Communication engineering '

d) Control engineering.

These four components have been linked together into a single

process called <<automati0n>>.

In the first two, human muscles are replaced by machines, while in the last two human nerves and brain are replaced by machines

No doubt that where <<automation>> is furthest advanced, the intelligent use of leisure is growing.

**Active Vocabulary**

Automation - Автоматизация

Сomponent - Компоненты

Equipment - Оборудование

Processing - Обработка

Technique - Техника

To link - Связывать

To replace - Заменить

Automatic - Автоматическая

To attach attantion – приложитьвнинмание, control engineering инженероноепроектирование, automatic assembly - автоматическаясборка, communication engineering коммуникационная инженерия

**AUTOMATION AND ELECTRONICS**

Electronics has made two main contributions to automation: it has extended the range of automatic control and it has made the processing of information rapid and automatic. Electronic devices respond very quickly to signals and take measurements and detect faults very accurately; they can effectively control many processes and machines that must Work at high speeds; When computers form part of an automatic control system, they extend its scope to complex operations such as machining components of complicated shape. Finally, electronic control gear can very easily be placed at adistance from the operations. Large areas of a plant can be centrally controlled-in power stations and chemical works, for instance - and human operator can working safe and congenial surroundings. Electronic digital computers, though built initially for mathematical working science and technology, have been applied to industrial problems in the last few years and have already shown themselves capable of doing routine clerical work¹ so different as the working out o pay-rolls²and the reservation of seats in aircraft³

**Conclusion:** if you know these terms then you can work in their profession anywhere in the world and work with foreign workers.

**Theusingsources:**

* Пособие по чтению и переводу технических текстов по специальности автоматика [1, 3,6]
* Wikipedia <https://en.wikipedia.org/wiki/Invertor>
* Instruction of invertor (Panasonic)

**Why are there some difficulties to use correct English?**

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The English lan­guage is constantly changing. It is a living language, adapting to an ever-changing world which, in its turn, requires new and varied means of communication. The English language has embraced industrial, technological and social changes and we as users decide what will and what will not survive.

In the mind of an average person language is associated with writing and calls up a picture of the printed page. From Latin or French as we meet it in literature we get an impression of something uniform and relatively fixed. We are likely to forget that writing is only a conventional device for recording sounds and that language is primarily speech. There is no such thing as uniformity in language. Not only does the speech of one community differ from that of another, but the speech of different individuals of a single community, even different members of the same family, also is marked by individual peculiarities. Members of a group, however, are influenced by one another, and there is a general similarity in the speech of a given community at any particular time. The language of any district or even country is only the sum total of the individual speech habits of those composing it and is subject to such changes as occur in the speech of its members, so far as the changes become general or at least common to a large part of it.

Language is evolving, and adapting to the needs of its users. This isn't a bad thing. As long as the needs of language users continue to change, so will the language. The change is so slow that from year to year we hardly notice it, except to grumble every so often about the ‘poor English’ being used by the younger generation! The speech patterns of young people tend to grate on the ears of adults because they're unfamiliar. Also, [new words](http://www.linguisticsociety.org/sites/default/files/Language_Acquisition.pdf) and phrases are used in spoken or informal language sooner than in formal, written language, so it's true that the phrases you may hear a teenager use may not yet be appropriate for business letters. But that doesn't mean they're worse - just newer.

People tend to think that older forms of languages are more elegant, logical, or ‘correct’ than modern forms, but it's just not true. The fact that language is always changing doesn't mean it's getting worse; it's just becoming different. By 'correct English', people usually mean Standard English. [Most languages](http://www.linguisticsociety.org/content/how-many-languages-are-there-world) have a standard form; it's the form of the language used in government, education, and other formal contexts.[1.42c.] But Standard English is actually just one dialect of English. What's important to realize is that there's no such thing as a 'sloppy' or 'lazy' dialect. Every dialect of every language has rules - not 'schoolroom' rules, like 'don't split your infinitives', but rather the sorts of rules that tell us that *the cat slept* is a sentence of English, but *slept cat the* isn't. These rules tell us what language *is*like rather than what it *should* be like.[1.63c.]

Different dialects have different rules. For example:

(a) I didn't eat any dinner.

(b) I didn't eat no dinner.

Sentence (a) follows the rules of Standard English; sentence (b) follows a set of rules present in several other dialects. Neither is sloppier than the other, they just differ in the rule for making a negative sentence. In (a), *dinner* is marked as negative with *any*; in (b), it's marked as negative with *no*. The rules are different, but neither is more logical or elegant than the other. In fact, Old English regularly used 'double negatives', parallel to what we see in (b). Many modern languages, including Italian and Spanish, either allow or require more than one negative word in a sentence. Sentences like (b) only sound 'bad' if you didn't happen to grow up speaking a dialect that uses them.[5.375c.]

So, there are a lot of such examples that prove the influence of different dialects on the forming of any language. Language will never stop changing; it will continue to respond to the needs of the people who use it. So the next time you hear a new phrase that grates on your ears, remember that like everything else in nature, the English language is a work in progress.

The people who believe in language as a democratic process see current linguistic developments broadening our world view: new words reflect new experiences, more liberal attitudes and a greater understanding of the world. Language cannot exist on its own since it is a product of the people who speak and write it daily, and therefore it develops to meet their needs. Certainly the English language is changing and certainly the rate of change is rapid, but that is merely a reflection of the society we live in. It does not automatically imply a downward spiral towards an impure and ineffective form of English. A study of the English language should be based on an awareness of these two crucial attitudes.

Language change can be considered in either of two ways. If viewed from a historical perspective, the focus is on language as a constantly changing form. Linguists study the ways in which English has evolved from its early form (Old English) to its current form (Late Modern).First there was Old English - the language of 'Beowulf'. It mostly reflects the Germanic origins of the Angles, Saxons and Jutes who occupied the British Isles after the fall of the Roman Empire. This is the Germanic base of the language, and explains some of the similarities with modern German. It coexisted with the Celtic languages (Gaelic and Welsh). Then, after the French took over the British Isles in the Norman Invasion Middle English developed. Essentially, a variety of French and Latin-based words were laid over the English language - words for government, parliament, magistrate, etc.[3.87c.] This reflected the superiority of the ruling class. Many traditional Anglo-Saxon words were then viewed as coarse or basic and even turned into swear words. Around this time writing became much more common and there was some formalisation of spelling.   
 By Shakespeare's time, English was modern. He added thousands of words to the English language and the spread of printing led to formalisation of spellings and usages. The first dictionaries began to be compiled shortly afterwards and that led to even more strictures on the language. Around this time as well, the British Empire was in full swing, and every foray into a new country brought new words that were swung into use in everyday English. Words like pyjamas, garble, jar came from Arabic - this borrowing began during the time of the Crusades - and words like chutney, jodhpurs and thug came from India.[]   
 Words are added to English every day, and their usage and spelling shifts. Things like Americanisation can be confusing, because sometimes advocates for English push a spelling that is 'traditional' except it's not - 'programme', for instance. 'Program' is a perfectly acceptable English spelling - the other version is a conscious Frenchification of the language.[2.233c.]

Linguists have now demonstrated, however, that lexis, syntax and semantics are constantly in flux, changing from person to person and from place to place. Until quite recently, it was considered almost impossible to identify and record language changes because they were so gradual that they could easily go unnoticed. Now it is known that although the early stages of change are slow, once they have caught on and are used more regularly, change can be rapid. People who see all linguistic change as cause for concern would be justified in their gloomy predictions for the future of the English language. However, linguistic research has shown that language users have a tendency to readjust patterns that have been disturbed. Because the basic function of language is to communicate, its users subconsciously protect its expressive capabilities.

Language change therefore can be seen as systematic. Social, historical, cultural or geographical influences can alter the words and structures that we use. These determinants can be described as 'triggers' because they stimulate change in distinctive ways:

* Historical factors. Wars, invasions, industrial and technological changes all provide the context for the creation of new words.
* Cultural transmission. Although each generation uses the form of language  
  handed down by the previous generation, language is usually adapted and altered  
  to suit the personal requirements of the next generation. Equally, a distinctive form  
  of language can give a cultural group a sense of identity, uniting 'insiders' and alienating 'outsiders'.
* Social factors. Education, social class, age, gender, ethnic background, occupation  
  and personal identity will influence the words and grammar that individual speakers  
  use.
* Geographical location. The pronunciation of words (accent) and the kinds of  
  words and grammatical structures used (dialect) will vary and change according to  
  the region a speaker comes from.Similarly, non-native English speakers often have different slang terms to those people who speak Standard English. One interesting dialect to focus on, for instance, is African-American vernacular English. Buzzwords and phrases from this dialect include things such as “the party is lit” (it’s great), “bae” (boyfriend/girlfriend.), “on fleek” (well-styled), “throwing shade” (putting someone down) and “squad” (friends). All of these terms mix with other variations of English to create a new way of talking.[2. 237c.]
* The use of different registers. The words, grammatical structures and formats chosen will vary according to use. Different fields, like law, advertising and religion, will each have distinctive characteristic features.
* The development of English as a world language The power of the mass media,  
  international trade, the blurring of international boundaries and easily accessible  
  travel, all mean that English is affected by change both within the United Kingdom  
  and beyond.
* The migration of people. When people move from one place to another they bring with

them not only unfamiliar habits but new languages too. English has changed dramatically over the centuries due to influences from four other languages including Latin, Old Welsh (the Celtic language of central and southern England), Old Norse (the North Germanic language brought over by the Vikings) and Old Norman (the language of the Norman invaders) – all of which have shaped the way we communicate. Colonisation and migration have also played a role in changing the English language. For instance, native English speakers would now feel comfortable using the Spanish word “loco” to describe a crazy person and they would be widely understood.[7. 33c.]

An international study of English will focus on worldwide changes to English as it is adapted to meet the needs of new first- and second-language speakers.A study of different varieties of English will concentrate on register changes which alter the words, structures and formats of spoken and written English.

In fact, part of what defines a language as ‘living’ is a constant state of slow metamorphosis, as it absorbs new words and phrases and others become obsolete; as colloquial patterns of speech and slang come to shape standard grammar and syntax. Linguists can detect tiny and subtle changes in language *every single time* speakers come into contact with each other. No two people speak identically: even within communities of people sharing an accent or [dialect](https://www.oxford-royale.co.uk/articles/introduction-english-dialect-words.html), there will be variation according to age, gender, social background, education and ethnicity. Ever heard your grandma say ‘courting’ for going out, that she ‘ought’ to do something, or that she’d been to the ‘pictures’?

For centuries, dominant academic opinion resisted and even derided language change, seeing it as a process of degradation and ruin. Perhaps one of the quaintest and most charming reasons for language change is human error – mistakes in the way we pronounce or order our words, or in what we mean by them, that catch on and eventually come to shape the language itself. When you think about it, the idea that mistakes and mispronunciations can drive changes in language is actually quite an empowering one: it offers us a sense of English as somehow in the process of being reclaimed from a dry world of rules, [grammar](https://www.oxford-royale.co.uk/articles/15-common-grammar-gripes-avoid.html) and syntax, and then reshaped to fit the needs of the people who speak it.

The errors that can influence language tend to fall into one of two groups. The first is *malapropism* – the use of an incorrect word instead of one with a similar sound, such as when people say that something that failed or fell flat was a ‘damp squid’ (when what they really mean is a damp squib), or that a point that adds nothing to an argument is a ‘mute point’ rather than ‘moot’.[4.157c.]

Despite reliably getting a giggle at the expense of the ex-presidential buffoon, malapropisms drive language change less frequently than the second type of error, *mispronunciation* – or, when someone pronounces a word wrong. Linguists have a detailed vocabulary to categorize the different forms of mispronunciation – many of which have made the English language what it is today.[4.330c.]

The most recent development has been the growth of International English. Besides all native English, and English as a second language spoken with native speakers, there is now a considerable amount of use of English between people who are not native speakers: it is becoming a lingua franca. The forms it takes in this context are often different and more basic than native English, and it could be that a new language will be developed for this purpose, with reduced vocabulary and regularised spelling and grammar. The importance of English as global medium for a billion or more people may come to surpass its importance as a native language to its millions of speakers.

Languages are changing as the world is constantly changing. New vocabulary came into existence due to new technologies and new discoveries such as; computing, internet , cell phones and the like. People's daily activities like dancing, looking and many others, renewed their popularity giving birth to new lexicon. Indeed, new words are invented rapidly and are developed quickly thanks to mass communication. They appear and fall into disuse when they have served their momentary purpose.

Every language changes over time as some words become archaic and obsolete while new words are added to the vocabulary due to a number of factors such as technological terms, immigrants introducing new words into usage, slang, etc.Language will never stop changing; it will continue to respond to the needs of the people who use it. So the next time you hear a new phrase that grates on your ears, remember that like everything else in nature, the English language is a work in progress.

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**National specificity of phraseological units**

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Different traditions and customs associated with it, and reflected in regular expressions in the language. That’s why constant phrases are one of the main cultural values that were embodied in the national identity of our people. The entire set of phraseological texts in the language of each people is communicated about all of its material, spiritual and cultural life through its figurative speeches of rhymes [1].

The phraseological units of the language have a national identity, which is, firstlya recognition of the mentality and national identity of the nation.

Secondly, it is distinctive feature of the national form and nationality of a certain culture of the people, which is reflected in a kind of phraseological image of different people.

Thirdly the national peculiarity of phraseology is recognized by the harmonization of methods of phrasal cultivation in different nations.

Fourth their national identity is recognized by the incompatible connotation of the phraseology.

Fifth they are recognized by the national peculiarities of their language instruments [2].

According to Yu.S.Maslov the national and cultural differences in phraseology are reflected in specific aspects of people`s lives :

when they talk about phraseology, their national identity is emphasized. Of course, in each language there is a lot of phraseology, which differs by line. National differences are often reflected in phrases reflecting the life, condition and history of the population [3].

The national characteristic of phraseology is the result of disagreement with cultural-connotative information, which is reflected in the basics of visualization and connotative components. In this connection V.G.Gak writes: "The world is first of all a prototype situation corresponds to the phrase "true meaning" of phraseology. This is the same situation and certain phraseological content. This content will be changed the situation in the same situation and presenting people`s attitudes [4].

The true meaning of the prototype situation is that it creates a variable, constant, figurative sense of phraseology, which makes sense of phraseology. This is how the phonology`s internal identity is formed.

Therefore, culture-related information is preserved in the internal form of phraseological units.

Everyday life is closely interconnected with traditions, beliefs. They are considered to be a portrayal of a deep philosophical thought, a sorted outline of the centuries-old experience, the main nutrition value.

It is known that one of the somatic narratives of this philosophical thought is a regular expression of the "a day when white camel`s belly has spread”, which gives the sense of luxury in our language, the motive for which is related to the population`s husbandry.

White camels are the main symbol of all domestic animals in the Kazakh economy, and are the symbol of well-being and prosperity. That is why the white camel is a rare sacrifice: a tradition when it comes to winning the war, a relative`s close relative, or a long-awaited son. The white camel is sacred in Kazakh terms. It is also explains that the sacrifice of white camels is a great success for the whole nation. This is proof of the fact that the Kazakh people are hospitable.

Scientists of phraseology often divide constants into a number of categories:

1.Phraselogical units with animal names:

- the early bird catches the worm If we translate this phrase directly it sounds as ертеқұсқұртұстайды. As for the corresponding translation in the Kazakh language, it is appropriate to say: Ертетұрғанәйелдіңбірісіартық, ертетұрғанеркектіңырысыартық.

- a cat in gloves catches no mice – direct translation is қолғап киген мысық тышқан ұстай алмайды, analogue in the Kazakh language - Екпей егін шықпас, үйренбей білім жұқпас.

- all lay loads on a willing horse- direct translation: Барлық жүк адал атқа артылады, analogue in the Kazakh language - Жуас түйе жүндеуге жақсы.

- rats desert (leave) a sinking hip- direct translation: "егеуқұйрықтар батып бара жатқан кемеден қашады", Kazakh analogue- ауырдың астымен, жеңілдің үстімен жүру.

2. Phraseological units with months, weeks, names of the days.

The Kazakh people pay special attention to weekdays and year, seasons. For example: сәуір болмай тәуір болмас, қыстың көзі қырауда, жексенбіден жел өтпес,сәтті күн сәрсенбі,алтын күз,қара күз,қасиетті жұма,жексенбі күні - базар күні.

And English speaking countries pay attention to weekdays,weather and seasons too. For example: as mad as a March here, man Friday, Blue Monday, Black Friday, Sunday clothes and etc.

3. Everyday life-related phraseological expressions: There is a kind of phraseologicalunits used in everyday life of every nation. For example, in the daily life of the Kazakh language, regular expressions related to life: бәрін айт та бірін айт, ши сындыру, көзге шыққан сүйелдей, адам қатарына қоспау,қабырғамен кеңесу, жымқырып кету.

English phrase combinations: to be born with a silver spoon in one`s mouth, to make clean sweep of something , to hit the nail on the head, a dark horse, see how the cat jumps.

4. Phraseological units regarding time:

- neck and crop - жылдам,көзді ашып жұмғанша,қас қағым сәтте

- in the year dot - атам заманда, ежелгі уақыттарда,бұрынғы кездестерде

-by fits and starts - ауық-ауық,анда-санда,кей кездерде

-off and on - кезең-кезеңімен

-like sixty- дем арасында,60 секундтта

-like old gooseberry - аяқ ілеспейді

-in a trice - көз ілеспес

- a month of Sundays - өмір бақи, ұзақ уақыт

-palmy days - қой үстіне бозторғай жұмыртқалаған заман

- to burn the midnight oil - түн қараңғысына дейін отыру,көз майын тауысу

-beat the clock – уақытында аяқтау

-swift as thought – сүт пісірім

5. Phraseological units related to traditions and customs. As the culture of each nation is individually separated, its tradition will be indivisible. Accordingly, let us turn to the phraseology of the English people: by bell, book and candle, baker’s dozens, good wine needs no bush, Rob Peter to pay Paul, sit above the salt, sit below the salt. In Kazakh traditions are used following expressions: шашбауын көтеру, жыртысын жырту, қонақасы, қонақкәде, шаңырақ құру, қара шаңырақ, мал жан аман болсын,ат шаптыру,ауылдың алғы ауызы,шаңырақ түйе

6. Phraselogical units related to body parts.

For example: Lose one`s tongue - тілін жұту,үндемей отыру, open full mouth - Аузы аузына жұқпады, be at somebody`s feet - Аяғы алысқа түсті , hot liver - бауыры суыды, white liver - бауыр басты, all my eye - Көз алдында, a big heart - ақ жүрек , have one`s heart in one`s mouth - жүрегі дауаламады, without turning an eyelash – көзін жұмбастан.

As you can see, there are a lot of phraseological units in the Kazakh language and in the English language, and there are real equivalents in English, indicating that there is a great deal of similarity in phraseology.

7. Phraselogical units related to conventional concepts:

Studying the history of the nation can give you a lot of information about how the language is formed. Due to the various historical events of the Kazakh people, there are various historical phrasings, as well as in the English language, with expressions, corresponding to the most difficult times, flourishing and prosperous stages.

There are a number of difficulties in delivering a precise definition of phraseology. Because the meaning and stylistic function of phraseology in every language is vast. The methods of communication of the components in each language are different. Therefore, in their translation it is necessary to pay attention to the national features of phraseology.

Thus, the analysis of the national patterns of phraseology has shown that their cultural and linguistic meaning reflects the result of the various perceptions of the world in terms of their culture, life, lifestyle, outlook. All of these are reflected in inconsistent phraseological images of idioms [2].

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**Cooking Recipe as a Text Type and Linguistic Specificity of its Translation**

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Nowadays, a healthy diet or sure nutritional level is a very popular trend. It does not matter whether food is fuel or pleasure for people they see healthy lifestyle promotion in all spheres of their lives. For example, a great number of people are promoting proper nutrition and various diet habits in numerous popular social networks. Thuswise, in the *Instagram* it is considered to be trendy to upload photos and videos describing equicaloric diets or to work up a food ration.

Due to the fact that the healthy diet trends have spread all over the world, topicality of the research isas relevant as ever.

In this respect translators shall be able to identify linguistic specificity and use precise guidelines to translate any cooking recipe properly and faithfully.

The recipe is a kind of *instruction* which contains an ordered list of preparation steps and techniques; as well as it is full of measurement units and process terms, ingredient names, quantities or proportions. Nutritional information, such as calories per serving and grams of protein, fat, and carbohydrates per serving, may also be given.

The specificity of a cooking recipe translation is similar to a technical text, in which one mistakeor typing error can change the whole meaning of what has been said and ruin the final dish. Translation of culinary texts such as recipes, cookery books, menus, television cooking shows, etc. is truly one of the most complex directions of translation. Due to the fact that each nation has its own culinary traditions that have been forming for centuries, it is necessary to take into account the fact that each nation has its own peculiarities related to their cuisine, which is crucial point to avoid mistakes in translating cooking recipes.

For example, in the nutrition habits of Americans ice is widely used. Iced tea is very popular, which is unusual for us. On the other hand, Americans, unlike us, have no idea what compote is. Also, for Russian-speaking people, so called “jelly” is a dish in which we add meat or fish, while in America and many European countries “jelly” is only a dessert. Salad made of boiled vegetables and canned peas comes as a surprise for foreigners because under the name “vinaigrette” they recognize a sauce based on olive oil and vinegar, which is usually added into a Greek salad. As for us, it is the most delicious and healthy vegetable dish. Along with this, take a soup as one more example. Americans eat it very rarely, and they do not eat usual soup,as we know it, but cream soup or soup-puree, which is more like porridgefrom our perspective.

In addition, different countries have different names for the same seasonings or kitchenware. Even in close British English and American English there are a lot of significant differences. For instance, the name of kitchenware items is one of the important aspects when you translating recipes. So, the English use “frying pans” (a frying pan with a handle), while Americans use the term “skillets”. Furthermore, when preparing food in a container placed in water in another saucepan, the British call the process by French expression “au bain-marie” (“water bath”), while Americans say “double boiler” or “double saucepan” (a steamer).

What is more, when translating cooking recipes, you should pay attention to the terms that exist in both American and British cultures and have a common semantic meaning, but different appearance. As a result of this translators often make mistakes when translating recipes. For instance, Americans use the term “breakfast”, but the British call it “brekkie”; Americans have an “appetizer” while British have a “starter”; potatoes are called “potatoes” by Americans though British say “spuds”; finely cut meat Americans call “ground meat” and British call it “mince”; the same for fruit preserves – in America it is “jelly” and they call it “jam” in Britain.

Some French terms often occurring in a high cuisine have come into a general culinary practices and recipes, so when translating culinary texts it is necessary to know some of them. The most common French cookery terms are: bouillon **(Rus: “бульон”),** farce **(Rus: “фарш”),** soufflé **(Rus: “суфле”),** croutons **(Rus: “гренки”),** julienne or sliced vegetables **(Rus: “жульен-соломка из овощей”),** bouquetgarni (spices) **(Rus: “**букет гарни – пучок пряных трав”**) and** roux (floury sauce) (Rus: “мучная подлива длязагустения”).

Another **linguistic specificity** of the translation of cooking recipes is that weight measure units also differ depending on the country in which the recipe has been created. For example, in the UK common units are pounds (lb), ounces (oz), fluid ounces (fl. oz. or oz. fl), and tea- and tablespoons, but in the United States they prefer cupsand spoons (between 1⁄5 and 1⁄4 of a [liter](https://en.wikipedia.org/wiki/Liter)), while in other European countries, the same as in Kazakhstan and Russia widely-spread measure unit is gram (g), kilogram (kg) and liter (l).

Some difficulties also can appear with the names of ingredients. In some cases, (especially talking about not commonly popular dishes) there are ingredients which are not so easy to find in other countries. Of course, in this day and age one can buy almost anything in a supermarket or a specialized store, but even now rare spices or herbs are difficult to find.Take for example the Philippines, where a popular dish is impossible to cook without the medulla of a banana flower. When translating a recipe, considering its difficulty, readers are offered an alternative – an apple, which has almost the same taste.

As we can see, the translation of recipes, menus, cookery books, etc. is complex and ambiguous. If somebody may think that the translation of TV cooking shows is easier, unfortunately, they are wrong. After all, there is a familiar slang for every TV showmaster, along with usual phrases, which sometimes cause difficulties in translation. For instance,Jamie Oliver, a British [celebrity chef](https://en.wikipedia.org/wiki/Celebrity_chef) and [restaurateur](https://en.wikipedia.org/wiki/Restaurateur),often say: “Add a *glug* of olive oil”. The attention should be paid to the lexeme “glug”. Saying this, he means a quantity approximately equal to what a person can drink in one sip. When translating, it would be more adequate to use the word “a little” (Rus: “немного”). Also, during watching culinary broadcasts, it is often possible to notice a misinterpret term such as “sesame oil”, which is usually transliterated in Russian as “*маслосезама*” although correct translation of this term is “*кунжутное масло*”, which is familiar to the Russian-speaking auditory. Another example is the famous Canadian television presenter Anna Olson, who regularly places “sponge” (Rus: “губка”) in the oven. In fact, it is an angel cake, which really resembles a sponge according to its texture.

As it can be clearly seen from the examples given above, recipes are full of different terms that have different equivalents in Russian. In order to learn the cooking recipe as a text type a series of a popular Jamie Oliver’s culinary TV show *Super Food* has been chosen as an example. As it was mentioned earlier, one of the main features of an instruction is that it has a clear algorithm of actions. Indeed, in his shows Jamie Oliver uses such expressions as “*… at first peel* …”, “*… next put them into a pan* …”, “*… after that add* …”, “*… finally mix …*” thereby, explaining each move and showing a step-by-step sequence that involves culinary processing of ingredients. Apart from this, the most common terms, which an interpreter needs to know when translating recipes, are used, such as “to roast”, “to fry”, “to mix”, “to crumble up”, “to cut into shreds”, “to clean and gut” and etc. In addition, his recipes contain a certain amount and a culinary measure of the weight of ingredients, for instance such as “2 pounds of ground beef”, “2/3 cup of olive oil”, “a bunch of fresh flat-leaf parsley”, “4 ounces of feta cheese”, “1 teaspoon of sweet mustard”.

Based on this, we can conclude that the translation of a recipe is not the easiest task. A translator faces some difficulties and cultural peculiarities of different countries. By the examples studied during the research and presented in this article, it shall become clear what exactly is necessary to pay attention for in the process of translating a recipe. First of all, it is necessary to determine the target audience. Also, it is required to change measure units into established standards, so if a recipe is translated from English into Russian, then it is important to change ounces or pounds into grams or kilograms. In addition, it is necessary to find analogues for kitchenware and understand what ingredients are meant. If any ingredients are hard to reach in the country, then there is a need to replace them with a similar product. And, finally, the most important, it is essential to remember that machine translation with all its merits cannot correctly interpret the ins and outs which can be precisely conveyed only by a person.

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**American Slang**

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People seem fascinated by slang and it is widely beloved , especially in the abstract by people who cringe when it is actually spoken.**So, what is slang?**

Slang refers to words or phrases that begin to be used in a widespread way. This way, our language renews itself and changes with the times. Slang words show the attitudes of the group or sub-culture that uses them.

Slang can appear as a brand new word, a new meaning for existing word, an abbreviation for a word, or a word that becomes more generalized that its former, narrow meaning. It may help to go over what is not considered slang. Slang is not dialect, colloquialism, or catch phrases, where both parties are familiar with the references, like “Beam me up, Scotty” from Star Trek. It is not jargon, wich is limited to a certain field, or slogans used in advertising.Graffiti is not slang, nor is any special language used in a secret group

**Why we use it?**

There are many reasons people use slang words and expressions. It can be used just for fun or as a way to be witty or clever.You can be useit to be different or startling. Even if you don’t know it, slang enriches the language. Many use it as way to be friendly, or to show that they belong to certain group or profession. Some engage in slang usage to be secretive, like those in secret societies, children, students, or prisoners.

Slang is way of using descriptive or figurative language. It sometimes is irreverent and humorous. Slang expressions describe activates or objects.

**Role oh the slang**

Slang and colloquial expressions come in different forms: single words, compound words, simple phrases, idioms, and complete sentences. Slang is rarely the first choice of careful writers or speakers or anyone attempting to use language for formal, persuasive, or business purposes. Nonetheless, expressions than can be called slang or colloquial make up a major part of American communication in movies, television, radio, newspaper, magazines, and informal conversation.

Localized fad words are usually thought to have a short life, but others kinds of slang expressions may spread and last for a long time. The farther they spread, the longer they will last. If they last long enough, they may become so well known that they become standard English unavoidably. Most such slangy expressions simply join an enormous pool of similar expressions, and they are used until displaced by new terms. At some point the old ones are put on hold until they are forgotten by decades will pop up again in novels and movies or in sporadic use in the speech of older generations.

For more than two hundred years, the jargon of criminals has been a major source of everyday slang words. Alcohol, drugs, and crime have been firmly fixed in the public consciousness since the time of prohibition in the Untied States.

Most slang words that deal with personal type, race, ethnic origins, and so forth , are quite rude-often hateful-and considered by some people taboo. No apology is made for those that are included. They are rude or they wouldn’t be considered slang or colloquial. On the other hand, no attempt is made to include all of them, and many of the worst have been omitted.

**Grammatical features of English slang**

Differences between English grammar and speaking, you canfeel immediately, arriving in an English-speaking country. Such reductions can feel immediately, when you go in America. Such reductions can be considered as elements of slang:

* Gonna – going to
* Wanna – want to
* Ama – I’m
* Dis – this

I don’t speak about the familiar grammar rules how to make a slang expression. Slang haven’t grammar, is a kind of words which haven’t different rules of grammar.

**Difference between English and American slang**

We know that American language is differs from English language. Slangs as well. The British generally extremely polite people, and usually, if they use slang, you can guess the meaning of what they are.For example:

* Shag – in America means dancing, but use this word in Britain are abusively
* Fancy – In Britain this word mean fantasy, whimsy but in America this word popular name of bun or cake
* Bloody – America is used in the literal sense, as blood. In Britain is a figurative moron

**Starting Dates of Slang Words**

One of the best ways to learn the meaning and origin of slang words is to look at a dictionary of slang words. The dictionary will tell you what a slang words means and when it started being used. F/E: “bad” has been used to mean “good” since 1897, “dude” which means a “guy”, first appeared the 1870s.

Each decade has had slang words appear during that time. Here are five common slang words and expressions from each recent decade:

From the 1950s: boo boo- mistake or injury; cool- slow down; garbage-nonsense

From the 1960s: crib or pad- where you live; far out- amazing; vibes- feelings

From the 1970s: horn- telephone; no brainer- easy problem; zip- nothing

From the 1980s: go postal- go crazy; wicked- cool

From the 1990s: loot- money; po-po- police

From the 2000s:holla- call on the phone; peep- person

Language constantly evolves and the meanings of words is it change, including the slang words.

Slang freshens and enhances the English language by adding words that describe what people oh the era are doing and feeling.

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**What is linguistics?**

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Linguistics may be defined as the scientific study of language. This definition, unexceptionable as far as it goes, is one that will be found in a large number of textbooks and popular introductions to the subject. The term 'linguistics' was first used in the middle of the nineteenth century; and there are many scholars currently engaged in research or teaching in the field of linguistics who would say that the subject itself is not much older than the term 'linguistics'. They would claim that earlier linguistic research (in Europe at least) was amateurish and unscientific. Now it is a matter of legitimate dispute just how far back one should go in tracing the history of what we would today recognize as 'linguistics'. We-.shall not go into this question here. But one point should be appreciated. The investigation of language, like the investigation of many other phenomena (including those that fall within the scope of what are commonly called the 'physical' sciences), has been subject to various changes in the interpretation of the words 'science' and 'scientific', not only in the remoter past, but also more recently.   
One topic that commonly finds a place in discussions of the status of linguistics as a science is its 'autonomy', or independence of other disciplines. Linguists have tended to be somewhat insistent on the need for autonomy, because they have felt that, in the past, the study of language was usually subservient to and distorted by the standards of other studies such as logic, philosophy and literary criticism. For this reason the editors of Saussure's posthumous Course de linguistique generate (the publication of which is often taken to mark the beginning of 'modern linguistics') added to the text of the master its programmatic concluding sentence, to the effect that linguistics should study language 'for its own sake' or 'as an end in itself (Saussure, 1916).  
Whatever might be the precise meaning of the phrase 'language as an end in itself, the principle of 'autonomy', as it has been applied in linguistics over the last fifty years, has led to a more general conception of the nature and function of language than was possible in the earlier periods of linguistic scholarship. An equally, if not more, important consequence of the principle of 'autonomy' is that it promoted the study of language as a formal system.  
Now that linguistics has established its credentials as a nature academic discipline with its own methodology and criteria of relevance (and one can reasonably claim that this is the case), there is no longer the same need to insist upon the principle of 'autonomy'. The last few years have seen an increased interest amongst philosophers, psychologists, anthropologists, literary critics and representatives of other disciplines in linguistic theory and methodology. Some scholars consider that the time may be ripe for the incorporation of the theory of language into a more embracing synthesis of science and philosophy.  
Synchronic and diachronic. Throughout the nineteenth century linguistic research, was very strongly historical in character. One of the principal aims of the subject was to group languages into 'families' (of which the Indo-European family is the best known) on the basis of their independent development from a common source. The description of particular languages was made subsidiary to this general aim; and there was little interest in the study of the language of a given community without reference to historical considerations.  
Saussure's distinction between the diachronic and the synchronic investigations of language is a distinction between these two opposing viewpoints. Diachronic (or historical) linguistics studies the development of languages through time: for example, the way in which French and Italian have 'evolved' from Latin. Synchronic linguistics (sometimes referred to rather inappropriately as 'descriptive' linguistics) investigates the way people speak in a given speech community at a given point in time. It is now generally agreed that (due attention having been given to the definition of 'speech community') the history of a language is in principle irrelevant to its synchronic description: but this fact was not generally appreciated by earlier linguists.

(From "New Horizons in Linguistics" edited by John Lyons)

**There are many very good reasons to learn of modern international English language**

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For a start it would be desirable to focus the attention on the term « There are many very good reasons to learn of modern international English language.».

The frst I want tell about English. English (eng. English, English language) — language of the Germanic family of languages. English in ancient times, it is believed that in ancient times the language of Anglo-Saxon captured the territory of great Britain, but was also covered Celt influence on languages.

English is an international language (de facto-lingua Franca). The most common language in the world, after China in terms of population, is the most spoken language. English UK, the United States of America, New Zealand, Australia and Thailand to other countries, the native language. In addition, in many countries it is considered an official language.

English — UN is one of the six languages. English is the most spoken language in the world. Western Germanic languages are languages. A. T structure. In the UK, USA, Australia, New Zealand, is the official language. In Canada (along with French), Ireland (Irish together with language) is a dual language. The UN has six official languages adopted in them. Now, the six most common onshore 400 million people speak this language. In 50-ies of the 20th century-years with the name of Abylai Khan. International relations and world languages Kazakh state University-Kamenogorsk, the English language training of specialists in higher and secondary education institutions prepared by the other. In the form of an independent subject in school and included in the program. A. t-h 5-6", the correspondent of in the resettlement to the island on land British English, sax, indigenous island tribes and Celt tribal language. A. t-the history of the ancient English (7-11 centuries), middle (12-15 centuries) and (15-C) era is divided into three stages. A. t V n 7-8 written records to. At that time the British record rune, using stone, wood, written on the bones and practice. 6-7 n-rune inscription came out of use in connection with the spread of Christianity among the British, began to use the Latin alphabet. The English go ahead and develop the Latin alphabet, it W, V, J and letters added. 1066 England was captured by ,language — French, English saved on the account in the speech of the common people. 1476. Publication of the book in English in England. This is a record of the English literary language based on the London dialect." They are divided into two types: American and British English. Within the British Scottish English language, North, West, East, South, are classified dialect. 7-11 BC) in the Anglo-Saxon language, dialect 4: Northumbrian, merely, and the village. The main features of the English language: a) most of the sounds phonetics in the system that long-drawn, short said. In this context, in English the meaning of the word may change, bribery; b) morphol. feature in the field: adjective-San of the world and all that instrumental cases and also that the verb and the noun affecter days later, many historical changes. In this regard, word-for-word and in English, as well as new faces, such as auxiliary verbs, forms. Rules spelling the English language there are differences. Changes in the spelling of sounds, spelling rules are strictly observed and the software in English.

There are many reasons for learning English in today's international. After all, English is the world's most needed. One of the forms of social phenomenon of the English language. I think that in developed countries are used English Because, a lot of conferences , negotiations in English. this society, reports English is a worldwide multiple. English language is nowadays a very important role in our time. Therefore, communication based on the English language: the language is global. "Kazakhstan, as a country, should be recognized around the world using three languages with higher education. This is the Kazakh language-the state language, the Russian language as the language of international communication and the English language – the language of successful integration into the global economy, "the head of state noted in his message that we remember that.

Requires of modern English. English is the universal first world war. In the history of our country, the ongoing socio-economic changes, the constant improvement of the English language, the training of new directions in the field of education, scientific and methodological level of education and the implementation of tasks requires an intensive rise.

In this regard, as one of the three prerequisites for ensuring the supremacy of the English language - in the scope of its actions in various spheres of public life, socio-economic, strong Nations and nationalities of each other and understand the role of the English language in the international character.

English is an international language. The most common language in the world, after China in terms of population, is the most spoken language. English — UN is one of the six languages. English is the most spoken language in the world. Western Germanic languages are languages. A. T. flective structure. In the UK, USA, Australia, New Zealand, is the official language. It is also the official language of many States.

One of the forms of social phenomenon of the English language.

The only factor for the development of universal lifestyle Deurne - English. Communication based on English, and these specific consequences: among the global countries speaking English.

The English language is nowadays a very important role. In modern English language schools, included in the direct between the main subjects of profound. As in English language schools from the first grade of the subject system are included in the table. Even in kindergartens already in speech in English, teaches to learn. On the Internet, children are a little different-there multi scalar. How should learning English in the Internet and people, but in the conclusion enter the teaching methods.

Every year the number of people studying abroad grows in the country. Therefore with profound studying of English language, schools, universities, effort, language. In the regions of the country a lot, many to open courses good knowledge of English.

In our country since ancient times, yet happy, it is clear to all languages, Kazakh State Women's Pedagogical University invests a lot of strength training. Currently, in our University there are many language learning courses: French, Chinese, Turkish, Russian, English languages. English is individual, then our students have their knowledge in learning the language in Moscow.

Currently in higher education only vocational education with the degree "Bachelor" is not only not limited to, a "Master's degree" , "Doctorate", as required by high posts. This requires a good knowledge of English is essential.

Tom, however, it is difficult to master the language, of course. Therefore, in English, audio-video, saw a lot of programs online ,listen. There more enrichment of vocabulary of the English language in each.

It's time in English 34. Basically a mini-megatrend 12. Consider all this there tension schools. For example, in the teaching method used in teaching English in recent years, the computerization of education in a new way. The place of the computer in the life of mankind today is not at home" We see more and more programs in English online through the Computer. English-computer engineering, language of communication, language, language of education in the specialty, some authoritative among young people, the language of the media, the language becomes information, especially through the Internet. And with this "cultural project Trinity of languages" in the space of effective use as a solution we offer the following:

- Age of onset of English language teaching on the basis of respect and mass langue ecology evidence;

- Information English, comparing their system of values language as a means of cognition, learning sale star.

In "Kazakhstan-2050" - a new political course of the established state "in the Address to the people of Kazakhstan:" we must make a breakthrough in English.

Not knowing English, therefore, worthy of modern requirements, the formation of a competitive personality, we can not achieve full. Russian language with the help of additional education, expand their horizons, the wider community, and for the more advanced seeking to limit the achievements to Kazakhstan from neighboring countries English language. The skill level and literacy have shown the world that countries that major steps leading to possible alignment there seems important States multilingualism. Among the foreigners qualification is how important it is to know the language of the most competent press conference to get ahead.

If you teach English in Kazakhstan, we offer you a number of useful resources for teaching and are happy to offer. The British Council is free with a wide range of materials for English teachers. You need:

1)for Teachers, online courses sign up;

2)in the Lesson plans and materials for free;

3)Professional development, training and to find information about the conference;

4)teaching materials in operation and participate in the discussion;

5)for teachers of English language you can subscribe to the Facebook page.

In the program of English language abroad lasting from two weeks to 4 months the specialist Of the Department of foreign Affairs of the USA on carrying out programs,training of English as foreign language (TEFL) and hires experts in the field of training in English in the USA and other tildilerga academicians. Project topics, curriculum development and evaluation, teacher training, learning improvement, English for Special Purposes, or. In some cases, lectures, video conferences and webinars for digital consultants (online workshops). English language programs, educational especially for those that specialize in foreign countries.

Learning English forum teachers for teachers on a quarterly basis since 1962, the record-journal, which is distributed through the office of the English language. Updated a lot of modern technology on English language. Language, learn well, to know how , young people need for each. Girls, organized by the Department of foreign language teaching methods of the faculty of Kazakh Philology and world languages in the framework of the event of the 70th anniversary of the University. The main purpose of the Olympics is the formation of future specialists ' professional knowledge and skills, build motivation and increase skill. 4 Olympiad aspect, that is, "Reading, Listening, writing and speaking" in the period from 3 to. A large number of Olympiads in the walls of the school. Olympiad in English, participation in azimuthally media. If you know English, then take prizes in competitions, day one opportunity to get an education abroad. Of course, for education abroad, knowledge of English language. For the development of the English language of the country, a lot of young people, though in the future to intensify the study abroad. Since time is working in this direction. Even in trade with foreign countries , for communication and English. Dear Mr, Kadyr Myrza Ali: "everything flows, everything..",- that in path not for good reason.

Day of English at the UN on the initiative directly in the days celebrated since 2010, as well as in other languages. English is today a" world language " and has the status of billions in this language spoken by people. Their most part of Britain, the US, Ireland, Canada, Malta, Australia, New Zealand, inhabitants countries. Even the English language, official in some countries of Asia and Africa. People who speak this language "angle finder" called traditions. Yesterday in Standard English, pure London dialect changes over time in different regions, so it is difficult to understand apically America English or English speaking. English French is the language of the UN, and performs the work and activities of the UN Secretariat-the official language by virtue of six. On this day in the world, round tables, conferences, competitions, scientific exhibitions, organized classes in English, where you can get acquainted with the culture. Although in our society, which occupies the dominant position of the English language in Almaty, gained the third place in popularity in the world. In the first place China, second place – Spanish. English vocabulary more. On language, on 800 100,000. Words a synonym for such many and in a series of. American President Benjamin Franklin "drunk" (eng. drunk) speech about 200 dead synonymn. Now, let yourself think. This is efficiency-in case you need to remember the word, in other words it is easy to replace.

The once a symbol of the English language. And now the sign "ampersand" name. The onset of a land name in English ends with the letter.

You know, it is enough to know 1500-2000 words for the presentation in English, the incident from. However, you are good at yours. We will remind, about 12000-20000 chair of the English word he knows what his education means. When applying the well-known Shakespeare's works 30,000 words.

Summing up, English is the language of communication. In modern English, the most widely used language. Language in the global economy, but we are no less paid. The English language is nowadays a very important role. In modern English language schools, included in the direct between the main subjects of profound. In modern English language schools, included in the direct between the main subjects of profound. As in English language schools from the first grade of the subject system are included in the table. The role of the English language of international character, deepened in the 21st century, is considered to be an important role.

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**Slang as one of the integral aspects of the English language**

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goal problem relevance

jargon as a phenomenon of modern life

3 grammatical features of slang in English

4 the role of slang in modern English

1 The purpose of this work is a complex description of slang as one of the subsystems of modern English language and the identification of the specific function of the slang . Objective:

1 to study the definitions of the concept of "slang"

2 to study the problems of etymology slang

3 to uncover the potential of modern slang. It is the fact that slang, being an integral part of the language, represents one of the most urgent and contradictory problems of modern lexology. This work contributes to the solution of the problem of definition, essence and main distinctive features of the phenomenon being studied.

2 Slang is a speech of a social group containing verbosities and expressions that differ from the common language, including the artificial and conditional. The word jargon came from the French "jargon", which in translation means "the language of crime." The slang language, he takes his coat spits on his hands - and goes to work. Carl Sandberg. That is slang is a simplified spoken language. slang penetrates into all spheres of society from a vocabulary, which, for example, doctors use in pacifiers to addicts. group of people and spreads within a given class of society. People, not being part of this class, sometimes use this slang, thereby causing it to spread widely.

3 The difference between English grammar and spoken language you can feel immediately arriving in the English-speaking country. Tokio can be considered an element of slang: Gonna- going to wanna - want to Ama- I am yep, ye- yes dis- this u -you Dunno -don't know cause - because many words can be as normal, and slang. For example, the words cool: cool fresh cool cool to bless you, bless you, be healthy. Socrates can also be represented in the form of abbreviations that are commonly used for the exchange of sms or correspondence in chat rooms. for example: AKA ( also known as) IDB (I do not know) BRB (be right back) ASB (as soon as possible) BTW (by the way) SU (see you) CMB (call me back). Such degeneration English is very diverse: posh pretentious wicked excellent cool props Respect diss degrade not disgustingly offensive all right oznochaet "hello, how are you?" what's up like business for sho necessarily kaney but exactly obvi obviously bublin brook gossip dressual- fashion style in which elegance and everyday life are found nexterday the day after tomorrow tip of my thumb thoughts that revolve around in my head. Interestingly, 64% of US students use colloquial and written language in English.

4 the English language has a loud, cheerful, nepospitonny but witty little brother this slang. What is the role of slang in the English language? Slang simplifies both spoken and written speech. Therefore, slang was, is and will be in different languages ​​of the world. This is an integral part of the language. and is improved along with the language. The relevance of the topic and the need for its choice is the wide use of both Russian slang and English in the speech of Kazakh youth. We use slang degeneration among young people: gamer ramake face-control talk-show image-meker

**Onomatopoeia in English, Kazakh and Russian languages**

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The phenomena of existence onomatopoeias have a great interest for studying, because this class of words appears in the everyday use of language quite often.

As its Greek root suggests, *onomatopoeia* is the making (*poiein*) of a name or word (*onoma*) from natural sound. Onomatopoeias are thus imitative words of these natural sounds. Onomatopoeias are found in all languages of the world, and some linguists in fact believe onomatopoeias were the first words human spoke when language was developed. Since direct imitation allows the hearer to understand the meaning most easily, it is the most obvious way to describe actions (e.g. *punch*, *boom*) and animals (e.g. *cock*, *dodo*), which constitute the most parts of the conversation between primordial human. So, onomatopoeias are words that imitate sounds. Onomatopoeias sound like the objects they represent or the sounds those objects make.

It is easy to find that onomatopoeias of the same sound in different languages are often similar. This is especially true for the calls of animals. For instance, if we compare the onomatopoeias for the call of a cock, we see that almost all of them contain an initial velar stop, either a voiceless [k] or a voiced version [g]. In addition, in contrary to the most common two-syllable onomatopoeias for animal calls, all of them contain three to five syllables to indicate a prolonged call. The similarity is even more striking in the call of a sheep. All of the languages surveyed show the same pattern: An initial bilabial consonant (nasal [m] or stop [b]) plus a final front vowel [e]. Onomatopoeias for the other animal calls also show a great deal of similarity.

Despite the above mentioned similarities, differences do exist between languages. The English *boom* for the sound of explosion, is also quite unrecognizable to the Swahili *twa*. This raises a difficult question to answer: Why do these onomatopoeias differ?

Supporters of the Sapir-Whorf hypothesis propose that sounds perceived by a hearer are in fact dependent upon the phonological system of his language. “Sound effects are verbalized by means of the phonemes of a language according to how the speakers hear the effects.” The hypothesis, however, has not met with adequate evidences.

Instead of accepting that the sounds we *hear* are altered by our phonological system, it seems more reasonable to argue that the sounds we *speak* are altered by the phonological system. Taking the buzzing of bees as an example, in most of the European languages surveyed, the onomatopoeias involve a voiced fricative [z] to represent the fricative sound made by the vibration of bees. The four Asian languages, however, do not have this sound in their phonological systems. They therefore employ nasal consonants [n] and [ŋ] to create an effect of resonance.

In order to check this theoretical material in practice, we did an analysis of some poems, songs and fairy tales in English, Russian and Kazakh languages on the theme «Animals’ sounds» and made a table of onomatopoeias.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  | **Russian l-ge** | **English l-ge** | **Kazak l-ge** |
| 1 | cow | Му-му | moo | Mө-ө |
| 2 | duck | Кря-кря | quack | Кеңк |
| 3 | dog | Гав-гав, тяв-тяв | bark, woof-woof | Арс-арс |
| 4 | cat | Мяу-мяу | meow, hiss, purr | Мияу |
| 5 | mouse | Пи-пи-пи | squeak | Пи-пи |
| 6 | goose | Га-га-га | honk | Га-га-га |
| 7  The above examples show us how the phonological system of a language may influence on onomatopoeias. Different animals make sounds the same in nature, but in different languages ​​they are reflected differently, because each language has a different phonology, or system of sounds. All words in a language must fit in with the rules and patterns of the language's phonology. For example, in English, no word begins with the 'ng' sound, though in many languages it is possible to begin words with this sound. Even though onomatopoeic words may be similar across languages, each language will form onomatopoeic words that fit in with the usual phonological patterns of the language, and these patterns differ across languages.  In summary, we see that onomatopoeias is a distinct class of words, they are universal to languages. Onomatopoeias are found in every language and due to their imitative nature, onomatopoeias for the same sound in different languages often share some universal characteristics. Despite a common origin, onomatopoeias for the same sound in different language are influenced or restricted by the different phonological systems, leading to discrepancies between them. In addition, onomatopoeias are as productive as any other words. They can develop into nouns, verbs, adjectives and adverbs, which become part of our everyday vocabulary. | horse | И-го-го | neigh | Пар-р |
| 8 | sheep | Бе-э-бе-э | baa | Мә |
| 9 | pig | Хрю-хрю | oink | Қорс-қорс |
| 10 | hen | Ко-ко-ко | cluck | Қыт-қыт |

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**Verbalization of a concept "time" in the Russian and English languages**

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This article is devoted to research of one of key cultural concepts - a concept "time". Works of both foreign, and Russian scientists are devoted to problems of studying of the nature of a concept: W. von Humboldt, E. Sepir, B. Uorf, J. Lakoff, M. Minsky, R. I. Pavilyonis, Ch. Fillmore, A.A. Potebni, S. A. Askoldov, D. S. Likhachyov, N. D. Arutyunova, Yu.S. Stepanov, E.S. Kubryakova, A.P. Babushkina, 3.D. Popova, I.A. Sternina, V. V. Kolesova and many others. And still the term a concept in a type of the complexity and functionality still receives the most different treatment in linguistics.

Relevance of the chosen subject is defined by that this research is in the course of the most demanded directions of linguistics and social and humanitarian knowledge.

Object of research are a language embodiment of a concept "time" in English and Russian languages, and as a subject of studying detection of their national and cultural specifics in English and Russian cultures is considered.

The purpose is to describe features of expression of a concept "time" language means of English and Russian languages.

The main method of research in our work was the descriptive method that is a method of direct supervision over the language phenomena and their description, also by comparison of the language phenomena of English and Russian languages the comparative and comparative method was applied.

The concept time is key in our article therefore it is necessary to reveal value of the term "concept" first of all. There are some approaches to its definition. Yu.S. Stepanov defines concept as follows: "The concept is as if a culture clot in consciousness of the person; in the form of what the culture is included into the mental world of the person. And, on the other hand, the concept is by means of what people - the private, the ordinary person, not "the creator of cultural values" - itself enters culture, and in certain cases and influences it [1].

G. G. Slyshkin and V. I. Karasik understand a concept as "multidimensional mental unit with the dominating valuable element" [10].

Concepts can be steady - having language means of verbalization assigned to them and unstable - not having means of verbalization assigned to them, unstable, still formed, deeply personal, seldom or practically not so verbalized.

The special place among concepts belongs to so-called universal, basic concepts. They take the central place in pictures of the world of many national and language communities as make a basis, the base of all attitude. It is undoubted that a concept "time" in Russian and the concept of "time" corresponding to it in English by right are among such concepts, representing one of the bearing designs of an image of the world.

Time and space are fundamental attributes of our life, they aren't subject to any objective external changes. But at all stability of extralinguistic category of time lexical and stylistic means of expression of a concept of time undergo the considerable changes connected with subjective perception of the person. Undergone by change time models especially are radical, than the concept of time contacts human life, his attitude and the happening historical processes more closely. Scientific progress and the corresponding expansion of knowledge of world around can be those reasons: understanding by the person of the force as equal to God and acceptance of active living position, the general acceleration of a rhythm of life in connection with technical achievements.

The person can express the relation to a certain period, a time, the moment, a current of time, but can't affect the course of time or its property.

The analysis of the actions made over time in modern English literature opens before us the new person accepting an active position in relation to time capable definitely to influence it. The person, and also circumstances can give time, borrow, choose, fill, buy, to leave and even to force it to move, go.

Concept "time", being one of key concepts, is important part of conceptual system which is reflected in all languages differently that allows to speak about temporary perception, about ethnic temporary mentality and in general about a temporary picture of the world. One of the brightest results of verbalization of a concept "time" is phraseological units with time value [4].

The concept "time" represents the multidimensional mental education coding knowledge of traditions, customs, ceremonies, household culture, daily behavior, norms of use of time and has multilayered structure (etymological, universal, national layers).

The research conducted by us was undertaken for the purpose of the linguistic description of features of expression of time in phraseological units in Russian and English cultures. As a result of research time place in human life was revealed and the comparative analysis of the set expressions reflecting time in Russian and English cultures, for the purpose of detection of features, similar and distinctive features of two studied nations is carried out.

For generalization of results of the conducted research it is necessary to notice that in view of progressive development of economy, the social relations, and ideas of time change. And interest in research of time of the different people doesn't disappear as this subject is actual today.

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**Studying German with the help of English language.**

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We live and work in the epoch when globalization of all spheres of human activities takes place which results in review of priorities in education. That’s why multiculture together with informational and communicative competences nowadays are determined by the world educational community as a basic educational competence and one of the main trend is to form world educational area. The actuality of multicultural and multilingual education is defined by universal world tendency to the integration into economic, cultural and political spheres. We understand multilingual education as an aimed process of exposure to world culture by means of languages when these learning languages are the ways to achieve the spheres of special knowledge, to acquire cultural-historic and social experience of different countries and peoples.

We study at Pavlodar pedagogical college named after B. Akhmetov and study 2 foreign languages English and German. English is the first language, German is the second one. These languages are widespread. German is spoken by about 95 million people worldwide, and is the official language of Germany, Austria and parts of Switzerland. English and German both belong to the Germanic branch of the Indo-European language family. Because they are so closely related, they share many features. Furthermore, the English language is pervasive in German media and popular culture. It is not surprising, therefore, that many Germans learn English quickly and easily. However, there are a number of aspects of German that commonly interfere with the correct production of English.

The aim:Find out similarities between German and English that’ll help English speaking students to study German.

Task: Find out and study information about history of these languages, grammatical structure, word building formation.

Everyone wants to learn a new language. If you’ve ever tried to learn another language, you’ll know just how difficult it can be. Some people want to learn a new language to move abroad, get into university, interact with locals while holidaying abroad or simply to impress that special someone with your foreign language skills. I wanted to mention some similarities between German and English, since I study both languages.

English is a Germanic language

Perhaps the most crucial point to make is that English is a language which originally derived from West Germanic more than 2,000 years ago. Indeed, both the German and English languages are considered to be members of the Germanic branch of the Indo-European language family, meaning they are still closely related today.

Given their shared origins, it should come as little surprise to learn there are strong resemblances between them. It is estimated that more than a third of English non-technical lexicons are of Germanic origin, as are many English words. Furthermore, the modern languages have both loaned words from Latin, Greek and French.

The two languages use the same alphabet

One of the most obvious similarities between German and English is the fact that both languages utilise the same 26 letters which form the Latin alphabet. This is a major plus point, as it makes it easy for English speakers to start writing in the German language straight away.

With the exception of learning rules regarding the additional umlauted letters (ä, ö and ü) and the Eszett or sharp S (ß), this transition is fairly simple.

Several German words are used in the English language

If you are able to speak English, chances are you already know some German words! The English language has borrowed a number of words from German and some of them are used fairly regularly. For example, the word 'rucksack' to describe a bag carried on a person's back.

Over the years, the German language has also borrowed a number of English words too. This is especially prevalent in the worlds of technology, music, advertising and fashion, where English speakers should encounter a lot of familiar words and phrases while making the transition to German.

For instance, the words 'Computer', 'Designer', 'Album', 'Image' and 'Laser' have all been adopted from English, and English words are often borrowed when a craze starts outside of German-speaking areas. Examples of this include 'Skateboarding' and 'Aerobics', which are both recognised by German speakers.

In addition to the vast number of words which are shared between the two languages, German and English also feature many words that sound extremely similar. This is a major plus point when it comes to learning German from a starting point of understanding English, as it is often possible to guess what some words mean.

For example, the German word for 'house' is 'Haus', the German word for 'university' is 'Universität' and the German word for 'camera' is 'Kamera'. For an English speaker, it would be fairly easy to ascertain that the German sentence "Ich trinke Wasser" means "I drink water," even if they had never encountered these German words before.

German and English words often follow the same grammatical rules

For English speakers who are attempting to learn German, one of the features they will encounter is a similarity in grammatical rules. Perhaps the best example of this is with the way verbs change based on their tense and this can be demonstrated with the verb 'to drink', which is 'trinken' in German.

The English word changes based on tense, from 'drink' to 'drank' to 'drunk'. In German, for the same three tenses, you use the words 'trinkt', 'trank' and 'getrunken' and the same basic rule applies to most other verbs too. Therefore, an English speaker can often have a pretty good idea of German verb patterns from the very beginning.

Both languages use Arabic numbering systems

Another advantage of learning German as an English speaker is that the two languages use the same Arabic numerals and numbering system. Much like in English, numbers are all comprised of sequences of the digits 0-9 and while these numerals have different names in German, the follow the same core principles.

This can perhaps be best observed by looking at the numbers from 10 to 20.

English: ten, eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty.

German: zehn, elf, zwoelf, dreizehn, vierzehn, fünfzehn, sechzehn, siebzehn, achtzehn, neunzehn, zwanzig.

As you can see, the suffix 'teen' is replaced by 'zehn', but the basic pattern stays the same.

Conclusion  
To sum up the results of our work. So, we know that the similarity of German and English is due to the common origin of these languages, which were the basis for tribal dialects of the ancient Germans. During the analysis of linguistic phenomena we have seen specific examples that the German and English languages ​​have similarities not only in vocabulary but also in grammar. We hope that our work will help us further in learning a second language, and will be interesting to students who are learning English or German as a second foreign language.

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**SECTION 2**

**ШЕТ ТІЛІН ОҚЫТУ ӘДІСТЕМЕСІ /**

**METHOD OF FOREIGN LANGUAGE TEACHING**

**Using of game technologies on development of lexical abilities**

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Having considered various approaches to classification of games during experience we have stopped for classifications M.F. Strunin who subdivides games on grammatical, lexical, phonetic spelling and creative. We will in more detail consider these technologies today.

Using of game technology is unconditional effectively because:

Firstly, in the course of the game the most important condition is implemented: both the teacher, and pupils communicate in a foreign language.

Secondly, boring repetition of some grammatical rule or fixing of new lexicon in the form of a game turns into fascinating occupation.

Thirdly, pupils receive evident practical use of new knowledge. It is promoted more by role-playing games.

Fourthly, the language barrier which often is present at constraining people disappears. In the course of the game of people it is liberated that allows to communicate more freely and easy.

Fifthly, the value of game technologies and that they bring a variety lessons contribute to the development of creativity.

There is a certain algorithm of use of game technology:

- selection of the games corresponding to psychological and age features of pupils;

- selection of material for work at a lesson with use of game technologies;

- diagnosing of the available knowledge, identification of level of activity, informative independence of pupils;

- mastering new methods, forms, the receptions allowing to teach children to study independently;

- organization of control of knowledge and their correction;

- analysis of results.

By means of lexicon the substantial party of the speech is transferred and perceived. Lexicon is the main construction material of our speech therefore lexicon role is so important for acquisition of a foreign language, as well as a role of phonetics and grammar. Lexicon transfers a direct subject of a thought owing to the nominative function since gets into all spheres of life, helping to reflect not only reality, but also imagined. Thus, lexicon is one of the main components of training in a foreign language. Without lexicon it is impossible to learn language and to construct statements.

Use of lexical games stimulates informative activity of pupils during which he carries out search of necessary information on the country of the learned language, her traditions and history, creatively processes this information that contributes to the development of linguistic skill. A linguistic game helps to solve the following problems also:

- correctness and accuracy of perception by students of an image of a word, establishment of strong communication between image and value;

- the correct localization of a word in memory of the pupil on the basis of attraction of information on other words of native and foreign languages;

- the correct and various combination of new lexical units with others, the words of a foreign language already known to pupils. Thanks to games all informative processes of pupils become more active: the attention, memory, thinking, creative abilities develop. The main condition of any training — existence of aspiration to acquisition of knowledge and measurement of and the student. Knowledge of features of the informative sphere of the younger school student is very important because during the training and education these features need to be considered. In the context of educational activity specially organized, purposeful training of younger school students of cogitative and communicative activity with a support on reserves of age development has to be carried out [1, page 153].

It is important to find "golden mean" which would provide observance of the necessary proportion in study and a game, remembering at the same time that a game has to submit to specific educational objectives. Experience shows that without game actions fixing in memory of the school student of foreign lexicon happens less effectively and demands excessive intellectual tension that isn't desirable. The game entered into educational process on classes in a foreign language as one of methods of training, has to be interesting, not difficult and brisk, promote accumulation of new language material and fixing of earlier gained knowledge. It is necessary to consider that game process much more facilitates process educational; moreover, skillfully developed game is inseparable from the doctrine.

It is necessary to remember, however, that at all appeal and efficiency of games it is necessary to observe sense of proportion, otherwise they will tire pupils and will lose freshness of emotional influence. A game is not a just collective entertainment, it is one of the main ways of achievement of all problems of training. Only reasonable application of lexical games at lessons and their combination to other methodical receptions promote effective and high-quality digestion of material and does joyful process of knowledge which becomes requirement [2, p. 35-36].

For most best assimilation of lexical units reception of systematization of lexicon under the name a cluster is used. For example, we ask children: What can we do with letter? On a board we write a keyword of letter and we lead round him in a circle, from him we put arrows, under them we write write, read, post, send, get. Then it is possible to ask children to put verbs in the logical sequence.

The game "Snowball" is held for the purpose of activization of lexical skills. This game can be held both between teams, and between several pupils, having caused them to a board. For example, we set the subject "Food". The first pupil calls one word, the second has to repeat his word and tell the. Thus, at children memory, attention and ability to listen each other develops.

Game "Wordchain". Purpose: to develop ability it is correct to correlate a graphic and acoustical image of a word. Children have to make a chain of words that each subsequent word began on the last letter of previous. To complicate a task, it is possible to limit a subject or to draw a long rectangle on a board, to divide him into squares, having determined by that quantity of letters in each word. And, on the contrary, under each estimated word to place the picture that the child knew what word it is necessary to enter in sections. Thus, he will need only to write it correctly.

Game "Pick Up the Signature to the Picture". Purpose: a use training in the speech of words exceptions on the subject "Plural of Nouns". Children are divided into teams. Each team receives five cards, on each of which the noun in the only thing or plural and five pictures corresponding to inscriptions is written. The task is given: who will quicker and more correctly pick up the signature to pictures.

Game "What can you see?". Purpose: development of attention, memory, logical thinking. Pictures on the subject "Animals" are shown to children. But each of pictures is closed by the sheet of paper in which the round hole is cut through. The teacher drives according to the picture this leaf and children, seeing only fragments of this picture, have to guess who is represented there. The game can be held on any subject.

Game "Whimsical Child". Game purpose: introduction of a speech sample "I want a …". On a table the teacher has different toys animal. "Children, present that you have come into toy store, but you such ill-bred that at once everyone began to ask from mother: "I want a frog. I want a dog …". Let's play whimsical children".

"Crossword puzzle". Purpose: development of spelling skills. Solutions of various crossword puzzles helps children not only to remember pronunciation of a word, but also its spelling.

Game "Translator". Purpose: activization of skills of the use of verbs in the 1 and 3 person. Children get up in a circle. One pupil throws a ball and tells about himself, the second pupil catches a ball and tells about the first pupil; then he throws a ball to the following and tells about himself: "I like to play".-"She likes to play. I can play the piano". – "He can play the piano. I want to swim". – "He wants to swim …".

Game "Call an Antonym". Purpose: improvement of lexical skills. The teacher calls a word, and pupils select to them antonyms: fat - slim, clean - dirty, nice – ugly, old - new, good – bad, big - small.

Game "Call a Rhyme". Purpose: activization of earlier studied lexicon according to the program; development of attention, logical thinking. The teacher calls a word, pupils have to pick up a rhyme to this word: green - clean, fat - hat, light – night, house - mouse.

Purpose: activization of lexical skills on the subject "My flat". The class is divided into teams. Each team receives a leaf with the description of the room and a clean sheet of paper. Children have to read this description, understand and on a blank sheet to represent all objects which are in the room.

Game "Orchestra". Purpose: a training of the entered lexicon on the subject "Musical instruments" in the studied speech samples. "Guys, let's create musical orchestra. Choose to yourself the tool on which you want to play". Children, choosing the tool, say: "I want to play the drum. I want to play the violin. I want to play the piano". After all have chosen to themselves tools, they say: "I can play the piano. I can play the violin".

Game "Agree. Disagree". The teacher at fast speed pronounces words or statements with various words, for example, on the subject "Products". Task for pupils: to express consent if the teacher is right, won't agree with him if he isn't right. "You like honey. – I don’t like honey. You like sweets. – I like sweets" [3, page 76-81].

These games are successfully and effectively used at English lessons. As already it has been described earlier all of them are suitable for studying of lexicon of any foreign language. During approbation at lessons have proved the efficiency in the course of assimilation of lexicon in groups of initial level.

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**Communicative Language Teaching**

**as one of the effective methods in teaching foreign languages.**

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Good school teachers always possess a set of characteristics that make students love them and the subject they are teaching. Time flies, and yesterday’s school children become today’s university students to find out that their new professors have a different approach to teaching and to the learning process. When students in school answer the question about who they think a good teacher is, they say that a good teacher is like a school ‘mother’ – this teacher makes everybody feel comfortable, respected, and safe. However, professors are different. As some of them say, in school it is a teacher’s job to make sure students are learning. At the university it is students’ job to learn – and they need professors to help them find the right direction. So, it mostly depends on the methods of teaching they have chosen at theirlessons and the qualities the teachers usually possess.

So, there are a lot of different interesting methods of teaching, but the aim of the study is to examine the significance of Communicative Language Teaching (CLT) approach. It has been a challenge for EFL teachers to choose a suitable method of language teaching to meet the learning objectives and outcomes of the English courses taught in schools and colleges across the globe. CLT method has shown the way to follow some strategies and techniques to achieve primary aims of English Language Teaching. English Language Teaching is practiced in EFL context with the application of applying the variety of methods i.e. Grammar Translation Method, Direct Method, Structural Method, Audiolingual Method, and Communicative Language Teaching approach, etc.

Due to the growing effect of globalization, the international communication in English is becoming widespread. To meet the challenges of this modern trend, most of the non-English speaking countries around the world are becoming more receptive to English language. To cater this requirement of making our students literate in national and international communication, the demand for communicative competence in English is increasing at a fast pace. Many countries have adopted Communicative Language Teaching Approach to make the people competent in English and Kazakhstan is not an exceptional. The CLT aims to focus on four skills (listening, speaking, reading and writing) as learner-centered activities within communicative context. This method makes language learning more relevant, interesting, enjoyable and effective.

The term "Communicative Language Teaching" means different things to different teachers. To some teachers, it simply means a greater emphasis on the use of the target language in the classroom, and in particular, a greater emphasis on orality. To other teachers, communication entails the exchange of unknown information between interlocutors. And finally, some teachers understand communication in the most global, anthropological terms, that is, as a cultural-bond system for making meaning. Despite their various definitions of CLT, all the module instructors seem to advocate for a communicative approach.

Communicative Language Teaching was introduced in 1970s. The demand of teaching and learning English has created immense opportunities for people around the world. A huge number of people want to improve their communication skills to survive in the global market. CLT has served the demand of learning and teaching of English for many decades as a major source of influence on language teaching practice across the world. In addition, language teaching has seen many changes in past fifty years. Up to late 1960s, traditional approaches were followed for the language instruction. The classic communicative language teaching was followed from 1970s to 1990s and the current communicative language teaching is in practice since late 1990s till today. [2, 17с.]

Communicative approach can be defined in a variety of ways. They are as follows; “The communicative approach, is an approach to language teaching that emphasizes interaction as both the means and the ultimate goal of study” [2, 39с.]“The communicative approach is based on the idea that learning language successfully comes through having to communicate real meaning. When learners are involved in real communication, their natural strategies for language acquisition will be used, and this will allow them to learn to use the language.”[1, 157с.]“The Communicative approach also emphasizes the ability to communicate the message in terms of its meaning, instead of concentrating exclusively on grammatical perfection or phonetics. Therefore, the understanding of the second language is evaluated in terms of how much the learners have developed their communicative abilities and competencies.”[5, 65с.]

Communicative Language Teaching is a set of principles about teaching including recommendations about method and syllabuswhere the focus is on meaningful communication not structure, use not usage. In this approach, students are given tasksto accomplish using language instead of studying the language. *The syllabus is based primarily on:*

* Functional development,
* Not structural development.
* In essence, a functional syllabus replaces a structural syllabus.
* There is also less emphasis on error correction as fluency and communication become more important than accuracy.
* Authentic and meaningful language input becomes more important as well.
* The class becomes more student-centered as students accomplish their tasks with other students, while the teacher plays more of an observer role.

*The features and principles of CLT*

* Focus on meaning.
* Communicative competence is the desired goal.
* Learner-centered.
* Fluency is the primary goal.
* Students are expected to interact with other people, either in oral practice, through pair and group work, or in their writings.
* Dialogues, if used, center on communicative functions.
* Intrinsic motivation will spring from an interest in what is being communicated by the language.
* Task-based.

*Principles*

* The communicative principle: Activities that involve real communication promote learning.
* The task principle: Activities in which language is used to carry out meaningful tasks promote learning.
* The meaningfulness principle: Language that is meaningful to the learner supports the learning process.

*Advantages of communicative language teaching*

Of course, as any method of teaching foreign languages, CLT has its as advantages so disadvantages. Here are some advantages of CLT:

* *The interaction between students and teachers:*Communicative teaching is becoming increasingly clear feature is the change in the way as the internship; students develop the subject, initiative and become increasingly important. Teacher-student relationship is an interactive, harmonious relationship, rather than the traditional education, the kind of master-servant relationship.
* *To inform the basic knowledge and ability to skillfully combine the development:*Traditional classroom teaching of English in the main body of the expense of home study, only emphasized the teachers on the knowledge of the systematic and integrity, which is a teacher-centered, knowledge-centered from the medieval "scholastic" teaching methods inherited оne consequence of the neglect of student ability. The communicative teaching emphasizes the learner's cognitive ability and operational capabilities, which allow the students themselves to think about and express their views, thus trained in real life the ability to use language to communicate.[1, 132c.]
* *Greatly improved the student's interest:*Communicative teaching students to participate in, sometimes accompanied by scenes or simulated scenarios, so that students more close to life, the students became the main character, naturally they were interested in the English language, to learn English as a pleasure.

The Communicative Method is in reality an umbrella term – a broad approach rather than a specific teaching methodology, and has now become the accepted ‘standard’ in English language teaching.[5, 89c.]

Communicative Language Teaching is a natural follow-on from the reaction during the 70s against previous methods which over-focused on teaching grammatical structures and template sentences, and which gave little or no importance to how language is actually used practically.

The Communicative approach emphasizes the ability to communicate the message in terms of its meaning, instead of concentrating exclusively on grammatical perfection or phonetics. Therefore, the understanding of the second language is evaluated in terms of how much the learners have developed their communicative abilities and competencies.

In essence, it considers *using* the language to be just as important as actually *learning* the language.

The Communicative Language Teaching method has various characteristics that distinguish it from previous methods:

* Understanding occurs through active student **interaction** in the foreign language
* Teaching occurs by using authentic English texts
* Students not only learn the second language but they also learn strategies for understanding
* Importance is given to learners’ personal experiences and situations, which are considered as an invaluable contribution to the content of the lessons
* Using the new language in unrehearsed contexts creates learning opportunities outside the classroom

The most common educational model applied in the context of the Communicative Method is the Functional-Notional approach, which emphasizes the organisation of the syllabus. This breaks down the use of language into 5 functional categories that can be more easily analyzed: personal (feelings, etc.), interpersonal (social and working relationships), directive (influencing others), referential (reporting about things, events, people or language itself), and imaginative (creativity and artistic expression). These 5 broad functions are then delivered by the teacher in the classroom using the ’3 Ps’ teaching model, which stand for Presentation, Practice and Production.[5, 93с.]

It is true that students give importance to develop reading and writing skills to get good marks in the exam. To acquire communicative competence, the learners need to develop four skills. The teacher can arrange two kinds of activities (pre-communicative activities and communicative activities) to develop learners’ four skills (listening, speaking, reading and writing) in English. Through pre-communicative activities, the teachers teach specific elements of knowledge or skill which compose communicative ability and the learners practice these in the classroom. Here the learners exercise some parts of skills rather then practicing the total skills. For example, they can learn the correct form of the simple present or simple past in a class. In communicative activities, the learners have to activate and integrate their pre-communicative knowledge and skills to communicate with each other. Then they practice all skills. Here the learners use functional and communicative language. The learners are placed in a situation where they must perform tasks by communicating as best they can with whatever resources they have available. Also they learn the social meaning of different words. In pre-communicative activities, the learners gather grammatical accuracy. In communicative activities, they produce speech which is socially appropriate to specific situations and relationships. The two stages are important to acquire communicative competence in target language.

Like other EFL countries, lack of authentic materials and audiovisual materials at some schools and colleges is a common problem in Kazakhstan. Local materials and equipments which are effective to teach the skills need to develop. Also teachers can make DIY (Do It Yourself) for their students because they know their students’ ability to acquire the skills. The students at our college have knowledge to read and write in English but they are weak in listening and speaking. For this reason, it is necessary to use hearing aids to develop both skills. Also audio-visual equipments are very effective to acquire communicative competence.

It is no doubt that the communicative method developed quite fast, it dominates language teaching in many countries because it not only makes language learning more interesting, but helps learners develop linguistic competence as well as communicative competence. However, problems also arose in the initial wave enthusiasm about it. For example, Can this method be applied at all levels in teaching? How such an approach can be evaluated? How suitable it is for non-native teachers? How it can be adopted in situations where students must continue to take grammar-base tests? Of course, these issues will help us have a better application of the communicative method.

The teacher introduces and defines the topic and the learners engage in activities that

either help them to recallwords and phrases that will be useful during the performance of the main task or to learn new words andphrases that are essential to the task.

* the role of the teacher changes from that of an instructorand prosecutor of errors to that of a supporter and inventorof tasks which her/his learners enjoy doing.
* the major task of the teacher in the pretask phase is to findlanguage materials (texts,

videos, tapes, etc.) which are (a)from a lexico-grammatical perspective not too difficult to understand, and (b) from a content and general knowledgeof the world perspective that considers the learners’age and pre knowledge interesting enough to motivate thelearners to work with the materials.

An English teacher acts as a facilitator rather then the dominator of his class. In CLT, teachers facilitate the communication process among all participants and various activities and text. They should not compel the students to develop only reading and writing skills. He will emphasize to acquire all skills in target language. They will observe learners’ performance and evaluate and correct them. Besides, an English teacher should identify the learners’ strength and weakness to plan future learning activities. Also he will give importance not only to the form but also the contents of learners’ discourse. He should consider the environment when he teaches his learners. He will let the learners perform spontaneously rather then criticizing his learners’ mistakes. Of course, to perform these roles well, English teacher need training on how to use CLT in their daily teaching process successfully.

Though each of the different methods has contributed new elements and has attempted to deal with some issues of language learning, they derived in different historical context, stressed different social and educational needs and have different theoretical consideration. In this research, the effectiveness of communicative language teaching approach has been studied and observed. In the present world English is the most important language to communicate and to compete in the global world market, for the nation to advance in education, science and technology, to build better infrastructure and to strive to bring the nation status. So, Kazakhstan needs to be competent in English. For this reason, it is important to identify problems present at our schools and colleges and take steps to improve and modernize the English language teaching methodology.

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**Methods of use of song materialfor acquaintance with new lexicon**

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The lesson of a foreign language always represents transition, difficult for pupils, from communication in the native language to communication and work in other language and for this reason the teacher often experiences difficulties in the organization of the beginning of a lesson. For the room of pupils in the foreign language environment the teacher should interest them, having told them at the beginning of a lesson entertaining story, having told them something new, having caused thereby response – desire to express in a foreign language. However to pick up the similar material corresponding to a topic of the lesson and the interests of pupils happens rather difficult. Much easier in such situation to pick up the song. The analysis of scientific literature has allowed us to mark out the main advantages of song material:

- firstly, work with such type of the text increases motivation of pupils, creates favorable psychological climate, promotes decrease in fatigue and increases activity of pupils. Besides, on one song material it is possible to beat the beginning of several lessons;

- secondly, songs represent a special type of the text. The feature of songs consists in rhymes which pupils are capable to remember even in case they don't understand word meaning. Besides, throughout all text a certain rhythm and a melody remains that, certainly, helps pupils with selection of lexical units in the course of expressive reading by heart or singing;

- thirdly, advantage of use of such type of texts consists not only in increase in motivation of pupils, but also in positive emotional influence. On the one hand, this type of texts stimulates pupils to independent studying of other works of the performer, on the other hand, often pupils after a lesson unconsciously repeat the whole lines from songs and thus acquire new words and speech samples. In this regard judgment by I.A. Zimnya who notes that language means and ways of formation and formulation of a thought are presented in such texts in an ordered and purposeful look that allows to use effectively them when training in lexicon is represented absolutely fair [1, page 26-27].

Foreign textbooks contain enough authentic songs which teachers often ignore. All the matter is that the offered material not always corresponds to the level of proficiency of pupils of high school, their interests and content of training therefore teachers should select sometimes independently songs for the lessons.

Being engaged in the song, the pupil from first minutes is involved in process of work on authentic material which has cognitive character: identification, classification, understanding of the written text, audition, reasoning on the song. The trainee takes the position, expressing the opinion. The teacher, in too time, directs work, exerts impact on formation of key competences at the trainee.

One more aim which is pursued by the teacher, using the song, is a creation of the relaxed atmosphere allowing to carry out "unloading" of the pupil – emotional, intellectual.

Work on the song has to be carried out not in the form of mechanical repetition of the text by chorus for the performer, it is necessary to apply elements of game actions, it is desirable mobile. It, first of all, creativity and communicative competence.

Work with the song shouldn't be excessive. You shouldn't demand from pupils of high-quality vocal sounding: the song it only the tutorial, but don't aim.

Now we would like to offer some methodical practices for work with song material.

Work on the song can be conditionally divided into several aspects:

• grammatical;

• phonetic;

• technical (way of storing of a song);

• lexical (contents of the song);

• social and linguistic, regional geographic [2].

Such division, of course, is conditional. There is no clear boundary between stages, one smoothly flows in another. And, it is possible to work with the song as once, for working off of any certain abilities, and during many lessons, having built a consecutive chain. Most often it depends on the lyrics.

So, if the song is used only once, it can be applied for:

*Translation activity*. In couples or little groups pupils choose the popular song in the native language and translate into English so that it could be sung on the same melody. It is possible to take the song in English and to translate into Russian.

*Presentation and discussion.*

• choose the song and listen to it.

• pupils find information in groups (from the Internet, newspapers, magazines) about the song, its performer, creation history, etc. and prepare the presentation in the form of a conversation, role-playing game, an interview, a sketch, etc.

• the presentation can be presented as well in writing as a poster, the booklet or article.

*I like it because* … can bring the song which very much to be pleasant to you. In 1-2 min. tell why you like words and music of a song. Try to express feelings. It is possible to distribute the text, to ask whether the song was pleasant to pupils. if you see that she isn't pleasant to them, try to argue and argue the point of view.

*But I like this!* ask one or two pupils to bring one of their favourite songs in English. Let they will prepare her short presentation and will bring the lyrics. Ask them to act and tell why they like this song.

*Key words.* Dictate 10-15 words and phrases from a song. Pupils have to discuss and guess about what this song.

*Rhymes.* Cut the song on lines and distribute to pupils. After listening they have to make her in the correct order.

*Songs and grammar.* For example, during studying of passive voice it is possible to bring several well-known songs and to ask: *Who was this song sung/written by?*

It is possible to divide a class into groups and to ask to make, at least, 10 more similar questions on the same subject.

For a training of simple past tense it is possible to use, for example the song from the animated film "Shrek" "I’m a believer".

1. Write verbs on a board:

to be, can’t, to get, to give, to haunt, to mean, to need, to see, to seem, to think, to try.

2. Let pupils will write these verbs in past tense.

3. Lose the song that pupils have listened and I have corrected if it is required.

4. Distribute to pupils texts with the passed words and ask to fill out admissions, using words which they have written [3, page 125-128].

Work with the same song can be conducted during many lessons, giving her only 5-7 minutes. If works on the song in a class it wasn't carried out, it is possible to begin a lesson with clarification of the relation of pupils to music and songs in general.

For example: *Music is a part of our live. People often listen to music and sing. And what about you? Do you like listening to music and singing? Why?*

It is possible to ask that music or the text and why is more important for them.

Process of work on the song can occupy 10-12 lessons.

On the basis of song texts it is possible to carry out the most various work on improvement lexicon - grammatical skills of speaking which is expedient for combining with a traditional technique of work. Song texts aren't inferior in grammatical aspect to exercises of traditional type. They can be used with success for improvement of lexical and grammatical skills of informal conversation.

At a lesson of a foreign language of a song are most often used:

1) for phonetic charging at the initial stage of a lesson;

2) for stronger fixing of lexical and grammatical material;

3) as an incentive for development of speech skills and abilities;

4) as some kind of relaxation in the middle or at the end of a lesson when children were tired and him is necessary the discharge removing stress and restoring them working capacity.

Fragments from pieces of music of different genres can become subjects for an oral or written statement in classes with a profound learning of foreign language, an additional tool of the presentation and activization of language material. Successfully picked up piece of music can configure better than words school students on perception and reproduction of texts of monological and dialogical character, to a formulation of a subject of an unprepared statement and a genre of the played sketch. Here example of a task for stimulation of an unprepared statement: "Listen to this musical fragment and try to give his main subject, mood, feelings which have arisen at you in a foreign language". Or: "Try to make the story or the description on association with the heard music". The most successful in the development plan for skills of oral speech are those pieces of music which are conformable to the studied subjects or texts placed in the textbook, the book for reading: "Seasons", "Appearance and character of people", "Sport", "Theatre", "Music", "Painting".

Other way - more creative. The pupil himself has to write down aurally lyrics, or fill the passed words in the verse given as exercise. This method demands repeated repeated listening of separate parts of a song, perception of the foreign speech aurally as a result improves. It is the simplest to replace with gaps of a word of one part of speech — all nouns, verbs, articles or adjectives … At the end of exercises it is always necessary to pass to discussion of global sense of the work, the message put in him.

In the example given here the «Logical Song» of the Supertramp group in which the main semantic weight is born by adjectives (here removed in brackets instead of gaps), so:

When I was (young), it seemed that life was so (wonderful), a miracle, oh it was (beautiful, magical)

And (all) the birds in the trees, well, they'd be singing so (happily, joyfully, playfully) watching me.

But then they sent me away to teach me how to be (sensible, logical, responsible, practical)

And they showed me a world where I could be so (dependable, clinical, intellectual, cynical).

There are times when (all) the world's (asleep), the questions run too (deep) for (such) a (simple) man.

Won't you please, please tell me what we've learned.

I know it sounds (absurd), but please tell me who I am.

I said, watch what you say or they'll be calling you a (radical, liberal, fanatical, criminal).

Won't you sign up (your) name, we'd like to feel you're (acceptable, respectable, presentable), a vegetable!

There are nights when (all) the world's (asleep), the questions run so (deep) for (such) a (simple) man.

Won't you please, please tell me what you've learned.

I know it sounds (absurd), but please tell me who I am.

So, 26 adjectives are presented in the song. Also it is necessary to draw the attention of pupils as the song has no interest from the grammatical party to them. But not less than adjectives the sense put in this song is important: it is the song about growing, about that as with age consciousness changes. Society gives ready templates and answers, but doesn't help to understand itself, the abilities and tendencies put in an individual. Discussion of current problems of modern society is led to the best understanding of English-speaking culture. Songs, modern, popular among youth, can become an incentive for conversations and discussions. It is possible to suggest pupils to bring them on a lesson in record. It is desirable that they were interesting according to contents and stimulated children to the subsequent discussion, the statement of the relation to the song, her contents and execution. Political songs can cause a conversation on the international situation, on social problems of society; lyrical songs are a reason for a conversation about relationship of people.

It would be desirable to note that the object set in this work as we believe - is reached. It is difficult for modern teacher not to be lost in receptions and tutorials and the most important task for him is allocation of the most effective, creative directed. And one of such receptions is use at lessons of a foreign language of songs: multipurpose in essence and by means of which (main thing) it is possible to create psychologically comfortable atmosphere in a class that, according to us, is reached not always, but it is just necessary for all participants of a lesson.

Also it would be desirable to tell that, of course, the main thing in work of each teacher is aspiration to that process of training has turned from monotonous mechanical reproduction of the studied material into creative search. Considerably it is promoted by work on songs.

It is important to understand that the song is one of the strongest incentives to a further learning of foreign language, the song can induce the contents pupils to the statement of own thoughts, the relations, estimates something. Besides, the authentic, successfully picked up songs develop thinking, attentiveness and memory of pupils, help to keep involuntarily in memory complex material, speech cliches, set expressions. Besides, music positively influences formation of the identity of pupils, their character and mood and also forms esthetic taste.

Therefore it is impossible to underestimate a role of music and songs in the course of training in foreign languages.

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**Methods of teaching English language skills**

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Language teaching came into its own as a profession in the last century. Central to this phenomenon was the emergence of the concept of “methods” oflanguage teaching. The method concept in language teaching – the notion ofa systematic set of teaching practices based on a particular theory of language and language learning – is a powerful one, and the quest for better methods was a preoccupation of teachers and applied linguists throughout the 20th century. Methodology in language teaching has been characterized in a variety of ways. A more or less classical formulation suggests that methodology is that which links theory and practice. Theory statements would include theories of what language is and how language is learned or, more specifically, theories of second language acquisition. Such theories are linked to various design features of language instruction. These design features might include stated objectives, syllabus specifications, types of activities, roles of teachers, learners, materials, and so forth. Design features in turn are linked to actual teaching and learning practices as observed in the environments where language teaching and learning take place. This whole complex of elements defines language teaching method­ology.

**Actuality of the theme** the problem of searching for new approaches, technologies andteaching aids of students’ training, which lay the basis of competent, successful and promising personalities of the country. The problems of acquiring basic skills in the areas of listening comprehension, reading comprehension, speaking (dialogue and monologue) and writing, and thus of developing communicative competence, which can be further developed life-long, depending on the individual needs. The large number of new approaches to training to foreign languages demands methodological validation of this problem.

**Purpose of the research:** to enhance motivation in teaching English in EFL, and offerpractical suggestions for broadening one's teaching approaches to accommodate a wider range of learner characteristics while helping students develop a more flexible, empowered approach to diverse learning contexts and tasks, to contribute with this research work in giving detailed information to overcome the difficulties we can have as teachers.

**Research methods of the work** is to examine various theories, methods, approaches andstrategies. Interview questions were prepared and used during the interviews. Two interview questions were made, one with questions aimed for the students and one aimed for the teachers. A checklist was prepared to use during the observations, to ensure that the same information was gathered from each class and the different classrooms. This also served as guidelines to show what to look for during the observations.

**Results of the research work and its discussion:** analyze Reading Skills of Englishamong medical students and methodical processing of texts, activities to develop reading, writing, speaking and listening skills of medical students.

There are many teaching approaches that can be used in teaching English. The teacher is advised to choose the method to use depending on: objectives, content, resources available, learners‟ abilities and interests as well as class size. The manner in which teaching takes place is a major factor that may influence students‟ development of language skills. Integration of English language and literature means that teachers are assumed to have a good mastery of the language and also a clear understanding and appreciation of literature, and are able to teach each as a function of the other. This means that the teachers are expected to teach English language using literary texts, and also to teach literature using various skills of English

The integrated English course also requires integration of English language skills in teaching. Teachers, therefore, needed adequate training and retraining in the integrated approach for them to function well in their teaching of integrated English course. In view of this, the teachers‟ teaching techniques may not be suitable for the integration and development of the English language skills. It is obvious that there is need for in-service training for teachers of English so that they can cope with the demand of the new course, which requires new approaches and techniques to teaching English. Therefore, teachers must know how to integrate, not only English language and literature, but also how to integrate within the various aspects of English language skills namely: listening, speaking, reading and writing.

**Teaching Listening and Speaking**

Listening and speaking are normally integrated as they go together. As for skill, Collin’s English Dictionary describes it as a special ability in a task, sport-especially ability acquired by training. Although speaking as a productive skill is complete in itself, there is an interdependent of oral skills in communication. Oral skills transcend absolutely making of verbal utterances. The main goal of the language teacher in striving to improve learners‟ oral skills or interaction skills should be to equip such learners with the full repertoire of language skill needed to function with confidence in any situation outside the classroom, where they no longer have any control over what is said to them. For this reason poor skills development would automatically cause breakdown of understanding almost immediately, resulting into nervousness, which in turn may further inhibit the ability to speak. They further point out that unless a learner is able to deal with English only in its written form, there is no escape from the acquisition of at least the rudimentary elements of English pronunciation. Therefore, amount of time should be devoted to practice in the spoken language. Since opportunity to engage in genuine communication in a second language or foreign language learning situations are rare, the teacher has to create opportunities and situations that promote this intentionally. To bridge the gap between the classroom and the real world outside, the teacher can use teaching techniques that promote this, such as role play, dramatization, discussions and communication games among others.

**Teaching Reading**

Reading is an important skill that not only helps the learners in the mastery of English, but also enhances their performance in other subjects in the school curriculum. The teacher of English should therefore provide opportunities for learners to develop the various reading skills in order to undertake successfully intensive reading, extensive reading and comprehension.

In my opinion the syllabus presents the content for reading skill in a spiral approach. For example, comprehension skills are covered from Form One to Form Four. The skills taught in Form one includes recall, comprehension and application. In Form Two analysis is introduced and in Form Three synthesis and evaluation are introduced. It is recommended that the teaching of reading be integrated with the teaching of other language skills and grammar. This should be done through debate or a writing task from an extract of a literary text.

Unfortunately, we are getting students who are less and less interested in reading in English language. The effect is that many of them are not fully literate by the time they get to form 4. Some students read the passage casually and then attempt answering the questions from memory. Students generally tend to be too brief in answering questions. The teacher should aim at training the learners to read fluently and efficiently. It is the acquisitions of these skills that will enable the learners to undertake extensive and intensive reading in order to develop comprehension.

**Teaching Writing**

Writing is the advanced language skill that requires the learner to communicate ideas effectively. It trains the learners to be organized and to think critically and creatively as he or she responds to situations. The ability to write well is, therefore, essential for success in any academic discipline. Writing is also a lifelong skill. It is part of the personal development skills that are useful beyond the classroom. Teachers should, therefore, engage the students in as much writing sub-skills as possible. Some researchers point out that many teachers of writing have long been dissatisfied with the traditional paradigm and its implications for classroom practice. Consequently, research into the intensive and comprehensive studies of the development of writing abilities has aroused the need for a new pedagogy of writing. In view of these discussions, classroom procedures of teaching writing skills should therefore follow certainprinciples and techniques which enhance integration in the development of the four language skills.

**Techniques in Integrating Skills** Read views the integration of skills in the languageclassroom simply as a series of activities or tasks which use any combination of the four skills-Listening (L), Speaking (S), Reading (R) Writing (W) in a continuous and related sequence.The activities in the sequence may be related through the topic or through the language or through both. She observes that an important feature of the sequence is the interlocking nature of the activities; to a large extent each task develops from those that have come before and prepares for those that are to follow. The skills are thus not practiced in isolation but in a closely interwoven series of tasks, which mutually reinforce and build each other. She points out that if students are provided with integrated skills practice, it allows for continuity in the teaching/learning program. Those tasks and activities are not performed in isolation but are closely related and dependent on each other. If the four skills are integrated, it will provide variety and can be invaluable in maintaining motivation. It also allows naturally for the recycling and revision of language, which has already been taught and is therefore, often helpful for remedial teaching.

Byrne stressing on the importance of integrating skills, says that the need to integrate skills in English language teaching has been emphasized and is not a new feature of writing program. He says that many of the communication activities and „fun ‟ writing integrate talking and writing (and sometimes reading) in a natural way. He therefore, proposes that if the teacher wants to increase the amount of skill integration in her daily teaching and this is worthwhile because it allows the learners to use language naturally[1]. Mathews et al. (1991: 73) justifies integration of language skills by giving two main reasons; to practice and extend the student use of a particular language structure or function and to develop the students‟ ability in two or more of the four skills within a constant context[4].

This, they claim ensures, continuity of the learning program because the activities are closely related either in terms of content and are dependent on each other, the four skills are developed in a realistic situation which allows flexibility, an opportunity is given to the learners to use language in different contexts, modes and with different participants. This variety breaks the monotony of having to deal with one variety at a time and finally, there is a linkage of the skills. In support of integration, the unit therefore, aims to find out teaching techniques that enhance integration and development of English language skills while teaching in medical academy. I think the classroom observation would be very important for this study.Reading and speaking processes can be boosted by a “matching” activity, in which the participants are to match pictures and texts, pictures and pictures, texts and texts (both oral and written) by using questions. Jigsaw reading activity is organized most often with the texts that are meant for reading or listening (“jigsaw” reading and “jigsaw” listening).A text is divided into several parts. Every participant has access to only one part of the oral or written text. They ask each other questions and provide information to pool the parts of the text together and to know the contents of the whole text. Another variant is jigsaw listening when each participant or a small group listens to only some information as part of the whole. These pieces can be brought together only in the course of active communication efforts. Another activity for reading is sequencing (re-ordering). The task consists in asking the learners to restore the logical order between parts of the text. This can produce an “opinion gap” and boost communication. Productive skills of speaking and writing are developed in simulations. A simulation means that an episode of the real world is reproduced in the classroom environment in the form of a role-play, discussion (problem solving), piece of writing or project work. An important aspect of communicative teaching is classroom interaction. This form of communication develops between the learners and the teacher. Learners’ interaction is organized in pairs, small groups, moving circles, parallel lines of pairs, etc. Classroom interaction promotes a communicative classroom atmosphere and successful communicative teaching. Communicative teaching is often organized in the three-phase framework. Three-phase framework means subdivision of the teaching process into three phases: pre-activity, while-activity and post-activity. Pre-activity is organized to arouse interest in the learners towards the main task, to motivate performance, to activate in learners their prior knowledge and to prepare them for the language that may be necessary to perform the main task. While-activity is organized as oral or written communication and is based on engaging the learners in the communicative tasks. Post-activity is reflection on the ideas and language that was produced during the main activity. This phase also includes additional language drills and integration with other skills.    Tradition in teaching methodology. Each of the above methods has its own distinctive characteristics but together they share several important commonalities. First, every method purports to be a better method than other methods, and each has commanded both a loyal following of supporters and a disbelieving chorus of skeptics. Indeed, an increasing number of methodologists would argue that none of these methods could possibly meet all of a learner’s needs. As many researchers point out, language teaching and learning are too complex for any individual method to be able to address for an extended period of time. Far more critical to a learner’s success is a teacher who is informed about a learning processes, is aware of, sensitive to, learner needs, and uses a variety of teaching skills to guide and assist the learning process. Second, each method is affected by the contexts in which it is implemented. Thus, even the most prescriptive and rigid method will be implemented differently, depending on whether it is it is being used within a second or a foreign language environment, in a large class or on an individual basis, to teach children, adolescents, or adults. Factors such as educational and professional background of the teachers also play a critical role in the ways in which a method is employed. Third, each method embraces a number of goals, concerns and values that have been sustained over time. These traditional goals, concerns and values have shaped the ways in which educators have approached each transition in methodology or adapted to transitions forged by others. Thus, these goals, concerns and values remain a constant in our current English teaching.      

**Conclusion.** Teachers were asked which language skill(s) they found difficult tointegrate. Based on the results, majority, seventy percent (70%) indicated that listening skill was difficult to integrate, fifteen percent (15%) speaking, ten percent (10%) reading while only five percent (5%) cited writing to be difficult to integrate. Results show that speaking and listening were difficult to integrate by English language teachers when teaching. Teachers attributed this to the fact that wrong forms of spoken English have over time, become institutionalized in society. Teachers also listed the following as challenges affecting their teaching and integrating language skills: (1) Teachers felt that the hours given for integration of skills was not enough to enable them teach them effectively. Due to this they could not use the recommended techniques or improvise some resources, (2) some teachers complained that since they trained on specialized in one area they found it difficult to teach the other area which they had no interest, (3) some teachers complained of lack of knowledge on integrated skills leading to poor lesson preparation. They also said that speaking and listening calls for a lot of involvement of the students.

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**Communicative approach in teaching of the English language**

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**Annotation:** The communicative approach is adopted to language learning, method of assessment much change. A students performance can no longer be measured solely by a predetermined checklist of speaking and listening skills, but must reflect the effective use of language in different social situations.

**Keywords:** separate subjects, perceptive, interactive, dramatization, content-based, theme-based, project-based,operationalized.

Any language can be acquired if one develops four basic skills in that language i.e. listening, speaking, reading and writing. Listening and speaking are interactive processes that directly affect each other. Speaking is an expressive language skill in which the speaker uses verbal symbols to communicate, while listening is a receptive language skill, which involves the interpretation of those symbols into meaning. Writing is also expressive language skill in which the writer uses written symbols to communicate, while reading is a receptive language skill which involves the interpretation of those symbols into meaning.

Listening and speaking and also reading and writing were viewed as a separate subjects within the school curriculum and usually were taught as a number of discrete skills; however, the 1980s and early 1990s have brought another perceptive. Listening and speaking and also reading and writing are now considered interactive and taught as one communicative process. Interactive process of reading and writing skill, seen in the class, is very less. One can find more interactive process of listening and speaking skill in any type of class.

The communicative approach is relative new, as most of the teachers and prescribed texts separate the instruction of listening and speaking. Usually when listening and speaking are separated, specific skills are identified in each area and a sequence of these skills is established. No particular attention is given to the situation, or context , in which a specific skill is to be used, as the focus is on teaching listening and speaking and not on communication. We can develop listening skill by conducting the entire lesson in that language only. We may make use of Audio-Visual aids such as tape-recorder, gramophone etc. we may make the students to listen to Radio lessons to develop the skill. Moreover we may develop the listening skill by ear-training exercises, by articulation exercises, by mimicry exercises or by exercises in fluency. We may develop the speaking skill by giving picture lessons, by saying and doing exercises, by arranging oral composition, by developing the ideas on the topic within their range, by reproducing telling or completing a story, by dramatization, by arranging talks and discussions, by asking questions. But special attention is not given to the situation or context, in which a specific skill, listening or speaking, is to be used. When specific attention is given on a situation or a context and develop these skills we follow communicative approach.

Although no single methodology has been described for the communicative approach, several characteristics are summarized as follow.

Communicative approach stimulate ‘real life’ communicative experiences-:

Froese V in his book named as “Introduction to whole language teaching and learning” (1991) mentioned this characteristics of communicative approach. Learners should conduct an interview because they actually need information. In role playing process, the purpose is to learn how to formulate appropriate questions. But here, as Froese V noted these activities should not only stimulate real life experiences, but, whenever possible, should actually be real life experiences.

The learning task is content-based, theme-based, project-based or some combination of the three-:

Instruction in listening and speaking, as well as reading and writing, is given within the context of handling various learning tasks, which involve learners with language. This learning task is content based according to Early & Tang M as described in their book named as Helping ESL students cope with content-based text ‘theme-based’ according to Candling C &Edelhoff C as described in their book Challenges and ‘project based’ according to Fried-Booth D as described in the book ‘Project Work’ (1986). Within the context of an interview, questioning skills can be taught. Students need the opportunity to express themselves through a variety of experiences and tasks.

As students use language to learn in various subject areas, it becomes necessary for them to communicate with peers in large and small groups as well as with the teacher. Collaborate talk can occur between peers in quite an informal way or in more formal cooperative learning groups.

Several programs have been developed in various parts of the world, which have been illustrative of the principles involved in the communicative approach to language.

The United Kingdom is moving in the direction of implementing a more communicative approach to language instruction. Cox B. in his book named as ‘Cox on Cox: A English Curriculum for the 1990s (1991) rightly mentioned that the working committee, to establish a national curriculum recommended a single attainment target for the listening and speaking profile the development of pupils understanding of the spoken work and the capacity to express themselves effectively in a variety of speaking and listening activities, matching style and response to audience and purpose.

While similarly ‘whole-task’ focused, workouts which involve transferring and reconstruction information emphasize cognitive uses of language.

As the communicative approach is adopted to language learning, methods of assessment much change. A students performance can no longer be measured solely by a predetermined different social situations.

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**Imitative immersion in the English-speaking environment in learning English language**

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The language policy of Kazakhstan is aimed at creating conditions for the full development of the personality of a young person, providing guarantees in the sphere of education, labor, employment and social protection. Therefore a new generation of Kazakhstani should be trilingual, fluent in Kazakh, Russian and English.

We study English. Nowadays English has become the world’s most important language in politics, science, trade and cultural relations. Over 300 million people speak it as a mother tongue. It is the language of computer technology. The importance of English language in our lives is as , it is spoken , read or understood in most parts of the world. Due to this language, we can belong to whole world as well as to our own country.

The aim of our research is to explore ways of imitative immersion in the English-speaking environment in learning English language.

When we learn our native language, first we listen, then we speak, then we read and finally we write. Listening, speaking, reading and writing are the four language skills we need to develop for complete communication.

Listening and reading are receptive: input, i.e. the exposure you have to authentic language in use. Speaking and writing are productive: output, i.e. the action of producing language as part of the process of second language learning.

To achieve these four basic language skills, you need to surround yourself with English: make English part of your life at home, at work, during your free time.

Read on to find tips that will help you overcome the difficulties you might be experiencing to improve your English skills.

Expose yourself to the language as much as possible:

practice makes perfect, which means that if you want to improve a certain skill you have to practice it. As a beginner learner you will need to achieve all 4 language skills: listening, speaking, reading and writing.

Listening: It plays a very important part in learning any language. Effective listening ensures understanding and it helps improve accuracy when speaking , among other things. How can you improve your listening skills? By listening actively, i.e. paying attention not only on what is said, but also how it is said.

Listen to music –old or modern; the type you prefer, but pay attention to the lyrics. (sometimes reading the lyrics may help you understand the song)

Surround yourself with English speakers. If you have a few friends who are great at speaking English, hang out with them! Invite them over to dinner! So, your home becomes an English hub. Find a tutor to do some one-on-one with. Do a language exchange, where you can teach them your language and they can teach you theirs. Immerse yourself in it as much as you can!

Listen to movies, TV shows, news, entertainments, the radio – try the classics. If you can watch DVD’s you can watch the movie several times. Watching with subtitles and then, when you feel more comfortable, without them. You can have English radio at home or on your mobile phone. Even if are not actually listening to it, your ears will be getting used to the sounds of the language.

Speaking: It is often the hardest of the four language skills, but as soon as you can speak a little English there are lots of ways to improve quickly and have tons of fun.

Find native English speakers. In certain areas it's the hardest thing to do, but it's the best use of your time. Talking to actual native speakers is the most effective way to improve your English skills, speaking or otherwise. So whether you have to Skype them, call them, or beg them to speak to you, do so. Your progress will be faster this way than any other.

Speak English at home. This is the biggest, easiest mistake to make. You go about your day, you're on the job working partly in English, you go to your English class, and then you go home and revert back to your native tongue. While you may be making slow improvements, you'll never get past that dreaded lingual plateau. Make a point to speak it at home, too. Have only English at the dinner table. Stick to English TV at home. Make it as 24/7 as possible.

Watch TV, movies, podcasts, and everything in between. So while talking and listening proactively is best, passive learning is good, too. So throw on the telly and sit down for a spell. Try to keep the captions off! And if you can record it and watch it more than once, even better. That way you can see your progress.

Reading: It is a process of the brain and it takes time to develop: your mind has to attach meaning to the words, phrases and expressions represented by symbols, plus get to understand the grammar and structure of the language used in the passage to read. If you develop strong reading skills, it’ll be very helpful to your future. You can read:

Read children's magazines and books. They are attractive, they tend to have many short articles or simple plot lines, and they come in many subjects (science, literature, self-improvement). But more importantly, they are well-illustrated. The pictures will allow you to understand many words without having to use a dictionary. You'll go faster and get more enjoyment out of it!

Books in English and articles on the web. Maybe, books you have already read in your mother tongue or which have been turned into movies. Try to start with easy books, even children’s books and comics: The images will help you understand even if you don’t know all the words

Switch the operating system of your mobile phone, your PC or tablet into English. Associating a function with a certain word, will improve your vocabulary.

Writing: Even though it may be intimidating to a lot of people, anyone can get used to writing with a little discipline and a willingness to learn

Write down words or expressions you think useful with their meaning and examples. If you see them in sentences you will remember them better. You can use them if you keep a diary.

I would like to say: listen what you love to listen, read what you like to read, write what you like

to write, and memorise the things you cherishes most.

You want to improve your listening skills, listen what touches your heart and soothe your mind. For instance, you may have thousands of songs in your playlist, but do you like all of them.

Spend your time on things that interest you. If you like cooking then buy an English-language cookbook or find recipes on the net and practice following the recipes. You'll soon know if you have made a mistake! Keep something English on you (book, newspaper or magazine, cd or cassette, set of flashcards) all day and every day, you never know when you might have 5 spare minutes. If you are too tired to actively practice just relax and listen to a story in English, an English pop song or talk radio station.

All the above mentioned tips can be reduced to just one: PRACTICE, PRACTICE, PRACTICE!! Whatever learning style you have, whatever your native language is, the key to acquire and master a foreign language is PRACTICE it as much and as often as possible.

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**Project methods as innovative technology**

**for teaching foreign language communication**

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The process of the updating of the education of Republic of Kazakhstan in the sphere of teaching of foreign language communication produces the opportunity for teachers to choose teaching methods and approaches on their own. Special attention should be paid to innovative teaching technologies which also include the technology of project education.

The dictionary of foreign words provides the following definition of the notion “project”: «Project (Latin projektus – beaked) - 1) technical documentation, drawings, calculations, model of newly build constructions etc.; 2) draft text of any document; 3) plan, suggestion» [1, p. 401]. Consequently, broad understanding of this meaning enables to apply it for different technological processes, including education.

At the present day there is known a great variety of the definitions for didactic notion of projects methods. It is understood as the technology (E.S. Polat), pedagogical one as wellе (I. Chechel); as a method of teaching (А.N. Shchukin, E.G Azimov); as a method of organization of students’ independent activity (Z.Kh. Botamaeva) etc. We stick to the E.S. Polat’s point, who characterizes project methods as “a set of actions, which been used in certain order, enables to implement such methods in practice” [2, p. 67].

The present theoretical approaches of the authors have the following items in common:

а) definition of project methods as innovative type of education organization;

b) definition of project methods as a method of organization of students’ independent activity which should lead to practical;

c) practice of subject-subject relations;

г) possibility to use reflection;

But the approaches are different in terms of relating project either to technologies or to teaching methods.

Whereas, the following definition is suggested to be applied as operational: «Project method is an innovative teaching technology, when students achieve new knowledge during the stage-by-stage, independent, or controlled by the teacher planning, developing, performing and producing problem’s aspects, it’s microthems ».

Comparing project method with other traditional approaches, a number of its benefits should be mentioned: the process of studying is close to the practice; student’s educational position changes, student cognates, discovers, realizes and applies knowledge independently [3, p. 65]; students accumulate experience before facing professional activity. Preparing to the work with project method makes students to face the challenge of searching and taking appropriate decision; students practice their informational and communicative competency; the conditions for shaping their professional competency are formed; necessary information is creatively mastered.

At the present time traditional programs are overload with information, which leads to the gap between theory and practice, as in such situation, there is no any formed competency. Project study is more efficient than traditional, as during study project performing knowledge is achieved by means of applying information for solving practical tasks.

Thus, project method enables to make study process more individual and intensive, providing students with the possibility of choosing their own study rate to final results [4]; studying activity becomes creative and searching [3, p.13].

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**The use of the game method in teaching English**

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The choice of the topic of self-education "The use of the game method in teaching English" is due to the difficulties that We encountered in the process of teaching the language: the rapid loss of interest in the students at the first encounter with difficulties, the need for an interesting, unusual presentation of material on the current QMS with in-depth study of the language, where training is carried out in a game form.

In turn, it is the game forms of learning that contribute:

• development: mental and volitional activity, attention, memory, speech skills and cognitive activity:

• formation: positive motivation, ability to work in a group, general educational skills;

• education: tolerance, respect for the interlocutor, rival.

And they also make it possible to make the educational process qualitative, effective, interesting, create an atmosphere of creativity, a favorable psychological climate, attract poorly trained students to the lesson. And, thus, to solve problems of achievement of modern quality of education and development of qualities of the creative person.

The aim of the study is to prove that using the game helps make the lesson more interesting and exciting. Gaming at a foreign language lesson not only organizes the process of communication in English, but also brings it closer to natural communication. The game develops mental and volitional activity. Being a complex and at the same time fascinating occupation, it requires a huge concentration of attention, trains memory, develops speech. Gaming exercises carry away even the most passive and poorly trained guys.

The research subject - the presence of positive motivation, the formation of skills and skills for all types of speech activity.

The object of the study is the activity and motivation of students in the English language classes.

**GAME TRAINING METHOD**

The learning possibilities for using the game method have been known for a long time. Many scientists involved in the teaching of foreign languages ​​rightly paid attention to the effectiveness of the use of the game method. This is due to the fact that the game is particularly full, and sometimes unexpected abilities of any person, and the child in particular.

Different scientists considered the features of the game from different points of view. But despite differences, all scientists agree on the presence of positive features of the game.

**GAME FEATURES**

I would pay attention to the following:

• everyone is equal in the game;

• The game is feasible for almost every student, even one who does not have a sufficiently strong knowledge of the language.

• A weak student can become the first in the game: resourcefulness and ingenuity are more important than knowledge in the subject.

• a sense of equality, an atmosphere of enthusiasm and joy, a sense of feasibility of assignments-all this enables the student to overcome shyness that prevents the free use of the words of a foreign language in speech, reduces fear of mistakes, and has a beneficial effect on learning outcomes.

• language material is imperceptibly acquired, and along with it a sense of satisfaction arises; the student can already speak on a par with everyone.

**GAME FUNCTIONS**

In English lessons I use the following game functions:

entertaining (this is the main function of the game - to entertain, to give pleasure, to inspire, to awaken interest, for example a lesson in 3d class was built in the form of role-playing game);

• communicative (mastering the dialectics of communication, studying the formulas of speech etiquette in the 5th grade);

• diagnostic (detection of deviations from the normative behavior, self-knowledge in the process of the game);

• igreaterapevticheskuyu (overcoming various difficulties arising in other types of life);

• Self-realization (manifestation of abilities and hidden opportunities);

• interethnic communication (mastering of unified social and cultural values ​​for all people);

• socialization (inclusion of public relations in the system);

• aesthetic (the pleasure that is experienced from the game).

The implementation of gaming techniques and situations

The implementation of gaming techniques and situations in the form of lessons takes place in the main areas:

- the didactic goal is put before the students in the form of a game task;

- educational activity is subject to the rules of the game;

- the teaching material is used as its means, an element of competition is introduced into the teaching activity, which translates the didactic task into a game task;

- the successful completion of the didactic task is associated with the game result.

**CLASSIFICATION OF GAMES**

Having considered the classification of the functions of gaming, it is necessary to consider the classification of the games themselves. At present, there is no unambiguous classification in the psychological, pedagogical and methodological literature.

Pay attention to the classifications presented on the screen.

The game environment largely determines the game environment: games are distinguished with objects and without objects, desk-room, on the ground, computerized and with TCO, as well as with various means of transportation.

If we consider the game in terms of target orientations, then in this case it is possible to divide the games into:

1. Didactic, which is used to broaden their horizons and cognitive activities, they form certain skills necessary for practical activities, during their implementation, general educational skills and labor skills develop.

2. Educators, who bring up independence, will, cooperation, collectivism, sociability and communicativeness, form certain approaches and positions, moral, aesthetic and philosophical attitudes.

3. Developers who develop the motivation for learning activities, attention, memory, speech, thinking, imagination, imagination, creativity, reflection, the ability to compare, compare, find analogies, optimal solutions. A.N. Leontiev believed that "the game is the freedom of the individual and imagination, an illusory realization of unrealizable interests."

4. Socializing, attaching to the norms and values ​​of society, adapting to the conditions of a certain environment, teaching communication.

Thus, having examined the views of some researchers who dealt with the problem of the classification of game activity, the classification of E.I.Passov is more suitable for my research:

• games for the formation of certain skills

• games for the formation of speech skills

• games aimed at learning to communicate

• games that promote the development of necessary abilities and mental functions

• games for development in the field of regional studies and their own language

• games designed to memorize speech material.

**ROLE AND PLACE OF THE GAME IN THE SYSTEM OF TRAINING**

The place of play in the lesson and the time allotted to the game depend on a number of factors: the preparation of students, the material studied, the specific goals and conditions of the lesson, and so on. For example, if the game is used as a training exercise with the primary fixing of the material, then it can take 15-20 minutes of the lesson. In the future, the same game can be conducted for 3-5 minutes and serve as a kind of repetition of the material that has already been traversed, as well as discharge during the lesson.

Games can be grammatical, lexical, phonetic, spelling. All of them contribute to the formation of speech skills.

Mastering grammatical material, first of all, creates an opportunity for transition to active speech of students. It is known that the training of students in the use of grammatical structures, requiring their repeated repetition, tires schoolchildren with their monotony, and the efforts often do not bring quick satisfaction. The use of gaming learning methods will help make boring work more interesting and exciting. For example, a number of grammatical games can be effective when introducing new material.

Formation and development of lexical and pronunciation skills to some extent contribute to spelling games, the main purpose of which - mastering the spelling of the studied vocabulary. Most games can be used as training exercises in the stage of both primary and secondary fastening.

The goal of the game method of teaching is to promote the development of speech skills and skills. And the characteristic qualities of speech skills are manifested during the games. It:

independence in resolving the problem-solving tasks;

• quick reaction in communication;

• maximum mobilization of speech skills.

The game interacts with almost all methods and forms of training, including discussion, brainstorming, analysis of a specific situation, work in pairs and small groups. The game is not only a method, but also a form of organization of instruction.

**PRACTICAL PART**

The implementation of the game method of teaching in English classes includes the following stages:

1. Systematization of games according to the classification of E.I.Passov.

2. Approbation of the typed material in the English language lessons.

3. Selection of the most affective methods of teaching.

4. Conducting diagnostics to determine the effectiveness of training using the game method.

**Types of games**

**I. Lexical games**

1. "Who ran away?"

Students are offered a picture of animals. They examine it for 1-1.5 minutes. Then they are shown another picture, on which there are some animals from those that were on the first picture. Pupils should tell who escaped.

2. "Many words from one word"

The teacher calls the word. Pupils should name animals whose names begin with the letters that are in that word.

3. "Does the cat mew, the dog barks, and the tiger?"

On a piece of paper (a board) written names of animals and a number of verbs

a dog mews

a tiger barks

a cat growls

**II. Grammatical games**

1. "TheGate" - to repeat and fix all kinds of interrogative sentences. Two strong disciples ("gatekeepers") stand in front of the class, joining hands and forming a "gateway". The rest of the participants in turn approach the "gatekeepers" and ask them questions for a certain structure. Depending on the correctness of the question, the answer is: "The door is open (shut)". The student who incorrectly asked the question, you can make another attempt.

Ex. Are you going to ... (do smth)?

What are you going to do in (on, at)?

2. "Guessit" - to consolidate common issues. The presenter thinks of an object in the classroom. Trying to guess the subject, the students ask only general questions, to which the presenter answers "yes" or "no" (the number of questions is limited). The team wins, which will guess the subject by asking fewer questions.

E x. Is it a thing? Is it on the wall? Can I see it? Can I eat it? Is it white?

**III. Role-playing games**

1. "At the fair"

Equipment: pieces of fabric, samples of materials, business cards. The class is divided into 2 groups. Members of one group are representatives of trading firms, another group is industrial enterprises. Everyone on the chest has a business card with the name and the name of the firm or enterprise. Representatives of the company conduct dialogues with representatives of enterprises, make orders. The winner is the one who will make more sales.

Ex.

- Good morning! I'm mister Black. I'm from London.

- Nice to see you.

- I'd like some cotton for dresses.

- What color?

- Here you are. This is a very good cotton. It's quite bright. And these are some dresses made of this cotton. Do you like them?

- Yes, I do. I'll take two hundred meters.

- Fine!

**Conclusion**

1. Game methods are one of the most effective methods of teaching a foreign language, since their psychological and pedagogical basis is play activity, which makes a great contribution to the mental development of the individual. The use of gaming methods in foreign language lessons in high school corresponds to the cognitive needs of adolescents. In the game, mental processes become active, and the motivation for learning a foreign language increases.

2. Learning the vocabulary of a foreign language is a process that involves several stages. At the first stage, a new word is introduced. At the next stage, students train in the development of lexical speech connections in the same type of speech situations. The result of training is the ability of students to create dynamic vocabulary of speech, that is, to freely use new words in communication.

3. Game learning methods are diverse. Depending on the pedagogical goals, the methods of organization, the level of language proficiency, several groups of games are singled out. Subject-role and intellectual, for example, require a high level of knowledge of vocabulary, as they assume spontaneous statements of players. Games can be presented in the form of game elements, situations, exercises, and be aimed at other goals. Game methods vary depending on the number of participants, the time spent, and so on.

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**The Role of Business Video in Teaching Business People**

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Business education is becoming more and more popular in our country and available to a greater number of people. We see that every year new groups of professional people come to business schools to enhance their knowledge of business disciplines. They realise that internationalisation and globalisation of business mean they are likely to be working either in foreign countries or in this country with people belonging to other cultures. Therefore they are eager to be equipped with skills that will enable them to do the job well. In modern business environment knowledge of one or two foreign languages has become an enormous advantage, while lack of language skills is regarded as a real handicap. It means that Business English skills are a necessary supplement to other technical, business, or professional talents. Thus teaching Business English has become an essential part of business education.

The most important factor to be taken into account when teaching Business English to business people is the fact that they are professionals and know their business environment far better than their trainers do. Job-experienced people, who come to English classes, are very intelligent, socially active, highly creative and curious people. They enjoy every opportunity to explore ideas, exchange opinions, and share knowledge. When business learners come to an English language class they are likely to apply the same critical standards to language training and training materials as they do elsewhere in their business lives. They are experienced in dealing with business situations in their native language and need to acquire skills to do it effectively in English, which is a highly motivating factor for them to learn English.

The skills business people need were summarised in the book *Teaching Business English* by Mark Ellis and Christine Johnson as follows:

•confidence and fluency in speaking

•sufficient language accuracy to be able to communicate ideas without ambiguity and without stress for the listener

•strategies for following the main points of fast, complex, and imperfect speech

•strategies for clarifying and checking unclear information

•speed of reaction to the utterances of others

•clear pronunciation and delivery

•an awareness of appropriate language and behaviour for the cultures and situations in which they will operate.

In order to sustain the learners' motivation and meet their requirements, the materials used at the lessons need to be professionally relevant and informationally interesting [1].

The aim of the Spoken English For Industry and Commerce (SEFIC) syllabus provided by the London Chamber of Commerce and Industry Examinations Board is to develop the above mentioned skills. Business videos have become part and parcel of that syllabus as they give the teachers a wealth of resources to develop the learners' communication effectiveness that involves listening and speaking skills, cultural awareness and business interaction in business environment. Videos bring "slices of living language" into the classroom and make the lesson worth value in terms of motivation, information, and communication. The outcome of the video class is obvious: learners of Business English quickly build up language confidence which results from an English lesson being fun rather than mere necessity[2].

Business videos used by the teachers of English can be divided into three principal groups. The first group includes ELT videos, such as "Starting Business English", "Functioning in Business", "Meeting Objectives", "The Language of Meetings and Negotiations", "The Language of Presentations" and many others. They provide the conglomerate of business situations and teach the rules of linguistic behaviour in those situations. Dialogues from these business video films are easily learnt and can be used later in role-plays, simulations and other conversational assignments based on corresponding business situations. This kind of videos can be primarily recommended for work with students of Pre-Intermediate and Intermediate levels. It helps them transfer the bits of language they have learned to realistic situations outside the classroom and begin to bridge the gap between the classroom and real life communication.

The first group of business video films also includes videos that are part of Business English course packages, like for example "Market Leader" which is rightly recognised by teachers as one of the best teaching aids for Business English skills development. This particular course is useful for Upper-Intermediate and Advanced learners where the focus is on the message of the film, and the language becomes the tool to understand this message. Teachers will find plenty of exercises there which may provide valuable ideas for them when developing communication tasks for their video sessions[3].

To the other two groups we refer authentic video materials. One group is composed of videos about a particular industry or field of business, for instance banking, tourism, hotel, IT, and others. Those are mostly promotional or training materials and give a great deal of interesting and useful information about various areas of business activities. We show such films as "Bank of England", "It Doesn't Grow on Trees" about money circulation, "A Simple Account" about relations between industry and banks, "Telephone Perfection", "European Community" and others. The choice of films corresponds to the themes of the syllabus and interests of the learners. Authentic video materials can be mostly recommended for work in groups of the Intermediate level at the lowest as they require well-developed listening and speaking skills of the learners.

The third group includes TV programmes of various duration, covering a great variety of topics. We use business news, TV commercials, and documentary programmes provided by Cosmos TV. Here learners can get a real world experience, so these materials add interest and variety. Besides that recordings made at live events give a good example of natural speech with repetition and rephrasing, hesitations and false starts, and even grammatical mistakes. However, as students view programmes designed for native speakers the language is sometimes too fast or too complex for them. Depending on the language level of the group the tasks may be relatively simple (for example, gist listening) and the video episodes should be quite short (three to seven minutes). To sit through half an hour of authentic video demands too much concentration. An exception can be made for high-level learners who need to practise note-taking or minute-taking skills[4].

Work with videos involves four stages: pre-viewing, viewing, post-viewing, and finally follow-up activities. In critical thinking it is called “cinema – metaphor”

At the pre-viewing stage the following tasks may be suggested:

1. Brain-storming (e.g. What do you know about ...?)

2. Predicting or guessing (e.g. What do you think will happen in the following episode?)

3. Reviewing the vocabulary (e.g. What words relating to ... do you think you will hear in the video?).

At this stage the teacher may explain some difficult words and phrases and give examples of their usage in the video film. Or the teacher may write some questions or statements on the blackboard in order to highlight for the viewers the main issues tackled in the film, thus making its understanding easier. As there are usually more than one viewing of a video, each may be preceded by a differing task or tasks. The point to bear in mind is that the previewing stage should on the one hand help viewers understand the video, and on the other hand arouse their curiosity and interest.

The viewing stage assignments also vary according to the teaching objectives set by the teacher. Some of them are connected with the pre-viewing tasks, for example:

1. Watch and say if your predictions or guesses were correct;

2. Watch and say which words from the reviewed vocabulary you have heard in the film;

3. Watch and decide whether the above statements are true or false.

Or the teacher may suggest silent viewing of the video episode with further discussion of what was shown and/or might be said in it. Here the learners may raise questions to be answered after viewing the episode with the sound.

During the second viewing the learners are given tasks to fill in gaps in the script with the missing words, answer true or false questions, complete the conversation, etc. They can speak or read their dialogues to match the speakers' actions in the film.

The teacher may also use the viewing stage to teach the visual elements of communication, such as gestures, eye contact, posture, proximity, and others. By applying freeze frames on the video the teacher asks students to describe characters, clothes, appearances, behaviour, surroundings, highlighting in this way non-verbal features of communication.

The post-viewing stage provides an ample opportunity for developing the learners' communication skills. Here a hackneyed task like "retelling", for instance, becomes an exciting experience for them to give facts and figures, or hold an interview, or make a presentation, etc. At this stage learners express opinions, give arguments and counter-arguments, make cross-cultural comparisons, in other words they behave as they are supposed to behave in real business intercourse.

The third stage smoothly proceeds to the follow-up stage, at which the teacher has a chance to train not only speaking, but reading and writing skills as well. Such assignments as writing a business letter, memo or email, developing an advert for a product or service, making a presentation, finding information in the press or Internet relating to the tackled issue, and others prove that video is one of the richest sources for Business English learners to acquire confidence and competence in the language and for English teachers to make their classes interesting and useful for business people.

There are some factors which should be taken into account by teachers when preparing their video sessions in order to make them successful[5].

First, if the teacher wants to use video at his or her lessons it is much better to plan video sessions (whether short or long) into the syllabus, because if video is left as an optional extra the teacher can easily forget about it or not to bother to use it. As syllabuses are usually designed on a topic basis a video part of the lesson about the same topic can put a different perspective on it and in this way invite comparison and discussion. It may also contribute to developing certain skills necessary for other disciplines, for example listening to lectures, writing reports, and others.

Second, a piece of video may meet the training objective but still be inadequate if it fails to motivate the learner. Videos chosen for Business English and aimed at learners who have some knowledge of the subject must represent the world that those learners are familiar with. Besides the video materials must be relevant for the particular kind of learners. For example, videos that are aimed at learners in managerial jobs should be different in terms of the language and skills trained from those intended for secretarial and clerical jobs.

And third, however good a piece of video material is from a teaching point of view, it may be unacceptable if the presentation is poor. When evaluating video tapes, it is important to choose those which are well-acted and the sound quality must be excellent[6].

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**New ways of correcting spoken errors**

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This article deals with new ways and methods of correcting students’ pronunciation mistakes. Teaching English pronunciation is important and actual nowadays, so problems of teaching pronunciation and correcting students’ mistakes in pronouncing are discovered in this article. There are a variety of good methods and techniques suggested for correcting learners' errors on the spot. Mistakes are part of our life; we all make mistakes now and then. There is nothing wrong with making mistakes as long as we learn from them and avoid repeating them over and over.

Mastering proper pronunciation is not just a matter of learning individual sounds. Many students can hear and make the different sounds for all the vowels and consonants in English. Unfortunately, they also have to contend with the sound changes that occur with different letter combinations resulting from linking or reduction of vowels and consonants, not to mention stress, pitch, and intonation differences between their native tongue and English.

That's basically all there is to teaching pronunciation- giving feedback and ensuring that the student uses the feedback to improve their speaking skills. That along with providing adequate practice to the students to hear the sounds and practice making the sounds. Remember (as some research implies) if a student can't say a sound, they won't be able to hear it either.

1. Collect the errors for later

You can then correct them later in the same class (with a game like a grammar auction or just eliciting corrections from the class) or in a future class (for example writing error dictation pairwork worksheets or using the same techniques as can be used in the same class). Make sure you give positive reinforcement as well, e.g. “Someone said this sentence, and that is really good.”

2. Facial expression

For example, raise an eyebrow, tilt your head to one side or give a slight frown. Most people will do this naturally, but there is a slight chance a teacher’s expression will be too critical or too subtle for your students to pick up on, and you can (amusingly) practice facial expressions in a teaching workshop by participants communicating certain typical classroom messages (“move over there to work with this person”, “work in pairs” etc.) using just their heads and faces, including feedback on spoken errors in that list.

3. Body language

The problems with using body language to show errors could also be that it is taken as very serious criticism or that it is too vague. Possibilities include using your hands (rolling a hand from side to side to mean “so-so attempt”; making a circle by moving your index finger to mean “one more time”; or a cross with fingers, open palms or even forearms to show a very clear “no” or “wrong”- probably only suitable for a team game etc where the responsibility is shared), head (tilted to one side to mean “I’m not sure that sounds correct”), or shoulders (hunched to reinforce “I don’t understand what you are saying”). Again, practising this in a teaching workshop can be useful, as can eliciting other body language teachers could have used after an observation.

4. Point at the correct language

If you have something on the correct form easily accessible on the whiteboard, in the textbook or on a poster, just pointing at it can be a subtle but clear way of prompting students to use the correct language. What you point at could be the name of the tense or word form they are supposed to be using, a verb forms table or the actual correct verb form, a grammatical explanation, or another grammatical hint such as “future”, “prediction” or “polite”.

5. Repeat what they said

This can mean repeating the whole sentence, one section of it including the wrong part, the sentence up to the wrong part, the sentence with the wrong part missed out (with maybe a humming noise to show the gap that should be filled) or just the wrong part. You can illustrate that you are showing them an error and give some hint as to which bit is wrong by using a questioning tone (for everything you say or just for the wrong part). This method is overused by some teachers and can sound patronising if used too often or with the wrong tone of voice, so try to mix up the different versions of it described here and to alternate with methods described in the other tips.

6. Just say the right version

The students can then repeat the correct version or tell you what the difference between the two sentences was and why their version was wrong. Because the students don’t do much of the work in this way of being corrected, it might not be as good a way of remembering the correction as methods where you give more subtle clues. Its advantages are that it is quick and suits cultures, classes and students that think of elicitation as shirking by the teacher. It can also be more face-saving than asking them for self-correction, as trying to correct themselves risks making even more mistakes. The “right version” could mean the whole sentence or just the correction of the part that was wrong. In the latter case, you can then ask them to put it into the sentence in the right place and repeat the whole thing.

7. Tell them how many mistakes

This method is only really suitable for controlled speaking practice, but can be a very simple way of giving feedback in that situation. Examples include “Most of the comparatives were right, but you made two mistakes” and “Three words are in the wrong position in the sentence/ are mixed up”. Make sure you only use this method when students can remember what you are referring to without too much prompting.

Other useful language:

“Very good, but you made just one mistake with the passive”

(For a tongue twister) “Good attempt/ Getting better, but in two places you said /sh/ where it should have been /s/. Can you guess which words?”

8. Use grammatical terminology to identify the mistake

For example, “(You used) the wrong tense”, “Not the Present Perfect”, “You need an adverb, not an adjective” or “Can change that into the passive/ indirect speech?” This method is perhaps overused, and you need to be sure that the grammatical terminology isn’t just going to confuse them more.

Other useful language:

“Because that is the present simple, you need to add the auxiliary (verb) ‘do’”

“Say the same sentence, but with the comparative form”

9. Give the rule

For example, “‘Since’ usually takes the Present Perfect” or “One syllable adjectives make the comparative with –er, not more + adjective” This works best if they already know the rule, and you at least need to make sure that they will quickly understand what you are saying, for example by only using grammatical terminology you have used with them several times before.

10. Give a number of points

This is probably best saved for part of a game, especially one where students work together, but you can give each response a number of points out of 10. The same or other teams can then make another attempt at saying the same thing to see if they can get more points. If you don’t want students to focus on accuracy too much, tell them that the points will also give them credit for good pronunciation, fluency, politeness, persuasiveness and/ or originality of ideas.

Useful language:

“Very good fluency and very interesting, but a few basic mistakes, so I’ll give your team a score of (IELTS) 5.5. Practice your script in your team again for 5 minutes and we’ll try it one more time”

“You got all the articles right this time, so I’ll give you 9 out of 10”

11. Just tell them they are wrong (but nicely)

Positive ways of being negative include “nearly there”, “getting closer”, “just one mistake”, “much better”, “good idea, but…”,”I understand what you mean but…”, “you have made a mistake that almost everyone does/ that’s a very common mistake”, “we haven’t studied this yet, but…” and “much better pronunciation, but…” With lower level and new classes, you might have to balance the need to be nice with the need to be clear and not confuse them with feedback language that they don’t understand, perhaps by sticking to one or two phrases to give feedback for the first couple of months. It can also be useful to give them translations of this and other classroom language you will use, for example on a worksheet or a poster.

12. Tell them what part they should change

For example, “You need to change the introduction to your presentation” or “Try replacing the third word with something else”.

13. Ask partners to spot errors

This is a fairly well-known way of giving feedback in speaking tasks, but it can be a minefield if the person giving feedback has no confidence in their ability to do so or in how well the feedback (i.e. criticism) will be taken, and even more so if the person receiving the feedback will in fact react badly. This method is easier to do and easier to take when they have been told specifically which language to use while speaking and so to look out for when listening, usually meaning controlled speaking practice tasks. The feedback can be made even simpler to give and collect and more neutral with some careful planning, e.g. asking them count how many times their partner uses the target form as well as or instead of looking for when it used incorrectly.

14. Try again!

Sometimes, students don’t need much help at all but just a chance to do it again. This is likely to be true if you have trained them well in spotting their own errors, if there was some other kind of mental load such as a puzzle to solve that was distracting them from the language, or if they have had a chance to hear someone else doing the same speaking task in the class or on a recording.

Useful language:

“One more time (but think about the grammar more this time/ but concentrating on making less mistakes instead of speaking quickly)”

“Give it another go”

“Do you want one more chance before you get the final score”.

15. Remind them when you studied that point

For example, “Nearly right, but you’ve forgotten the grammar that we studied last week” or “You’ve made the same mistake as everyone made in the last test”.

That's basically all there is to teaching pronunciation- giving feedback and ensuring that the student uses the feedback to improve their speaking skills. That along with providing adequate practice to the students to hear the sounds and practice making the sounds. Remember (as some research implies) if a student can't say a sound, they won't be able to hear it either.

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**Modern methods of teaching German language to preschool children**

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At present, the society is not satisfied with the level of foreign language training of secondary schools graduates. Graduates of educational institutions not only do not speak a foreign language at a sufficiently communicative level but their basic skills and speech activity as it turns out, are not formed.

With reference to the words of psychologists A.A. Leontiev, P.Y. Galperin, D.B. Elkonin, the most favored area for the beginning of mastering a foreign language speech is the age from 4 to 9 years. There is probably, not a single child who would not like to learn a new language different for him, than the one spoken by others. Learning a foreign language develops various aspects of personality: memory, attention, diligence, language guesswork, erudition, discipline, makes the child more active, teaches him to collective forms of work in a group, encourages curiosity, artistry, forms a child intelligently and aesthetically. In addition, there is a real opportunity at an early stage to identify children capable of languages and prepare them for further serious education. [ 1, 1 c].

The educational program for young children using elements of theatrical pedagogy «German language with Hare Hans» is based on the latest research in the field of early learning of foreign languages, including Nuremberg recommendations for learning a foreign language at an early age. The main character of the classes, the doll Bunny Hans, plays with children and accompanies them on the way to the world of German. Pictures, posters and coloring pages are the most important elements of the methodology. They depict situations that serve as a basis for the stories. [ 2, 4 c].

Little Hare Hans - the doll worn on the arm comes to a kindergarten, that is, appears in the usual situation for children and plays with them. So he becomes the kids friend and begins to be associated in their minds with the German language. Early education of children in a foreign language has a positive impact on the formation of language and general culture This program heeds the natural needs of the child and instills the interest in foreign languages. At the same time, the diversity of activities in the classroom plays a particularly important role. Children discover the language in the form of songs, stories, rhymes, drawings, crafts and games. [ 2, 4 c].

The practical application of Hare Hans method was materialized by me in older groups with 5-6 years children of «Balgyn» kindergarten in Saran town. The topics were close to the children, for example: «My name...», «My home», «I like...», «My friends», «My toys», «My clothes», «One, two, three – we count», «Colors», «Sports», «Seasons, weather, holidays». Language activity in the classroom has always been accompanied by concrete actions. For example, the teacher's first acquaintance with children was conducted using the song «Hallo, du da », which the children performed, naming their name. Lyrics repeating was conditioned by the number of children in the group. Thus, each child, repeating the words of the song many times, remembered the linguistic material.

Speech activity in the classroom has always been combined with other activities: stories, rhymes, songs, dances, games, coloring. For example, at the lesson upon the theme «Sports », children were invited to finish the missing sports equipment after studying the new vocabulary. In the course of the assignment, the teacher observed the children and asked clarifying questions «Was ist das? » Children understood the issue and knew how to answer it using the content area vocabulary and grammatical structure «Das ist..».

So each child has an individual learning pace, the method of studying with Hare Hans involves repeating the words and grammatical structures of the previous lesson at each subsequent. All the topics are closely related and interdependent, allowing the child to reproduce the material of the previous lesson on the current. Thus, at the second lesson «Hare Hans Family» the rhyming from the third lesson, which was used as a physical minute was adapted by me to serve an excellent way to consolidate the lexical and grammatical material of the previous lesson – «Acquaintance».

The content of the rhyme:

-Hallo!

-Ich bin …

-Und wer bist du?

-Nach vorne, nach hinten,

-Nachrechts, nachlinks.

An important role in memorizing and speech reproduction of the material played mnemonics (a set of special techniques and methods that facilitate the memorization of the necessary information and increase the amount of memory by forming associations, replacing abstract objects and facts on the concepts with visual or audio representation). Namely, the movements, which the children repeat after the teacher, reciting the rhyme.

At the third lesson mnemonic technique was used to consolidate the vocabulary on the topic «Subjects» ( belonging to different family members)

-Ein Hut!

-Ein Ball

-Eine Brille

-Und Regenschirm

- Nach vorne, nach hinten,

- Nachrechts, nachlinks.

It should be noted that in addition to vocabulary and grammar, studied in the classroom, children learn concepts such as «forward», «back», «right», «left».

Music of the lesson is one of the important components in my practice, because it develops the musical hearing of the child and contributes to the better memorization of grammatical structures: «Hallo, du da», «Guten Tag, Hallo wie geht’s?», «Ich ich ich–du du du». The simplicity of the musical drawing of the song «Hallo, du da» can be used with other text. For example, «sleeping» Hare Hans can wake up with a familiar melody with the following text:

-Hei, Hans Hase

-Hei, Hans Hase.

-Schläfst du noch?

-Schläfst du noch?

-Hörst du nicht die Glocken?

-Hörst du nicht die Glocken?

-Ding-dong-ding!

-Ding-dong-ding!

The development program «Deutsch mit Hans Hase» consists of 30 classes, including 20 thematic lessons and 4 classes for repetition. Six classes are devoted to traditional holidays in Germany: «St. Nicholas Day», «Christmas», « Easter», «Birthday». These classes were held at any suitable time , regardless of other activities. For example, at the lesson dedicated to the holiday «Easter» , children, in addition to immersion in the culture of the German people and the atmosphere of the holiday, also enriched their vocabulary by introducing such lexical units as:. der Ostern, die Zweige, die Knospen, der Osterhase, das Osterei, das Osternest, verstecken.

Studying of German at the early age leads to the development of the child's linguistic abilities. The emphasis is on understanding the language by ear and responding to what has been said. At the age of 4-6 years is absolutely enough, if the children will paint a picture with the color you need or will make the necessary movement in the dance after the Hare words. Kids should not be forced to say or repeat after the teacher. Each child will speak his first phrases in German in due time. [ 2, 4 c].

Learning by this technique, the children were able to:

- pronounce individual words and build simple sentences in those subject areas that are close to them;

- react to familiar statements with sign language, signaling to Hare Hans that the child understood them.

- sing some songs and repeat rhymes;

- to show a scene with a group.

Thus, the method of «Deutsch mit Hans Hase» has shown its effectiveness in working with children of preschool age and have become the starting point for learning the German language.

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**Using an effective methods and exercises to build students' speaking skills in teaching English**

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Contemporary Kazakhstan society in the context of multinational, multilingual and multidisciplinary.Therefore, the formation of a multilingual culture, which is adapted to this society, is one of the topical issues. Speaking at the XII session of the Assembly of Peoples of Kazakhstan, President of Kazakhstan NursultanNazarbayev said: "We will be able to overcome the world's highways in the future. One of such highlights is the fact that Kazakhstan is among the 30 most competitive countries in the world.

To achieve this goal, first of all, every citizen of Kazakhstan should be competitive." Speaking of the language problem, N.Nazarbayev said that the new generation of Kazakhs should know at least three languages ​​and be fluent in Kazakh, Russian and English. In his Address to the nation "Improving the welfare of the people of Kazakhstan - the main goal of public policy", the President set the task to accelerate the implementation of the cultural project "Three Tongues of Languages" to the Government.

As a civilized country, our relations with many foreign countries are getting stronger and stronger. It requires improvement of foreign language teaching and its profound knowledge. And improvement of teaching, in our opinion, is to increase students' interest in the discipline. Today's requirement is that foreign language teachers have the goal of speaking a foreign language, so the teacher sees the most effective way to teach a foreign language in their classroom.

However, it is known that there are many difficulties in learning a foreign language. One of them is to expose the content of the text by developing the English language skills of the learners or to express their thoughts in a foreign language. One of the key elements of teaching English at schools is vocabulary. It takes a special place in enriching vocabulary of pupils. The basic principle of the organization of vocabulary is to learn the lexical material of the learner, to learn how to use them in speaking and speaking. [1]

English language teachers are using the best world practices in the field of language teaching, new technologies and techniques to improve the quality of teaching English at the moment. The ability to speak English fluently, to make it a necessity at one's own level is not a matter of year, so how can we develop students' oral ability to communicate effectively with their English language skills? the question arises. That is why I choose this problematic topic.

As I observe from my college classes, speaking skills begin to emerge from the start of the lesson. The following methods can be used for the English language work to improve the language of the students, to develop their knowledge and skills, to enhance their interest in speaking and active learning:

1. The oral method is used to formulate the theoretical and factual knowledge, develop homework and new lesson, repeat rules. As an example of my experience, I conducted a group work with students on the topic of Mass Media in the Language Center. As a result, the pupils were able to develop their oral presentation skills.

2. It is used to visualize the visual approach - to develop control over the ability to respond to the problem and to explain the content of the learning material visually.

3. Practical method is used to track how well the students learn the material that is explained in order to develop practical business and habitual and to conduct practical work in accordance with the content. After completing my new vocabulary and new vocabulary at PROFESSION in the language center during my own practice, I gave a double assignment. That is, each student needs to find out what kind of profession he is using, using the new vocabulary he learned from his neighbor's movements. It helps students actively work.

4. The method of research - is used to develop students' problem-solving skills to develop their own thinking and research abilities.

     5. Inductive method - development of ability to make conclusions is used for the complex learning, the thinking ability.

      6. Self-study method is used to develop the ability to work in the learning process and to prepare easy subjects in the workbook, to be able to work independently, to work effectively with didactic materials.

  7. The method of play is to stimulate students 'interest in the classroom and increase their activity, as well as form the students' speaking skills. [2]

The goal of teaching speaking skills is communicative efficiency. Learners should be able to make themselves understood, using their current proficiency to the fullest. They should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary, and to observe the social and cultural rules that apply in each communication situation.

To help students develop communicative efficiency in speaking, instructors can use a balanced activities approach that combines language input, structured output, and communicative output.

Language input comes in the form of teacher talk, listening activities, reading passages, and the language heard and read outside of class. It gives learners the material they need to begin producing language themselves.

Language input may be content oriented or form oriented.

Content-oriented input focuses on information, whether it is a simple weather report or an extended lecture on an academic topic. Content-oriented input may also include descriptions of learning strategies and examples of their use.

Form-oriented input focuses on ways of using the language: guidance from the teacher or another source on vocabulary, pronunciation, and grammar (linguistic competence); appropriate things to say in specific contexts (discourse competence); expectations for rate of speech, pause length, turn-taking, and other social aspects of language use (sociolinguistic competence); and explicit instruction in phrases to use to ask for clarification and repair miscommunication (strategic competence).

Students often think that the ability to speak a language is the product of language learning, but speaking is also a crucial part of the language learning process. Effective instructors teach students speaking strategies -- using minimal responses, recognizing scripts, and using language to talk about language -- that they can use to help themselves expand their knowledge of the language and their confidence in using it. These instructors help students learn to speak so that the students can use speaking to learn.

1. Using minimal responses

Language learners who lack confidence in their ability to participate successfully in oral interaction often listen in silence while others do the talking. One way to encourage such learners to begin to participate is to help them build up a stock of minimal responses that they can use in different types of exchanges. Such responses can be especially useful for beginners.

Minimal responses are predictable, often idiomatic phrases that conversation participants use to indicate understanding, agreement, doubt, and other responses to what another speaker is saying. Having a stock of such responses enables a learner to focus on what the other participant is saying, without having to simultaneously plan a response.

2. Recognizing scripts

Some communication situations are associated with a predictable set of spoken exchanges -- a script. Greetings, apologies, compliments, invitations, and other functions that are influenced by social and cultural norms often follow patterns or scripts. So do the transactional exchanges involved in activities such as obtaining information and making a purchase. In these scripts, the relationship between a speaker's turn and the one that follows it can often be anticipated.

Instructors can help students develop speaking ability by making them aware of the scripts for different situations so that they can predict what they will hear and what they will need to say in response. Through interactive activities, instructors can give students practice in managing and varying the language that different scripts contain.

3. Using language to talk about language

Language learners are often too embarrassed or shy to say anything when they do not understand another speaker or when they realize that a conversation partner has not understood them. Instructors can help students overcome this reticence by assuring them that misunderstanding and the need for clarification can occur in any type of interaction, whatever the participants' language skill levels. Instructors can also give students strategies and phrases to use for clarification and comprehension check.

By encouraging students to use clarification phrases in class when misunderstanding occurs, and by responding positively when they do, instructors can create an authentic practice environment within the classroom itself. As they develop control of various clarification strategies, students will gain confidence in their ability to manage the various communication situations that they may encounter outside the classroom.

       One of the most widely used types of work lately is the Brainstroming method, which is to create a single story, to convey it with the help of illustrated symbols. It is important to master different tasks and exercises, theoretical issues and principles using these methods.

In conclusion, it is important to note the importance of performing exercises with the use of effective methods to build students' speaking abilities. Hence, by organizing their business speaking skills, the full-fledged education depends on the teacher's imagination, his comunicated competence.

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**Use of information technologies in training foreign language**

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In the modern society, the role of foreign languages ​​is increasing. Knowledge of a foreign language gives young people an opportunity to join the world culture, use the potential of extensive resources of the global Internet network, as well as work with information and communication technologies and multimedia teaching aids [1]. XXI century. set a number of complex global problems, on which the future of mankind depends. These problems are often called the challenges of the 21st century. The main hopes are laid on the creation and maintenance of information and educational environments in the field of education. In order for the education system to be ready to accept these challenges, certain transformations of the system based on the use of modern information technologies are needed. Information technologies and education - these two trends together become the spheres of human interests and activities that mark the era of the 21st century and should be the basis for solving the problems facing humanity.

At present, in the era of information technology, in Kazakhstan, the possession of a foreign language is seen as an important factor in socio-economic, scientific, technical and cultural progress. Foreign languages ​​are studied for the purpose of their further functioning as an instrument of comprehensive information exchange, interaction of national cultures, the assimilation of human values ​​by the individual. The country's needs for specialists capable of using foreign languages ​​to effectively provide various types of communication are increasing.

Modern pedagogical technologies, such as training in cooperation, project methodology, use of new information technologies, Internet resources, help to realize a person-oriented approach in teaching, provide individualization and differentiation of teaching. All ICT tools used in the education system can be divided into two types: hardware and software [2; 18]. The hardware includes a computer, a printer, a projector, a telecommunications unit, a device for inputting textual information and manipulating screen objects, devices for recording visual and audio information (camera, tape recorder, video camera), a data logger (sensors with interfaces), au- , video medium. The software includes information sources, test environments, integrated training packages (electronic textbooks).

One can single out the possibilities of using the technologies for: 1) searching for literature in the electronic catalog of the educational institution's library; on the Internet with the use of Internet Explorer, Mozilla Firefox; 2) work with literature in the course of abstracting, summarizing, annotating, citing; 3) using electronic dictionaries (Abbyy Lingvo x3); 4) storage and accumulation of information (CD-, DVD-disks, external magnetic disk drives, Flash disks); 5) planning the research process (Microsoft Outlook management system); 6) communication with leading foreign scientists (Internet, e-mail, chats); 7) graphics processing and playback (Microsoft Media Player, WinAmp, WinDVD, zplayer, ACD See, PhotoShop, CorelDraw image viewer, Visio drawing and charting program); 8) the introduction of research results (speeches in video forums, teleconferences, publications in the media, the Internet). When training with the computer, a special process of interaction and cooperation is created, which should be based on the professional interest. Back in 1986 N.F. Talyzina stressed that the use of automated systems in training is justified only when it leads to an increase in the effectiveness of training, at least according to one of the following criteria: 1) increasing the motivational and emotional side of learning; 2) improving the quality of education; 3) reducing the time spent by the trainee and the instructor to study this subject [3; 67].

The following computer programs for teaching English can be used:

1. "Professor Higgins" (version 6.1) is a complete phonetic, lexical and grammatical multimedia reference simulator designed for those who wish (regardless of their initial level of knowledge) to learn to understand spoken language and speak grammatically correct, with good and distinct pronunciation (the BBC option), which is the norm of speech in English television.

2. "English. Path to Excellence 2 », consisting of the following levels:

• Beginner Level - it is recommended for beginners to learn English for the first time or for those who learned the language at school, but thoroughly forgot it;

• Intermediate and Advanced - parts of the course are for those who would like to develop and consolidate their skills in spoken and written English;

3. "Talk to me" is a unique interactive course in learning a foreign language based on listening and speaking. The most modern technology of speech recognition makes it possible to conduct a dialogue with the computer;

4. "Russian Discoveries" - an extensive, 12-CD-ROM multimedia course for learning English, divided into five main levels. The program covers all four aspects of language proficiency (reading, writing, speaking and listening) using genuine English and real life situations. The series is based on the accepted courses, covers all grammatical constructions and presents more than 3500 lexical units. The peculiarity of "English Discoveries" is the adaptability to different styles of learning, because it includes various teaching methods.

5. "Tutor English" - a program designed for users with an initial level of language skills and aimed at the development of spoken language, listening skills, reading, interpretation and translation. Contains a full course of grammar, backed up by a system of exercises and tests.

6. "Learn to Speak English" (Deluxe 10) - a program containing more than 50 lessons, designed as games, collecting mosaics and other options for a relaxed and simple perception of the material.

7. "Wrong verb" is an effective program for studying and repeating irregular verbs.

8. "Idioms, quotations, phrases" - entertaining program with the meanings of known phrases, idioms, cliches and citations. There are also a number of text editors, spelling checkers, grammar, and style, used primarily for teaching letters, writing essays, essays and other types of writing. The effectiveness of the application of these types of programs in teaching language has long been proven. Computer (electronic) dictionaries, and in recent years and encyclopedias, are becoming increasingly common varieties of applications, without which it is already difficult to imagine the process of teaching the language. The computer dictionary, in comparison with paper, provides the user with additional options: 1) multiple increase in the speed of search; 2) a large number of entries in the dictionary (the ability to search for word combinations, words with insufficiently accurate spelling); 3) the use of multimedia for the semantics of vocabulary (in modern dictionaries, not only the title word, but also the definitions are used, both static graphic images and animation and video fragments are used);4) the presence of a system of hyperlinks; 5) inclusion in the structure of a dictionary of dictionaries of different types and genres; 6) the ability to replenish the dictionary by the user; 7) create "bookmarks" in the dictionary. To learn English there are a number of dictionaries, which are indispensable helpers in learning and learning the language: 1. "Longman Interactive English Language Dictionary" ("Interactive English Language Dictionary"). Information about the search word is provided in the explanatory, orthoepic, illustrated dictionaries, the pronunciation of the word, a hyperlink to the word, and a video clip to the topic are given. 2. "Abbyy Lingvo x3" contains 57 thematic dictionaries for translation from English into Russian and vice versa, as well as explanatory English dictionaries (Oxford and Collins). Access to the Internet as a source of information allows you to access a wide variety of text, audio and video materials in the language, including authentic ones [6; 189]: 1. Training via the Internet is carried out in the framework of special programs offered by various educational institutions. In addition to such educational programs, there are many public sites that contain training assignments. Some tasks are interactive - they are performed in the so-called real-time mode (on-line) and are immediately checked and evaluated. 2. The organization of real communication is of the greatest interest for studying a foreign language outside the linguistic environment, since it enables communication with native speakers through the use of telecommunication technologies.

Thus, "the introduction of ICT contributes to the main goal of modernizing education - improving the quality of education, increasing the accessibility of education, ensuring a harmonious development of the individual, oriented in the information space, attached to the information and communication capabilities of modern technologies and possessing an information culture".

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**Die Lösung der Schwierigkeiten beim erlernen der deutschen Sprache mit Hilfe eines innovativen Ansatzes**

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Das Ziel dieser Arbeit ist alle Schwierigkeiten, begegnenden beim Erlernen der deutschen Sprache zu erforschen und die Lösungen diesen Problemen mit Hilfe innovativen Wege zu finden.

„Deutsche Sprache, schwere Sprache” ist der Satz, mit dem Deutschsprachige die Herausforderung und die Abneigung anerkennen, die dem Ruf der am häufigsten gesprochenen Muttersprache Europas anhaftet. Stimmt es denn, dass Deutsch schwerer zu erlernen ist als andere Sprachen?

Wie bei allen Sprachen auch, gibt es beim Erlernen der deutschen Sprache „schwierigere“ und „leichtere“ Elemente. Ihre persönliche Praxis beim Erlernen von Fremdsprachen hängt von Ihrem speziellen sprachlichen Background ab. Wenn Sie zum Beispiel ein bisschen Latein können oder eine slawische Sprache sprechen, erscheinen Ihnen die Fälle sicher nur halb so wild! Lassen Sie uns die Gelegenheit nutzen, das übliche Gestöhne der Deutschlernenden etwas genauer unter die Lupe zu nehmen

Schwere Sprache…

Mark Twain beschrieb die Schwierigkeiten, auf die er beim Erlernen der deutschen Sprache stieß, in einem ironischen Artikel mit der Überschrift.„Es gibt keine andere Sprache“, schrieb er, „die so schludrig und systemlos und gleichzeitig so schlüpfrig und schwer zu fassen ist.“ Doch wird er damit der deutschen Sprache gerecht?

Es gibt SchwierigkeitenGrammatikalisches Geschlecht­, Fälle & Deklinationen, Reihenfolge der Wörter, Deutscher Plural, Rechtschreibung & Aussprache sind offenkundig, Die Zeitfolgen sind kinderleicht, Viel Spaß bei der Wortgestaltung.

Grammatikalisches Geschlecht

Mit dieser Eigenheit sind englische Muttersprachler nicht vertraut. Im Deutschen gibt es drei grammatikalische Geschlechtsformen, nämlich männlich, weiblich und neutral. Jedes Nennwort hat ein Geschlecht, man sagt also „*das* Messer“, „*die* Gabel“ und „*der* Löffel“.

Das Problem ist, dass das grammatikalische Geschlecht nicht immer dem entspricht, was man zunächst vermuten würde. So ist „das Mädchen“ neutral, während „die Spitzhacke“ weiblich ist. Wenn Sie ein Nennwort auf Deutsch lernen, müssen Sie sein Geschlecht gleich mit dazu lernen. Erfreulich: Die Endungen der Wörter bieten häufig wichtige Hinweise auf die Art des Geschlechts. So sind Wörter, die auf „ich“ oder „ling“ enden, im Allgemeinen männlich.

Fälle & Deklinationen

In der deutschen Sprache gibt es vier grammatikalische Fälle: Nominativ, Akkusativ, Dativ und Genitiv. Die Funktion des Wortes bestimmt den Fall, der wiederum den zu verwendenden Artikel bestimmt. So wird „*das* Mädchen“ zu „*dem* Mädchen“ (Dativ), wenn Sie diesem zum Beispiel etwas geben und da es zum Objekt wird, das den Artikel erhält. Im Akkusativ würde es dann heißen: „*Ein* hübsches Mädchen“.

Wenn Sie noch keine Übung haben, können die Fälle schon ganz schön für Verwirrung sorgen. Doch alle, die Russisch (mit 6 Fällen!), Latein (sieben!) oder eine slawische Sprache gelernt haben, haben bereits ihre Erfahrung in diesem Bereich gemacht. Vor langer Zeit gab es diese Fälle auch im Englischen, allerdings wurden diese eher großzügig eingesetzt. Im Mittelalter, als Französisch einen immer größeren Einfluss auf die Sprache nahm, verzichtete man dann schließlich ganz darauf.

Reihenfolge der Wörter

Die deutsche Sprache liebt es, Sie bis zum Ende des Satzes zappeln zu lassen! Das zweite Verb im Satz wird ans Ende des Satzes gestellt. Außerdem stoßen auch gewisse Konjunktionen (meistens *weil*) das Verb ans Satzende. Die Verben haben zudem die Gewohnheit, sich am Ende der Sätze aufzureihen, vor allem dann, wenn der Satz in der Vergangenheit steht. Wenn Sie aber erst einmal mit dem deutschen Rhythmus vertraut sind, wird die Reihenfolge der Wörter zu einer ganz natürlichen Sache.

Deutscher Plural

Das tut weh, ist aber unvermeidbar! Es gibt in der deutschen Sprache 5 verschiedene Pluralendungen, während Sie im Englischen ganz einfach ein „s“ anhängen und damit die Mehrzahl definieren können… Doch wie gesagt, auch im Englischen ist es nicht immer ganz so einfach: „*children“*, „*men“* und „*sheep*„ sind nur drei der zahlreichen Ausnahmen, die es im Englischen bei der Pluralbildung gibt.

Nicht so schwer!

Klingt das bis jetzt so schwer? Keine Angst, es gibt in der deutschen Sprache auch viele Dinge, die das Lernen angenehm machen.

Rechtschreibung & Aussprache sind offenkundig

Im Gegensatz zum Englischen und Französischen sagt man im Deutschen das, was man liest. Das macht die Aussprache und die Rechtschreibung einfach. Außerdem werden im Deutschen alle Silben ausgesprochen. So lassen sich Fernsehsendungen, Lieder und Gespräche in deutscher Sprache meistens gut verstehen.

Etwas Vertrautes…

Wenn Sie Englisch, Niederländisch, Schwedisch, Dänisch, Norwegisch oder eine andere germanische Sprache beherrschen, werden Ihnen viele deutsche Ausdrücke bereits vertraut vorkommen. Wussten Sie, dass 97 der 100 meistbenutzten Wörter im Englischen germanischen Ursprungs sind?

Die Zeitfolgen sind kinderleicht

Im Deutschen ist es ganz normal, die Gegenwart auch dann zu benutzen, wenn man von der Zukunft spricht. „Ich gehe morgen ins Kino“ ist ein grammatikalisch korrekter Satz. In vielen Teilen Deutschlands und überall südlich des Weißwurst-Äquators (auch in Österreich und in der Schweiz) benutzen die Redner, wenn sie in der Vergangenheit sprechen, zu 99 Prozent das Präteritum (Ich war beschäftigt), was leicht zu lernen ist.  Vergleichen Sie das einmal mit der Auswahl an Vergangenheitsformen im Englischen oder Spanischen!

Es ist alles sehr logisch

Alle Nennwörter werden groß geschrieben – sogar Mark Twain findet, dass das eine gute Idee ist. Es gibt aber noch viele andere sehr logische Dinge in der deutschen Sprache. Sind Sie sich zum Beispiel erst einmal über das Präfix der Verben im Klaren, ist die Bedeutung des Verbs einfach zu erraten. Wenn Sie das grammatikalische Geschlecht und die Fälle beherrschen, werden Sie den soliden Sinn der Sprache schätzen. Gewisse Leute vermuten (zu Unrecht), dass sich das alte Klischee der humorlosen Deutschen von der Präzision der deutschen Sprache ableiten lässt, die keine Doppelbedeutungen zulässt – und die im englischen Humor bekanntermaßen ja so beliebt sind.

Viel Spaß bei der Wortgestaltung

Die deutsche Sprache ist bekannt für ihre Wortzusammensetzungen. Das heißt, dass man zwei oder mehrere Wörter aneinanderreihen kann, um ein neues Wort zu erstellen. Das längste, im Guinness Buch der Rekorde eingetragene deutsche Wort hat 79 Buchstaben. Ihnen fällt ein bestimmtes Wort gerade nicht ein? Dann kreieren Sie doch einfach ein Neues!

Betrachtet diese Schwierigkeiten, um sie zu losen, habe ich ein Elektronenbuch geschaffen, das alle Aspekte der deutschen Sprache umfasst. Das ist ein neuer Ansatz des Spracheerlernens. Das Buch besteht aus 94 Seiten, schließt in sich Phonetik, Grammatik und Lexik der deutschen Sprache ein. Die Aktualität dieses Buches ist darin, dass es erreichbar ist. Die Studenten können es … und überall lesen. Mit Hilfe des Programmes ibooks kann es sogar im Bus lesen. Manchmal gibt es doch keine Zeit, sich mit der Sprache zu beschäftigen. Und heutzutage ist die Zeit der neuen Technologien, die meisten Menschen wollen nicht Bücher kaufen und lesen. Und noch eine Ursache ist, dass das Elektronenbuch keinen Platz nimmt. Ich hoffe, dass mein Buch vielen Lehrlingen beim Erlernen der deutschen Sprache die Schwierigkeiten zu überwinden hilft.

Also, ist Deutsch nun so schwer zu erlernen?

Einige Elemente der deutschen Sprache sind recht einfach zu erlernen, andere weniger. Allerdings hängt es sehr vom persönlichen Empfinden ab, was als leicht und was als schwer verstanden wird. Eins steht auf jeden Fall fest: Sie haben mehr Spaß und lernen leichter, wenn Sie vollständig in die Sprache eintauchen und dazu eines unserer preisgekrönten Programme nutzen!

Viel Spaß dabei!

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**The role of dictation in teaching English**

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Dictation is seen by many teachers as somewhat old-fashioned, a relic of the grammar-translation method that dominated language teaching until the last couple of decades of the 20th century. For many people it brings back unhappy memories of dull, uncommunicative and often difficult lessons, where the focus was fairly and squarely on accuracy of language.

However, if you reflect for a moment on what dictation actually does, then you will see that it can be an extremely versatile activity. It practises first and foremost listening and writing skills and within the latter a range of sub-skills from letter formation to spelling, punctuation and lay-out. It can also be argued that it practises vocabulary, syntax, grammar and, when the writer reviews his or her work, reading. In short, it gives practice in almost everything. The one skill absent from this list is speaking, but this too can be practised if the dictation is approached in a slightly different way.

Dictation is one of the types of written works for fixing and testing knowledge.

Observations show that the role of dictation in the teaching of the English language is significant. Its effectiveness is achieved by the fact that the student is silently pronounces sounds, learns to correlate sounds and letters and to feel the sound as phoneme. Dictation requires increased attention, which determines the speed and accuracy of the formation of skills. This causes rates for recommending dictation as one of the main types of work when teaching spelling.[1]

One of the effective tools for teaching English spelling in school is dictation. You can not deny the importance of performing any written exercises, but only this form of work creates a student's instinct for memorizing the spelling of a word, its graphic form.

However, as a rule, traditional dictations do not arouse interest among students. This was confirmed by a questionnaire conducted at the beginning of the school year among students of the 5th grade who study English in English on the topic "English in Focus". They were asked to choose from the 7 proposed options the answer to the question "What do you like to do in English lessons?1

The students' answers were distributed as follows:

This questionnaire shows that, unfortunately, writing dictations is one of the most uninteresting stages of the lesson. This form of work is perceived as something frightening, and the spelling itself with its content is unattractive for children. Ways to overcome the negative attitude towards dictation lie in increasing motivation to master the skills and abilities in the field of spelling. Motivation of spelling work of students is realized through:

- search for entertaining forms and methods of work, i.e. departure from the traditional form of dictation;

- a flexible and correct system for monitoring and evaluating spelling knowledge and skills.

The mechanical memorization of the spelling of words often discourages pupils from learning to learn a foreign language. Some children simply can not concentrate on material that is not interesting for them. To make the stage of preparation for the dictation, spelling training, which can be done both at home and at the lesson, is more interesting. Performing at home training exercises from the workbook CMC "Spotlight"

-write the missing letters,

-write the words (collect the word from the mixed letters),

-complete the crossword

-complete the spidegram, et al.

pupils train visual memory.

When working in the class, students are interested in the following training exercises:

-Choose the right word. The student is offered two options for writing the same word. The wrong version contains a typical error. It is necessary to choose the correct word in the pair. Self-test is performed after the task is completed.

-Correct the mistake. The student is offered a list of words from the lexical minimum. All words are spelled wrong. You need to find and fix errors. Self-test is performed after the task is completed.

In the methodology and practice of teaching, there are many different types of dictation, the number of which is gradually increasing. Among them we can distinguish a separate group: dictations with a change in the content of the material being dictated. This kind of dictation allows you to combine the dictation process with students, because they are not written down verbatim.

**Point one**

First of all, consider who dictates the message. Traditionally it has always been the teacher but why not get the students to do it? There are a number of ways of doing this. First of all, you can ask a student or students to dictate the text to the rest of the class. Or you can get students to work in small groups with each person in the group dictating a section of the text to the rest of the group. This encourages the learners to listen to each other, highlights the importance of clear pronunciation and, in an ideal world, helps to promote the use of English in a monolingual class.

**Point two**

An alternative is to use the well-known 'running dictation' technique. Used sparingly (in other words, not in every lesson), this can be a very motivating and fun lesson for the students.

* Take a short text that is appropriate to the level, rich in vocabulary and/or illustrative of a grammar point you are working on. (Some teachers like to use the opening paragraph of a text they intend to work on, using this technique as a means of introducing the topic).
* Make two or three copies of the text and stick them to the notice-board or on the classroom wall in such a way that the students cannot read them from their desks.
* Divide the students into groups and ask each group to nominate a messenger. It is then the task of the messenger to go up to the text, read it and memorize a chunk of the text.
* He or she then returns to his or her group and dictates the chunk. The others write it down.
* The messenger then repeats this process until the whole text has been written down. You can turn this activity into a race, which adds to the fun, but be careful it can be dangerous if the students get carried away! When all the groups have completed the dictation, they can check their versions with the original text.

**Point three**

Another student-centred dictation is to use the jumbled story technique where each person in the group gets a sentence from the text in random order. They then have to dictate their sentence to the rest of the group and the group then has to decide on the correct order for the sentences.

**Point four**

Dictation can also be used to promote the skill of inferring from context. Take a short text and remove eight to ten words from it. These could be random or you could focus on a particular class of word, verbs for example. Read the dictation to the class in the usual way, but when you reach a gapped word, say ‘gap’. The students then have to use the context to think of a suitable word that will fill each gap.

In terms of writing skills, try dictating a text without punctuation and then asking the students to work in groups to punctuate the text appropriately. This is not as easy as it sounds!

**Point five**

Finally, there is the variation on dictation called ‘dictogloss’. In this activity you ask the students not to write anything as you read the dictation (normally a single sentence but varying in length and complexity according to the level of the group). Read the sentence twice, even three times. Then ask them to write. In this activity it is important not that they replicate the original sentence word for word but that they produce a piece of English that closely reflects the sense of the original and that is in line with the structure or structures used in the original. One way to follow up is to ask them to pool their ideas in groups until they come up with a composite answer they are all happy with. Some teachers find this technique useful as a means of contrasting tenses – past simple vs past continuous for example.[2]

**Conclusion**

All in all, dictation is a useful and flexible activity. You can use it to introduce a new structure, to present the first paragraph of a text, to revise an area of vocabulary, to provide a summary of a reading or listening exercise and to provide practice in different areas of grammar. If dictation is carefully linked to the rest of the lesson and has a clear and unambiguous purpose, students will probably enjoy it. It is only when it is departmentalized and used as an end in itself that it will appear to be boring and a waste of time.

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**Problem-solving: speaking activity**

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*Problem solving* is a mental activity related to intelligence and thinking. It consists of finding solutions to problems. A problem is a situation that needs to be changed. It suggests that the solution is not totally obvious, for then it would not be a problem. A great deal of human life is spent solving problems. It is perfect for conversation classes, bigger and smaller groups.

People constantly solve problems. Very often there is a definite way of doing something and we follow it in a definite situation, but sometimes, we may feel that the rules are not applicable and we face a new problem and we must then find out our own solution. Doing this, we learn and expand our knowledge. We learn best by solving problems or having personal share in the result. [1]

According to the definition: “Problem solving is a mental process and is part of the larger problem process that includes problem finding and problem shaping. Considered the most complex of all intellectual functions, problem solving has been defined as higher-order cognitive process that requires the modulation and control of more routine or fundamental skills”.

In fact, many teachers may say that problem-solving in their subject is not possible. But this activity can be successfully used at the English classes.

Problem-solving activity, which is task-based and has a purpose beyond the production of correct speech, is one of the most preferable communicative activities. They show not only the competence and knowledge but also the performance of the learner and their communicative skills. Questions which require students to be reasonable and logical and help students to learn language in an interesting way are the types of problem-solving activities. In problem solving activities, the problems may be based on real or imaginary situations, and students are expected to find possible solutions for the problems.

Problem-solving activities can be used at all levels. Regarding student’s knowledge of English, age and their experience, appropriate activities might be successfully applied. It is also important to work out clear and easy directions for these activities.

Problem-solving activities have many advantages, which shouldn’t be ignored. While talking about the problem, students use the target language and improve their communicative skills. They learn to interact with others as they discuss solutions and outcomes of the solution. They learn to negotiate when they try to agree on different points of the solution, thus they develop critical thinking skills.[2]

It is a learner-centered activity where the students communicate with each other while studying the problem and looking for possible solutions for possible future actions. The teacher can only observe and sometimes coordinate the process, helping the students to develop their communicative skills.

In a way, students acquire language unconsciously since their whole attention is engaged by the activity. By providing personal, social, and cross-cultural issues to define, they sometimes simulate real life situations

It is also possible to integrate all skills in such activities. Reading or listening to a situation, a problem, or a question; responding or commenting either through speaking or writing. It is also necessary to keep in mind that as Professor Linda W. Little states: “… such activities provide opportunities to practice thinking clearly while focusing on the form unconsciously”.

In such activities the teacher should act as a facilitator rather than a teacher. He introduces the problem and guides the process of discussion while the students are involved in the process of learning. He should create friendly and relaxed teaching-learning atmosphere in which students will not be embarrassed. As Stephen Krashen the Professor of the University of Southern California says: “…it requires meaningful interaction in the target language - natural communication - in which speakers are concerned not with the form of their utterances but with the messages they are conveying and understanding”.[3]

How should problem-solving activity applied in an English class? Before choosing the problem we should thoroughly study it as there are problems with different levels of difficulty and require different skills and knowledge. That is why the choice of the problem which you want to solve in class is closely connected with the level of your students’ knowledge.

We can divide the process of problem-solving into several stages:

The first stage of introducing the problem could be warm-up activity where the teacher can ask students to answer some questions related to the problem and thus giving a chance to predict what the problem might be and motivate the students. It can be a picture shown on the active-board, or a video. The teacher may ask low level students to describe the picture, when high level students may pay more attention to the situation, shown in the picture. The questions will help students to review some grammar, which can be used in the process of discussion.

The second stage is reading of the story or watching video. Find out what words are unfamiliar for the students and write down them on the blackboard. Be sure that the students understand the situation.

The third stage is comprehension check. Comprehension check can be done in different ways, for example as listening or reading exercises. At first the teacher can ask “yes” or “no” questions then go to special questions and then offers the students to ask their own questions. Or the teacher may offer different statements, which can be right and wrong and ask students to say whether they are correct or not and correct the wrong ones.

The next stage is discussion. Here the students are encouraged to talk about the issues presented in the reading and also their personal experience. The questions may require students to make suppositions and use their judgment. There are no correct answers.

Now the students are ready to identify the problems and to find the solutions and talk about the consequences. The problems can be written on the blackboard. The teacher may begin the discussion by asking the questions: “What’s the problem?”, then “What can be done?” and at last “What is the solution of the problem?” Encourage the students to present their ideas and it is important here not to make emphasis on their grammar mistakes. Don’t correct their mistakes; try to help them with the questions which can give them a hint if they are in a difficulty what to say next. When the solutions are ready the teacher should write them on the blackboard and ask students about the possible consequences. Encourage them to use their imagination and critical thinking to come up with the possible consequences.

In order to choose the best solution the teacher may divide students into several groups of three or four people and ask them to discuss the possible consequences of their decision. In this activity the teacher gives the chance to shy students who can’t speak in public, express his opinion. It is possible for students to come up with new solutions if the consider them to be more successful. In each group there should be a moderator, who facilitates the discussion and is responsible for the group’s decision. On this stage the teacher shouldn’t interrupt students to correct their mistakes, but he should write them down I order to discuss them the next day. When the groups are ready to come up with their solution, ask the leader of the group to sound it and explain why it was chosen. Ask the students from other groups if they agree with it or not. Encourage the students to take active part in this discussion as it develops their ability to persist in opinion, giving his reasons in the target language.

The last stages of this activity is the discussion of mistakes made in the process of problem solving, but do it after careful consideration in order not to hurt students and encourage them to take an active part in the next problem solving activity.[4]

**Example of problem solving activities**

1. You are alone at a restaurant one night. After you finish the meal, you discover that you had left your wallet at home. You also discover that your cell phone is dead. You cannot remember any of your friends’ numbers. The restaurant tells you that you MUST pay or they will call the police. If you couldn’t ask a friend to bring you money, how would you solve this problem?

2. You make plans to go out with your girlfriend on Friday night to celebrate her birthday. On Friday afternoon, you suddenly remember that your best friend also has a birthday party on the same night. What would you do to solve this little problem?

3. One of your friends needed you to lend him 400 euro to buy a motorcycle. He was supposed to have paid you 2 months ago. He keeps telling you that he WILL give you the money. You really need it NOW. How would you solve this problem?

4. Your brother allowed you to use his car for a few hours. While you were using the car, you accidentally hit a stop sign and you damaged the front of the car. You know your brother loves the car very much and you are afraid of telling him about the damage. What can you do to fix this situation?

5. Your best friend is perfect except for the fact that she ALWAYS has bad breath. You don’t want to hurt her feelings by telling her that her breath stinks but you know that she needs to find out somehow. How can you solve this problem?

In conclusion, problem solving activities provide favorable usages for extended communicative practice. They are motivating and create a meaningful context for language usage. The application of such activities increases cooperation and competition in the classroom and stimulates students’ interest to the learning process. [5]

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**Methods of Teaching Foreign Languages**

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The word «method» primarily means way or manner of doing something. It is a word of international currency, borrowed into all European languages thorough the Latin «Methodus» from the Greek «Methodos».

Methods of foreign language teaching is understood as a body of scientifically tested theory concerning the teaching of foreign languages in schools and other educational institutions. The English word «method» is likewise used to designate a branch of study. Methods as a branch of study is the science of ways or manners (methods) of teaching. Methods of foreign language teaching - is the science of methods teaching foreign languages. It covers three (sometimes four) main problems: 1) Aims of teaching a foreign language = why to teach a foreign language. 2) Content of teaching, i.e. what to teach to attain the aims. 3) Methods and techniques of teaching, i.e. how to teach a foreign language to attain the aims in most effective way to meet modern requirements. 4) Whom to teach .

We must distinguish between General methods and Special methods. By General methods we mean the methods dealing with general problems of foreign language teaching irrespective of the language taught.

By Special Methods we mean Methods of Teaching of a particular foreign language, i.e. the teaching of a definite foreign language is treated .

Methods of foreign language teaching are closely related (connected) to other sciences such as pedagogy, psychology, physiology, linguistics, and some others.

Pedagogy is a science connected with the teaching and education of the younger generation. Since methods also deal with the problems of teaching and education, it is most closely related to pedagogy. To study foreign language teaching one must know pedagogy. One branch of pedagogy is called didactics. Didactics studies general ways of teaching in schools. Methods as compared to didactics, study the specific ways of teaching a definite subject. Thus it may be considered special didactics. Pedagogy is the science or general theory, of the bringing up and teaching of children and the young, in other terms, the science of education in the narrower sense and instruction or of education in the wider sense. It consists, accordingly, of two main divisions: educational pedagogy and instructional pedagogy, of which the latter is called didactics, otherwise method or methods. In foreign language teaching ,as well as in teaching of mathematics, history, and other subjects taught in school, general principles of didactics are applied and, in their tern, influence and enrich didactics. For example, the so-called «principle of visualization» was first introduced in teaching foreign languages.

In foreign language teaching the teacher forms and develops in pupils’ pronunciation habits, lexical habits and other habits. Since «habits» is the result of the repeated action in the same line pupils can acquire habits by constant steady drill. Therefore, the teacher should remember when organizing pupils learning that drill should be constant and accurate. This implies correct copy, clearly presented and easy for imitation and reproduction, given under motivating conditions which favors repetitions which will lead to skill. Since skill is the ability to do something well and in language learning skills are pupils ability to use the target language for communicative needs, the teacher should form and develop such language skills as listening comprehension, speaking, reading and writing.

One cannot develop language skills (listening comprehension, speaking, reading and writing) of our pupils effectively if we do not know and take into account the psychology of habits and skills, the ways of forming them, the influence of formerly acquired habits on the formation of new ones, and many other necessary factors that psychology can supply us with. Since bringing up and teaching children are particular modes of combined physical and mental activity, it is clear that psychological principles must largely contribute to the theoretical foundation of pedagogy in general and of methods of teaching in particular. Pedagogy and psychology may be said to overlap each other, or like two interesting circles, to have a common area, which do main bears the name of «educational psychology». This relationship may be represented graphically as follows: Pedagogy - Educational Pedagogy - Psychology. At present we have much material in the field of psychology which can be applied to teaching a foreign language.

Effective learning of a foreign language depends on to a great extent on the pupils’ memory. That is why a teacher must know how he can help his pupils to memorize successfully and retain in memory the language material they learn.

Psychology allows the methodologists to determine the so-called psychological content of teaching i.e. in what habits and skills should be developed in pupils to acquire language proficiently. Psychology also helps Methods in selecting techniques for teaching and learning, i.e. in how to teach in a most effective way, for example, under what conditions pupils can learn words, phrases, sentence-patterns more effectively, or how to ensure pupils memorizing new words in an easier way. Since progress in learning is made by the addition of new knowledge may be imparted in teaching a certain group of pupils, what psychological factors should be taken into consideration when imparting a new knowledge to pupils.

Being connected with the psychology Methods of foreign language teaching takes into account functions of the brain and the higher nervous system, I.P. Ivanov’s theory of the higher nervous activity. Нis interrelated theories of «conditional reflexes» of the «second signaling system» and of «dynamic stereotype» bears a direct relation to the teaching of a foreign language. Pavlov writes that all human physical activity is the result of the physiological activity of the definite mass of the brain. Pavlov showed that man’s higher nervous activities-speaking and thinking –are the functions of a special system of organic structures within the nervous system. Pavlov’s theory of conditioned reflexes explains and confirms the necessity for the cultivation of habits and for frequent repetitions and revision of the material dealt with in the teaching of all the subjects of instruction, in particular in the teaching of foreign languages, where those precepts arte of special importance. Consequently, one of the forms of human behavior, i.e. speech response to different communication situations. Therefore, in teaching a foreign language we must bear in mind that pupils should acquire the language they study as a behavior, as something that helps people to communicate with each other in various real situations of intercourse. Hence a foreign language should be taught in through such situations. Pavlov’s theory «dynamic stereotype» also furnished the psychological base for many important principles of language teaching, e.g. for the topical vocabulary arrangements.

While linguistics is a science, language as a subject of instruction is not a science, but an activity. Methods of foreign language teaching is most closely related to linguistics deals with the problems which are of paramount importance to Methods, with language and thinking, grammar and vocabulary, the relationship between grammar and vocabulary and many others. Methods successfully use, for example, the results of linguistic investigation in the selection and arrangement of language material for teaching. There can no doubt that all the branches of linguistics: phonetics, the two divisions of grammar – morphology and syntax, - and the two-lexicology and semantics - can furnish useful data to foreign language method. Methods of Foreign Language Teaching like any other science have definite ways of investigating the problems which may arise. They are: a critical study of the ways, foreign languages were taught in our country and abroad; а through study and summing up of the experience of the best foreign language teachers in different types of schools; experimenting with the aim of confirming or refuting the working hypotheses that may arise during investigation. Experimenting becomes more and more popular with methodologists. In experimenting, methodologists have to deal with different data that is why in arranging research work they use mathematics, statistics, and probability theory to interpret experimental results.

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**Mnemonics on English lessons.**

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21’st century is not vain called the century of technology. Every day as a minute passes and we do not even notice this. Have you ever thought about how much time you spend sitting on smartphone or computer? Of course, no! Just like for five minutes to look at the news or check messages, but several hours or the whole night passed. Every day passes like this. We do not even notice how all this effect on our brain and our memory. Just compare a fifth-grade pupil and six years old child. If we teach a few English phrases and ask these same phrases the next day the fifth-grader does not even remember these phrases. The constant cramming of words or phrases does not replenish the vocabulary and without a vocabulary no language can be learned. Thus, vocabulary is an important part in learning a language like the grammar of a foreign language. And therefore, I propose to teach phrasal verbs with the method “mnemonics”. Yes, the phrasal verbs. Do you know how many phrasal verbs are in English, do not you? Sometimes we get confused, forget these phrasal verbs and our willing to learn language disappears. And it is the same at school, children do not like tedious lessons and even if there is complex lexical theme. After all these children begin to cram and cram all the new phrases and there is no use in it. We need to stop it! Because I am a future English teacher and I cannot allow the children’s desire to learningEnglish to disappear. I must motivate children and prove that learning a foreign language (English) can be as interesting at school as in other places. Before telling how to use method of “mnemonics”. I will tell you about mnemonics.

***'Mnemonic***' is another word for memory tool. Mnemonics are techniques for remembering information that is otherwise quite difficult to recall: A very simple example is the 30` days September' rhyme for remembering the number of days in each calendar month. The idea behind using mnemonics is to encode difficult-to-remember information in a way that is much easier to remember. Our brains evolved to code and interpret complex stimuli such as images, colours, structures, sounds, smells, tastes, touch, positions, emotions and language. We use these to make sophisticated models of the world we live in. Our memories store all these very effectively. Unfortunately, a lot of the information we must remember in modern life is presented differently – as words printed on a page. While writing is a rich and sophisticated medium for conveying complex arguments, our brains do not easily encode written information, making it difficult to remember. This section of Mind Tools shows you how to use all the memory resources available to you to remember information in a highly efficient way.

**Using Your Whole Mind to Remember:**

The key idea is that by coding information using vivid mental images, you can reliably code both information and the structure of information. And because the images are vivid, they are easy to recall when you need them. The techniques explained later on in this section show you how to code information vividly, using stories, strong mental images, familiar journeys, and so on.

**You can do the following things to make your mnemonics more memorable:**

* Use positive, pleasant images. Your brain often blocks out unpleasant ones.
* Use vivid, colourful, sense-laden images – these are easier to remember than drab ones.
* Use all your senses to code information or dress up an image. Remember that your mnemonic can contain sounds, smells, tastes, touch, movements and feelings as well as pictures.
* Give your image three dimensions, movement and space to make it more vivid. You can use movement either to maintain the flow of association, or to help you to remember actions.
* Exaggerate the size of important parts of the image.
* Use humour! Funny or peculiar things are easier to remember than normal ones.
* Similarly, rude rhymes are very difficult to forget!
* Symbols (red traffic lights, pointing fingers, road signs, etc.) can code quite complex messages quickly and effectively.

**Designing Mnemonics: Imagination, Association and Location.**

The three fundamental principles underlying the use of mnemonics are imagination, association and location. Working together, you can use these principles to generate powerful mnemonic systems.

**Imagination** is what you use to create and strengthen the associations needed to create effective mnemonics. Your imagination is what you use to create mnemonics that are potent for you. The more strongly you imagine and visualize a situation, the more effectively it will stick in your mind for later recall. The imagery you use in your mnemonics can be as violent, vivid, or sensual as you like, if it helps you to remember.

**Association** is the method by which you link a thing to be remembered to a way of remembering it.

**You can create associations by:**

* Placing things on top of each other.
* Crashing things together.
* Merging images together.
* Wrapping them around each other.
* Rotating them around each other or having them dancing together.
* Linking them using the same colour, smell, shape, or feeling.
* As an example, you might link the number 1 with a goldfish by visualizing a 1-shaped spear being used to spear it.

**Location:**Gives you two things: a coherent context into which you can place information so that it hangs together, and a way of separating one mnemonic from another. By setting one mnemonic in a town, I can separate it from a similar mnemonic set in a city. For example, by setting one in Wimbledon and another similar mnemonic with images of Manhattan, we can separate them with no danger of confusion. You can build the flavours and atmosphere of these places into your mnemonics to strengthen the feeling of location.

**How to use this technique?**

It is not difficult at all. I suggest using picturesfor this method. Looking at the pictures we easily understand any phrasal verbs quickly and memorize phrasal verbs for a long time. Why is this so simple? Because our brain doesn’t like to be tired and we cannot remember the list of phrasal verbs, it all seems tedious and boring for us and for our brain. If we use the method of mnemonics our brain will remember these complex phrasal verbs involuntary.

1.2. 3.

GO OUT WAKE UP TURN OFF

In conclusion I want to tell you about my research. During my practice at school I was given a sixth grade. My research was that the first lesson with my class was in the traditional form of teaching phrasal verbs. The next lesson I did a quiz on the phrasal verbs and the class result was 27,5% of 100%. So, I learned the memory level of my class. The technique “mnemonics” was held at the second lesson for memorizing phrasal verbs. I used colourful pictures to describe phrasal verbs. Observing the children, I realized that this method is interesting for them and easy to remember phrasal verbs. The day after the lesson using mnemonics I conducted the same test as the first time on phrasal verbs and the class result rose to 30%. That is 57,5% of 100%. So, my method “Mnemonics on English lessons” helps to the children to improve their memory and It is easy and interesting learning phrasal verbs through this method. And I can advise this method confidently to use at schools.

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**Use social networks wisely**

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At present, children and adolescents addicted to phones, Smartphones. Today, most of the adolescents instead of study and develop stay at home and spending time wasted by social networks.

Communication means such as a mobile phone itself can not cause any harm, but the wrong way to use different causes harm to humans. According to this, it is better to introduce and promote the correct ways to use them, especially among teenagers and adults. This dependence on the smartphone can be used for the benefit of education.

I was interested in how to distribute the correct way to use the phone in the training.

Mobile technology is rapidly broke into people’s lives and have become indispensable in some aspects of life especially for education. Use the mobile app for educational purposes is convenient, profitable and efficient. Nowadays the most popular social networks are face book, twitter, VK, instagram , telegram. 90 % of the contemporary people, from the 10 years old till 40-45 years old, use their phones only for social networks, and waste theirs time.

We have a lot of different apps for education, like duolingo, voxy, English Grammar in Use Activities, LearnEnglish and etc. But adolescents, how I said earlier, most of them are addicted to social networks, and the above are not interesting like an instagram, because they are very boring after the few times of using.

Many young people spend too much time on social networks, and do not benefit from it. They justwaste their time.

But people do not disaccustom from this habit, it is like an infection, once infected and there is no way back. There is only one solution, to implement education in social networks.

A social networking service (also social networking site, SNS or social media) is an online platform that people use to build social networks or social relations with other people who share similar personal or career interests, activities, backgrounds or real-life connections.

Now all this turns into reality, many social networks are already being used for this. And now it should be used wisely. So we have a lot of kinds of social networks: face book, twitter, VK, instagram , telegram.

  Social Media in Language Learning (SMLL) links interactive social media channels to language learning. This enables students to develop communication and language skills. Social media consist of interactive forms of media that allow users to interact with and publish to each other, generally by means of the internet. Not many people realize that social media that are used by so many people in the world can be used for language learning.  
Social media provides the learner with the possibility of participating in actual, real-time, relevant conversations taking place online, and practicing the target language with or without the help of an experienced teacher by his or her side.

The advantages of using social networking in language learning:  
The social networking sites focus heavily on building online communities bound together with common interests or activities. Thereby provide them with tools that help them to do so. In the field of education social networking sites encourage students to engage with each other and to express and share their creativity. Social media is also one good way for students to gain knowledge which can be from outside their classroom activities. With, so many social media they can share and discuss many things related to their need of particular knowledge with others practically.  
 With Social networking can create a better English communicative environment for students. They do not have to go to the country where the mother tongue of English is, they just connect to the internet and interact with people from English speaking countries. And they do not need to meet physically. Improving the efficiency of class teaching. English teaching can make the lessons more effective and efficient. (Shujie Wang, 2012). Many social networking sites offers the users many applications that make them easy to get any benefit including in english language learning.  
The most important feature of the social networking site is the ability to give and receive feedbacks. If this feature was not there, the world of social networking would not what it is today. Any content that you post instantly starts receiving comments, likes, reviews, opinions, and additional information on that topic (Mudit Singh, 2012). By doing this, it can create discussions, sharing ideas and other communicative skills which use English as the language in the discussion.  
Social networking can encourage students to upload images or videos related to the courses. Some teachers even ask their students to upload their essays and assignments on the net, analyze the feedback, and write a better one for the final class essay. It is very good activity and the process or learning and teaching will run smoothly without any barries of place and time.

Disadvantages of Social Networking in English Language Learning  
Beside advantages of social networking in education, there are also some disadvantages of social networking in language learning. Many researchers has conducted research on this matter and many of them conclude that social networking can be subjected to crime especially to the youth or students. Because social networking offers the users to communicate each other without any boundries that will be used by the bad people to do crime to the others.  
According to Ashraf, 2012 he said that social networking is lack of humanitarian aspect described it as a teaching lack of spirit. We can see that by using social networking people who is next to us because we are too busy with online internet or people who are far away becomes near because of this social networking. It means that, though the students are sitting close to each other but they are busy with their gadgets so, it is lack of social interactivity in the real life.  
Networking websites can make people or especially students become very addictive. People spend more and more time at computer with makes them isolated from real life. They are wasting time at checking purposeless posts and informations. Thinking just about virtual world they can’t focus on anything and have problems at school or work.  
In the term of language proficiency, many young people write uncomplet or slank english words which are not found in English dictionary. Some of the use abbreviation which sometime confusing to the others. Such as they use ‘text language’ in their normal day to day vocab, saying things like ‘lol’ (laugh out loud), ‘btw’ (by the way) and ‘atm’ (at the moment).  
Because mostly social networking using written context message, so sometimes students face many problem when they are told to speak correct and professional English. Some are not able to form correct sentences on the spot and after making a mistake, the whole flow of the sentence and conversation breaks apart.  
Social networking sites, “can be a potential hazard for teachers as some applications allows users to communicate” and “the content can lead to discrediting or defamatory messages”. (Jose Picardo, 2011). It can be happens to the teacher when they are not so aware with the threat of social networking to them. The teacher need to concern and sometimes the teacher are not so well understand about the use of social media and its advantages in the teaching and learning. And the teacher should be good in selecting the content materials if not the learning process will be just useless.  
Social networking can also be subjected to an on line bullying. It may happens when a students make or post bad things, and he does not realize that it can be used by other friends at school to embarrass him. Of course it will create bullying among the students.  
Conclusion  
There are some advantages and disadvantages of using social networking in education including in English language learning. It can encourage students to engage with each other and to express and share their creativity and can create a better English communicative environment for students. Oh the other hand, social networking is lack of humanitarian aspects and create confusing language because using slank words or abbreviation which are not found in English dictionary.

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**Interactive methods in teaching Vocabulary**

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**The title of the project** is Interactive methods in Teaching Vocabulary.

**The aim** of the work is to find out the importance of renewing the old, out-of-date methods with new and interactive ones in teaching vocabulary.

Language is one of the main tools of communication and interaction among people. It is arguably the most significant medium by which humans communicate with one another. Language knowledge is a modern requirement. Without language, society would be a disorderly mess of miscommunication and ambiguity. Systematic and understandable language depends on the word. The word is a basis of the language. In modern society, speaking and learning English language is a great requirement for all Kazakhstanis. So teaching vocabulary is significant for each teacher of foreign language. Teaching words when dealing with schoolchildren needs a lot of work. The usage of outdated methods is becoming ineffective, now it is possible for many teachers to be able to use the new methods correctly.

Vocabulary is the knowledge of words and word meanings.  The vocabulary used in the input and the response can vary in a number of ways. Without discussing this in details, we might expect that the less frequent the vocabulary used in the input, the more difficult the task will be. [1]

The main goal of teaching vocabulary is not only speaking correctly but also to express one’s own thoughts, and relevant usage of the words while speaking. Learning vocabulary is an important and necessary process. Therefore, in order to develop or enrich their vocabulary with an easy and understandable way. Including paying attention to the ability of learner’s memory is also important component of vocabulary teaching. The students’ aims to bereachedin learning vocabulary process is primarily their ability to recall the word atwill and to recognize it in its spoken and written form.

Many scientists, academics and educators made a great deal of work in the field of teaching vocabulary. Especially among them Lyle F. Bachman, Laurie E. Likoff, Barbara Coulter, Joyce A.M Thomas, Michel Byram and other great scientists. Such researchers as Elley and Compion left a great deal of work about the teaching vocabulary. To control for learners overestimating their vocabulary, the list contains a mixture of words. [2] The author of another unique work - Laurie E. Likoff provides not only a general concepts of vocabulary teaching, but has also explored a variety of effective ways and technologies of learning. The author of such a book as “Spelling and Vocabulary” Barbara Coulter differs by her high level work. In general teaching vocabulary is very relevant part of educational system. Learning the basics of teaching vocabulary and know effective modern ways to do so is the key to every teacher. This article is devoted to some effective ways of teaching vocabulary, which make classes more lively and help students to enlarge English vocabulary in an unusual way. Many students consider learning vocabulary a tedious job. They try studying lists of words – spelling, pronunciation and meaning, synonyms – only to realize a few hours later that their results are hardly satisfactory. They start blaming their poor memory. They say the number of words in English and the complex usage discourages them. They come to rely on incidental learning, finding intentional studying boring and inefficient. Some authors writing about human motivation seem to support such student’s opinions.

Teaching vocabulary is significant for the students to develop their skills in the learning process. The learning skills as speaking, reading, listening and writing are based on the teaching vocabulary that is why teaching words is an integral part of the learning process. All these given above skills are realized through words.Vocabulary is not only confined to the meaning of words but also store words and how they learn words and the relationship between words, phrases, categories of words.

* Reading vocabulary refers to all the words an individual can recognize while reading a text.
* Listening vocabulary refers to all the words an individual can recognized when listening speech.
* Writing vocabulary includes all the words an individual can employ in writing task.
* Speaking vocabulary refers to all the words an individual can use in speech.

**Reading and Vocabulary.** The vocabulary training is consequential in improving the reading skills of students. If you do not understand the meaning of words in the understanding and learning of given material the work will be futile. That is why reading begins with knowledge of the word. Learners of English as a foreign language usually begin their reading with specially simplified texts. Any increase in vocabulary size must be accompanied by many opportunities to put this vocabulary to use.

**Writing and Vocabulary.** Teaching vocabulary takes an important role in development of writing skills. Work in simplification of texts has shown that a small number of words can be used effectively to express an enormous number of ideas. As in the case with speaking, it is important to get learners to be able to make the best use of a small productive vocabulary. Writing is the most often used as the form of assessment, and learners need to be able to show their knowledge of the field through the use of the specialized vocabulary.

**Listening and Vocabulary.** Improving listening skills of students in the learning process requires a lot of work, so the listening considered as a significant component of teaching vocabulary. If the learners have a very limited vocabulary, then vocabulary needs to be taught through listening. This first requirement is that the teacher must be able to simplify and control. Just as learning vocabulary by guessing from context is important in reading, so is it foremost in listening.

**Speaking and Vocabulary.** It is mandatory to have a proper speech and sufficient vocabulary upon learning the language. In this regard, the main goal from school is to develop pupil’s speaking skills. An important strategy when speaking is being able to cope with gaps in vocabulary or with the temporary inability to recall a word that it needed. Several teachers describe their learners defeat to be able to use paraphrases, definition or some other substitute to make up for a word they do not know. This skill is particular useful in speaking because there is no time to refer to a dictionary and there is the chance of getting feedback the listener to show if the paraphrase has been successful or unsuccessful. [3]

**Teaching vocabulary in learning process**

Interactive *("Inter" is mutual, "act" is to act)* means to interact, to be in the mode of conversation, dialogue with someone. In other words, unlike active methods, interactive ones are oriented to a wider interaction of students not only with the teacher, but also with each other and on the dominance of students' activity in the learning process. Consequently, the main components of interactive lessons are interactive exercises and tasks that are performed by students. An important difference between interactive exercises and tasks from ordinary ones is that by fulfilling their students not only and not so much consolidate the already studiedmaterial, how much they study the new.Since the basics of language are words. And the correct explanation of those words depends on the various techniques that are used in the lessons of English language. The main objective here is to provide students with a clear and easy way to use the most effective methodologies. In the early years of education, such technologies were not often used, and the methods were old and the efficiency was lower. There is shown the scheme of the student’s action while the interactive methods are used:

With regard to vocabulary, children can continue building their semantic networks. They can also begin to move away from the “here and now” and learn words that are the not visible and touchable. They can be introduced to explanations, paraphrasing in the target language, and analytical methods to compare first and second language equivalents, synonyms and definitions. Recording vocabulary can become more sophisticated and older learners can use many useful strategies to help them remember new vocabulary such as practicing with cards that have English word on one side and a synonym or first language equivalent on the other side. [4]

All teachers are trying to use in their lessons different and interesting methods and technologies. In spite of some difficulties, they should use some meaningful activities in order to make the lesson more motivating.

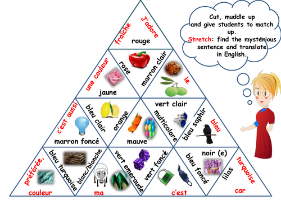
One of such methods is called **“Music box”.** This game is very useful method of teaching vocabulary. Teachers can use this method during the check of homework, predicting the theme or to conclude the lesson. On the one hand this is a helpful way to save time, on the other hand, await student’s interest in learning foreign language. Small box and funny music are needed to play this game, and then definitely the necessary words. Inside the box, the words that need to be checked are inserted. Game play procedure: firstly, the selected melody is played, the box is handed to each other. When the melody stops, whoever holds the box, should take a piece of paper from the box and give the answer to the class. The task can be giving the translation or synonyms of the words. So the sequence of the game continues in turn. The essence of the game is to achieve the result by encouraging students.

**“Get rid of it”**. The aim of this game is to develop speaking skills of students, enrich the vocabulary and improve their observational abilities. Procedure: two sets of cards are needed. White cards for the words and another colour for the questions. Put all questions in a bag or a hat at the start of the game. Give each student at least three word cards, placed in front of them on their desks. Choose one card from the hat and read the question. Students study their word cards. Whoever has the corresponding word can get rid of it. The winner is the one who gets rid of all their cards first. Example questions on cards:

* What type of animal has kittens?
* What’s the opposite of the verb ‘to borrow’? [5]

It is not enough to use only limited methodologies in teaching vocabulary. Therefore, it is highly effective to use different software. Such a free progress need only enhances the capabilities of the teachers, but also provides them with a good ideas. One of such useful software named as “Tarsia”. With this software teachers will easily be able to create and make interesting activities in teaching vocabulary. The activities created using this software can be presented in printable form, ready to cut out or done on the interactive board. There are the main action is to form a triangle ore other shapes. Shaping the words on the walls of that triangle by matching them with translations or pictures. For example: (*picture 1*). [6]

Another special program that helps to organize teaching vocabulary is “Learning Apps”. The main goal is to increase student’s interest and to work with ICT. This software provides with small interactive modules. Those modules can be used directly in learning materials, but also for self studying. The main aim of this software is to collect reusable blocks and make them available to everyone. The peculiarity of these tasks makes it easier for teachers to work. All tasks are performed on an interactive board and be done on personal computers. *(picture2)* [7]



*Picture 1 Picture 2*

It is not difficult to find language teachers who thinks that vocabulary can be left to take care of itself, and there is some experimental evidence to support that position.Vocabulary is the knowledge of words and word meanings. Vocabulary is taught in connection with other language activities. Most vocabulary learning, however, will happen when the learners use the language for other purposes. The aim of techniques which take vocabulary out of context is to speed up the vocabulary learning process and develop student’s lexical competence. Increasing vocabulary means introducing learners to new words and thus starting their learning. The word is a basis of the language. In learning process all the skills of students depends on vocabulary knowledge. The role of updated pedagogical technologies is crucial in modern education. Including the main reason of teaching English begins with the vocabulary.

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**Perfection of modern educational technologies**

**with the help of cognitive games**

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In the world, education becomes a person-oriented, involves appealing to the sphere of personal interests and the needs of the student. Today the student should be given the opportunity to choose an individual educational trajectory. In other words, the priority task of education is the development of the personality of students, training their skills to analyze and make responsible decisions. Only in this case modern education becomes qualitative. Of course, English is no exception and should meet the expectations of society, develop in the light of current trends. Especially in the light of the fact that the XXI century world community has defined the century of communication in a single English. Undoubtedly, one of the main resources for improving the quality of education is the improvement of modern educational technologies.

The concept of educational technology includes the system of activity of the teacher and students in the educational process, aimed at achieving educational results, in accordance with the pedagogical principles and the relationship of goal-content-methods.

The main method of improving modern educational technologies is the usual logical - modern games. Which we play in our spare time. Sometimes I wondered why not to combine my interests with training. Thus, the child will develop not only teaching subjects, but will also learn something new.

 By the way, we give an example: there is a lesson in the English language of the 7th grade. Our task is to learn new words. For this we use the game '' Alias ​​''. The essence of the game for a minute to explain the words on the card with the help of synonyms, antonyms, etc. So the student practices his English and learns new words. Let's pass to more difficult example: there is a mathematics lesson 10-11 classes. Our task is to learn the theme "Determining the derivative, its physical and geometric meaning." Algorithm for finding the derivative of the problem. "For this theme, you can use the game" Libertex ". The goal of the game is that the player must correctly calculate their finances and at the same time remain happy. The game lasts more than 2 hours. Because of this, we conduct this game as an additional lesson. Students using a new topic can easily cope with financial calculations and learn a lot of things for the future. Like loans, taxes, business, etc.

The formulation of the problem

Further reasoning will be based on the following problem, which is indicative in the context of the study.

 In order to start the investigation, I originally consulted a foreign friend from Boston Amanda. She under contract for a year is a biology teacher at the Economic Lyceum. According to her advice, I found out that in Kazakhstan training is more serious than that of other countries. The difference in training between Kazakhstan and other countries is:

* the method of testing students' knowledge;
* testing;
* methods of teaching;

 And the most important thing for this is the method of training, according to her, they have special scientific works. Which they study for 2-3 months. They quickly learn new scientific work and use different methods of study. And in simple schools of our country, students only do what the teachers explain. Do not go out of the border and teach only what they give.

The problems of researching new methods of teaching

Problem number 1: little work experience. I'm only a student who goes to practice and only begins to understand what kind of teaching it is.

Problem number 2: Kazakh mentality. Our people like to support only those who have just begun to act, but they themselves remain in the gray crowd, they say, someone else will be able to do this

Experimental study

  Mastering a new theme "Past Simple" with the game "Crocodile". After the students understood the topic on a practical basis, we play the game "Crocodile". In a matter of time, explain the words indicated on the card and at the same time guess the word and produce the offer of the past time

Experiment number 2:

Play the game "Tell if you can" in the speaking-club. Since I am currently working in a wellness center for students, I have learned a lot. When we organized speaking clubs, we learned how students quickly learn a new topic.

|  |  |  |  |
| --- | --- | --- | --- |
| **Age** | **quickly mastered a new topic** | **standard mastered a new topic** | **could not understand** |
| **12-15** | 50% | 20% | 30% |
| **15-16** | 45% | 40% | 15% |
| **17-18** | 65% | 20% | 15% |

The formulation of the proposed method

By research, you can understand that for such a major change we need:

- improving the teaching of teachers

Many teachers only teach children for the mark, ohadi money. As a result, the student will just simply forget what he has gone through and will not use what he taught in the future

- good cooperation with students

Each student wants a good communication with the teacher, and not just say hello. If the teacher is smart and communicates with the student at the same level, the child will start to love the subject of the teacher and try to always attend the lessons

- To be a modern teacher and learn new things

If the teacher wants the student to teach the subject with interest, the teacher must meet the current trends

Conclusion

In recent decades, the search for new or reconstruction of old methods of teaching that are well known to pedagogical science, which could provide a link between the educational, developmental and educational functions of instruction, is of great importance.

Emerging new methods of teaching often do not have a psychological and pedagogical justification, they are difficult to classify, but their use in the educational process brings the students an undoubted success.

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**Learning English through songs and music.**

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Do you enjoy listening to music? Do you have many English songs in your music collection? Why not start using these songs to help improve your English language skills?

Why is it so hard to understand the English you hear in songs? English songs sometimes sound like total gibberish, and the language is very hard to follow.

What you need, dear learner, are some songs that are simple enough to have you dancing and singing all day. Popular music is a good start English, because the sentences are short. And one of the best tools was sitting right there all along, right inside your smartphone.

The ancient philosopher Plato said that ‘Musical training is a more potent instrument than any other, because rhythm and harmony find their way into the inward places of the soul’. Of course, Plato lived thousands of years ago, so that quote may seem a bit complicated to us today. As a future English teacher, I try to use that idea by including songs in as many classes as I can.

Using English songs is a really great way to improve your pronunciation and grammar, and you are likely to learn and remember new vocabulary and idioms. For example:

Pronunciation

Singing along with your favourite English songs will help you to learn how to pronounce English words correctly and will also help to reduce your accent. You will learn more about the rhythm of sentences and how to link your words together when you speak.

Vocabulary

Listening to music will help you learn more vocabulary quickly. You are also more likely to remember new words and English expressions if you listen to them in a song than if you read them or learn them in your English class.

Grammar

You might think that grammar needs to be learnt in a very structured way but listening to music will help you to remember grammar patterns and learn how to use grammar correctly in everyday conversation.

In practice I used different drills:

Writing activities:

* Song can be a great inspiration for creative writing. Listen to a song. After 10-20 seconds, pause the music. Ask pupils to draw whatever comes into their head. Play another 10-20 seconds, pause and draw again. Keep doing this until the song finishes. Pupils should have several drawing. Ask pupils to write a short story to go with their pictures.

Reading activities:

* Print out some song lyrics. Cut up the lyrics into separate lines or verses. Ask pupils to guess the correct order. Listen to the song to check if it’s right.

Listening activities:

* Play some fun games to help practice listening carefully. Choose 10 words from a song. Then choose 2 or 3 extra words that aren’t in the song. Write the words in a random order and give the list to pupils. Play the song and ask them to tick the words they hear.
* Print out some song lyrics. Change 5 – 10 words. Then listen to the song. Ask pupils to “ spot the differences”
* English song called ‘When I’m 64’ by The Beatles. Listen to the song and fill in the gaps below. This song will help to improve the simple future tense.

When I get \_\_\_\_\_, losing my \_\_\_\_\_, many \_\_\_\_\_ from now,  
Will you still be sending me a valentine, \_\_\_\_\_ greetings bottle of \_\_\_\_\_?

If I’d been out till \_\_\_\_\_ to three, would you lock the \_\_\_\_\_,  
Will you still \_\_\_\_\_ me, will you still \_\_\_\_\_ me, when I’m sixty-four

You’ll be older too,  
And if you say the word, I \_\_\_\_\_ stay with you.

I could be handy mending a fuse, when your \_\_\_\_\_ have gone.  
You can \_\_\_\_\_ a sweater by the fireside, Sunday mornings go for a \_\_\_\_\_.

Doing the \_\_\_\_\_, digging the weeds, who could \_\_\_\_\_ for more?  
Will you still \_\_\_\_\_ me, will you still \_\_\_\_\_ me, when I’m sixty-four?

Every summer we can rent a \_\_\_\_\_ in the Isle of Wight, if it’s not too dear,  
We shall scrimp and \_\_\_\_\_  
Grandchildren on your \_\_\_\_\_, Vera, Chuck, and Dave.

Send me a \_\_\_\_\_, drop me a line, stating point of view.  
Indicate precisely what you mean to \_\_\_\_\_, yours \_\_\_\_\_, wasting away.

Give me your \_\_\_\_\_, fill in a \_\_\_\_\_, mine for evermore,  
Will you still \_\_\_\_\_ me, will you still \_\_\_\_\_ me, when I’m sixty-four?

The process of selecting a song is one of the most difficult aspects of using music at a lesson. Here are some things you probably need to think about to ensure you get the right song.

*Carefully examine what it is you want your class to learn in the lesson*

Is this going to be a lesson focusing on vocabulary, grammar, pronunciation, or a particular topic? I once used ‘You’re so vain’ by Carly Simon to introduce a text that looked at vain people. At another lesson, I used ‘In the air tonight’ as it uses the present perfect continuous tense. Whatever your focus, remember that this doesn’t necessarily place a limit on what you can do with the song. For instance, you might wish to use the song in question to exemplify a particular verb tense, and structure your lesson accordingly, but you might at the same time wish to take the opportunity to look at those interesting idioms in the lyrics!

*Think about the language level of your class*

The language level of your class will determine not only which songs you can use, but also what other activities – such as games or written exercises – you will use to develop the lesson. Lower levels will become extremely frustrated with fast-delivered lyrics, for instance, while simple repetitive lyrics might not be interesting for more advanced-level learners.

*How old are your learners?*

If you’re a teacher of young learners, you will probably want to use songs that are repetitive and very easy to understand. For teenagers, however, use contemporary or fairly recent pop and rock songs. My advice: it’s often best to ask them ‘what’s cool’. Alternatively, for adult learners, who will probably have a more open approach to classes, use songs that are interesting to their age group.

*Are there any specific cultural issues regarding the make-up of your class?*

What kinds of things are generally unacceptable in the culture in which you teach? Whatever you do, don’t use music solely based on your own cultural norms. Consider the audience and their sensibilities; even better, let them choose the songs that you use.

*What kind of access do you have to the song?*

Let’s face it, this is the age of YouTube and you can find practically any song on this website. Nevertheless, an mp3, which doesn’t require a connection, or even a good old-fashioned CD, can often be a useful backup.

**Six steps for making a song the focus of your class**

My intention here is to provide a basic outline you can use with any song. Remember, these are just suggestions so make sure to keep the profile of your learners in mind.

**1.***Listen to the song*

That’s it – start things off by just listening. It’s important to remember that this is supposed to be a fun activity; don’t make it too serious or boring.

As an alternative, you can show a video clip if you have one – in fact, I strongly recommend it, as it will cater to more learners’ learning preferences.

Ask learners if they’ve heard it before, and don’t overload them with tasks at this point; simply let them enjoy the music.

**2.***Ask some questions about the title*

Here are a couple of examples of the types of questions you can ask:

For John Lennon’s wonderful ‘Jealous Guy’:

* ‘What is a ‘jealous guy’?’
* ‘What are three things a jealous guy might do?’
* ‘What kinds of jealousy are there?’

For Queen’s classic ‘We are the champions’:

* ‘What is a champion?’
* ‘What kinds of champions are there in the world?’
* ‘What activities have champions?’

Such questions tend to work really well as conversation starters, so group three or four learners together and then get feedback from each group on their thoughts. If you think it would help, make this your first step, i.e., before the initial listening.

Alternatively, prior to having listened to the song you can teach a couple of words and give a simple task for the first listening. My favourite strategy is to give three or four words from the song and ask to them to listen out for the words that rhyme with them. You could also brainstorm possible rhymes before listening.

**3.***Listen to the song again, this time with lyrics*

This time, you should give learners the chance to read the lyrics of the song. At this point you might do one or more of the following activities:

* Learners can just read the lyrics while they listen. They can possibly highlight unknown words for later discussion.
* You can make a lyric worksheet as a gap fill; learners fill in the gaps as they listen.
* You can make cut-out strips of selected missing words and again make a lyric worksheet as a gap fill; this time learners match the word strips to the gaps as they listen.

**4.***Focus on a particular verb tense or aspect of grammar*

Virtually every song centres on a particular verb tense. This is too good an opportunity to pass up in terms of uncovering the grammar. My suggestion is to start with questions such as these:

* How many examples can you find of the past simple in the lyrics?
* Why did the writer of this song choose this verb tense?

This acts as a springboard for discussing the function of a specific tense, as well as examining its form. Furthermore, it often tends to raise awareness of grammatical flexibility and ‘poetic licence’ in the construction of song lyrics. Students often expect songs to obey the grammatical rules that have been drummed into them. In a surprisingly large number of cases, this can lead to the enlightening discovery that rules can be broken!

**5.***Focus on vocabulary, idioms and expressions*

We’ve noted that many songs bend the rules of grammar. It’s also useful to focus on the creative and artistic use of vocabulary we encounter in lyrics. Start with questions like these (again, for Queen’s classic song ‘We are the champions’):

* What does ‘I’ve paid my dues’ mean?
* What does ‘my share of’ mean?
* What does ‘I’ve taken my bows’ mean?

Go through the meanings, illustrating with other examples if necessary. Songs often serve as really good contexts for phrases and idioms, but it’s good to make sure that the meaning is clear. As with grammar, years of misunderstanding can come to light in this way!

**6.***Round things off with some creativity*

Creativity is an important part of maintaining motivation but it shouldn’t be limited to the teaching approach. Depending on the factors highlighted in the first part of this post (age, language level, cultural specifics, etc.), you might want to try finishing things off with an activity that stimulates creative thought. Here are a few examples of things you can do to get the creative juices flowing:

* Write another verse of lyrics, maintaining the same mood and style as the original. This can be done individually or in groups. These new lyrics can be presented to the rest of the class. Perhaps several groups can work on this to come up with a completely new set of lyrics for the whole song.
* A song tends to give you the perspective of the singer. Write a response (this can be a paragraph, i.e., not necessarily in lyric form) from the point of view of the person the song is being sung about, or any other protagonist.
* Have the learners plan a music video for the song. In groups they decide the location, the characters, and what happens. Then each group explains their idea to the rest of the class and the learners vote on the best one. The results can be surprising, as they frequently come up with an interpretation that hadn’t even occurred to you!
* Write a diary entry for a character in the song. Get learners to examine the thoughts and feelings that inspired the story being played out in the lyrics.

At the end I want to say, that adolescents and adults listen to English songs but don’t understand the meaning. Nowadays, music and songs play an important role in our life. People can’t live without phones and headphones. I suggest not only enjoy listening to music, and learn English language through it. With this, I want to say that study can be turned into entertainment. “ Knowledge is power” don’t forget it.

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**Movies as the way to learn English**

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Knowledge of a foreign language is a requirement of time. Time offers us its own laws; Whatever person is, whatever profession he has he should be educated and universal. If he appreciates his inner self and can effectively use his time, and if he is diligent in his work, anyone can achieve his goal. Learning a foreign language is one of the most difficult tasks.

Foreign language ... Why do we need this? Why is it in the school curriculum? Why has it become popular lately, especially among young people? For whom and for what we must learn? What is our attitude to a foreign language? Do modern students have a good knowledge of a foreign language at school? Will we become polyglots in the future? Knowledge of a foreign language should not be simply a requirement of the time, it is necessary to change the attitude to this issue in society. Learning a foreign language should not be regarded as an obligatory subject or language necessary for teaching, it should be considered as a tool for the expansion of the human mind. Studying the language, we learn a lot of interesting things and discover the world and learn it.

In the modern world there are many methods for studying foreign language and everyone can choose the method that suits him. The most interesting and most suitable for studying a foreign language and for developing their skills in understanding and speaking can be noted learning through watching movies in the language of study.

As soon as we start learning English, we are immediately told: "Watch movies! Only then you willbe able to learn the language. " We honestly start watching the movie and in a few minutes we understand that we do not understand anything, turn off the video and we are firmly convinced that we will never watch movies in English.

Actually, you can and should watch movies. And in order for the result, we need to set a specific goal of viewing. Pulling the tongue is not a goal, more precisely, it can be a goal unless, if you have a proficiency level. We should set achievable goals: fill up the vocabulary, improve listening skills, improve pronunciation, and learn phrases from conversational speech and stuff.

In our work, we will deal with several specific purposes: for what levels they are suitable, and what films are recommended to look at.

For example if you need to watch movies when you just started learning the language? Yes, you need. Viewing a video at the Beginner level boils down to two goals:

1. Add vocabulary.

2. Get an idea of ​​the "sounding" of English.

To fill up the vocabulary, you need to select a small video, no more than 10 minutes, which are educational or promotional. In such videos, you can quite hear a few words and remember them. A successful combination of video with grammar, perfectly understandable at the initial level, is the old English cartoon Muzzy in Gondoland. You can watch it in small "portions". Vocabulary and grammar grow from simple to complex. In my opinionit is the best educational cartoon in English.

To get an idea of ​​the English intonation, students can watch (or listen) anything, but pays attention - without understanding. After viewing, they should try to repeat the phrase with right intonation, using just a set of sounds. Understanding the content at this stage is not so important. This practice will allow them already from the very beginning to master English intonation, which differs quite a lot from the intonation of student’s native speech.

If students have the Elementary level, they can watch the video with the same goals as the Beginner, but at this level, two more goals are added:

1. Understand the structure of sentences and the use of times.

2. Work on the most common mistakes (in vocabulary, grammar and pronunciation).

Both goals are achievable through viewing the Extra series. Actors speak clearly and slowly, the main character constantly gets into funny situations due to the fact that he confuses the meaning of words or improperly pronounces them. They can well fill up the vocabulary, tighten grammar and pronunciation. I recommend. Also they can watch Disney cartoons (Aladdin, The Jungle Book) or just children's animated films, for example Peppa Pig.

If they have the level of Pre-Intermediate, they can go to simple movies and serials. Goals remain the same. However, if they are watching a film, do not try to understand every word, try to understand the general meaning and record at least 10 new phrases from the film or series. Viewing without recording and repetition will not give practically no result. It is best to start with those films that you already looked at in Russian and know well what they are talking about. Here they can safely take almost all Hollywood movies, such as The Holiday, or watch the good old series ALF.

If they have the Intermediate level, add two new goals:

Develop listening skills.

To learn spoken English.

To improve the perception of speech by ear, it is useful to apply the Ben Franklin exercise to small pieces of video.

If they have a level of Upper-Intermediate and higher, they can choose almost any movies and series. It is important to remember what the purpose of viewing is, and not just watch, but work with the film. Starting from these levels, they can arrange a discussion of films in English. They do not need to sign up for conversation clubs. It is enough to gather several friends with the same level of English, watch a movie, compose questions for discussion and select a few complex words or phrases (preferably with translation and transcription) that their friends will get acquainted with prior to viewing.

It's best to watch movies with English subtitles, so if they do not hear a word, they can see it in a text version and translate it, if that word is first time you met it. It is very convenient to watch movies on the site of ororo.tv, as there are not only collected serials and movies with subtitles, but there is also a special function: if you hover your mouse over a word, its translation will immediately appear. They can watch any TV series for free, but not more than one hour a day. Also there is a limit on the number of translated words. In general, for training one hour a day is quite enough, but if you want to watch more episodes or have the opportunity to watch movies, they can purchase a paid account. I have been using this site for a long time and use a free account, as after two series the broadcast is turned off, and this insures you from "sitting out" with theirfavorite series until the morning. The site has all the famous serials in English, and the video quality is very good. Try to start watching the video in English from this site.

I would also like to bring a table that contains recommendations for viewing films and series on levels. Determine your level, choose a series or film on interests and forward, conquer English peaks!

|  |  |  |
| --- | --- | --- |
| The name of the film / series | Recommended level | Features |
| Muzzy in Gondoland | Beginner | Suitable for acquaintance with basic vocabulary and grammar |
| Extra | Elementary | Trains grammar and pronunciation, allows you to increase vocabulary |
| Aladdin | Elementary | The pronunciation is developed, the vocabulary is increased |
| The Jungle Book | Elementary | The pronunciation is developed, the vocabulary is increased |
| Peppa Pig | Elementary | The pronunciation is developed, the vocabulary is increased |
| Tangled | Pre-Intermediate | Traits pronunciation, increases vocabulary, spoken English |
| The Holiday | Pre-Intermediate | Traits pronunciation, increases vocabulary, spoken English |
| ALF | Pre-Intermediate | Traits pronunciation, increases vocabulary, spoken English |
| Freaky Friday | Intermediate | Trains pronunciation, increases vocabulary, spoken English |
| The Princess Diaries | Intermediate | Trains pronunciation, increases vocabulary, spoken English |
| You've got mail | Intermediate | Spoken English, vocabulary is replenished |
| Doctor Who | Upper-Intermediate | Spoken English, a lot of complicated words and phrases, |

Learning a foreign language can be quite fruitful and fun, only if the trainee has an idea of ​​his goal and strives to improve his knowledge of a foreign language. To improve skills, you need to continue learning the language through films, talk as often as possible in English, and try to use words and phrases in your vocabulary memorized while watching a video.

All the tricks of working with films and serials are fascinating and effective. However, such training is interesting though it requires time, patience and diligence.

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**How to learn English using TV series or your interests**

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Today we will figure out the new way of learning and improving language level.And the main-studying with a big pleasure.

Firstly, I want to say something: “It’s such a support. For full learning process we should study it deeper. -You should know basics of language”. The advantage of this method:lack of laziness in study process.Sometimes we face this problem. It really prevents your progress. We won’t say words like “Aughhh ,I’m too tired. Will do that tomorrow”,because it’s interesting for us.

We all have interests.No matter what you are interested in. For example,let’s take music:We love music. We hear and listen to it every single day. Somebody likes Kazakh music, I like songs in English. But sometimes we have a problem like “I totally don’t understand”. Music is perfect, great sounds make me feel so good.BUT,it’s not so good when I don’t know the meaning.The meaning can be better than sounds I hear.Sometimes,we listen to music which lyrics are the main part.

So,it’s easy to find out the general meaning of song you want to understand.Just use internet.Google the lyrics,copy it,paste it into translator.And “Wow!”I have it in Russian.Now,you can get what the lyrics are about.It’s too easy.

For learning and improving language,we will write down the words which meaning we don’t know. Also, there are much phrases,note it too. It’s very useful for lexicon.

**Why Should We Learn English Through Songs and Music?**

So what is it about songs that make them such effective English language learning tools?

* **It really works.**There is true scientific evidence that demonstrates how music can help second language learners upgrade grammar and vocabulary and improve spelling. Then there is the so-called “Mozart Effect”, the concept that listening to classic musical boosts the performance of mental tasks like learning.
* **Everyday language and everyday speech.**Songs and music almost always contain a lot of useful vocabulary, phrases and expressions. And since the intended audience is native speakers, songs and music include up-to-date language and everyday speech words. ]
* **Get familiar with the sound of English.** Listening to songs will also allow you to focus on your pronunciation and understanding of the English language’s rhythm, tone and beat.
* **Get English stuck inside your head.** Many of the words and sound patterns within a song are repetitive and this makes it easier for them to stick in your mind. You probably already know this. Music has an uncanny ability of getting stuck in our heads. Tunes and lyrics will often infiltrate our thoughts and play over and over in our minds. All of which will help you to learn English through songs as you easily memorize vocabulary and phrases. In fact, after a short period of time you will find it almost impossible to forget them.
* **Songs are emotional.**Our relationship with music is deep, powerful and hugely rewarding. It is a key that unlocks our emotions, influences our moods and enhances our mental and physical well-being. When something is emotional, then of course it is also easier to remember.
* **Music is an easy habit.** One reason people find language learning difficult is they don’t have an extra minute in the day to devote to their studies. But when you’re learning English through songs, you don’t need to set aside too much time because you can take the music with you wherever you go. You can have English songs playing in the car, the kitchen and the shower. And by picking music you like, you can listen to the same material over and over again, without becoming bored.
* **Music teaches you English culture.**Music gives you insight into English-speaking culture and how native speakers think and feel. Familiarity with popular songs and artists gives you something to talk about with your English-speaking friends.
* I hope, you had been watching series for a while. However, I watch it every time I can. It’s such a little universe where characters build their own plot eve. That’s really fascinatingly. Series attract you by plot you’re really interested in, you want to see “who does Maria love” or “who killed Mr. Smith”. Honestly, sometimes I can’t stop.

Just imagine: You came home after the school or job. Now, you sit on your sofa with a cup of hot chocolate. It looks like you’re going to relax, not to study. Great conditions to do something useful not being lazy. Here is just a series you like and a little bit of work that will help you to improve English.

You have a choice: to turn on Russian or English captions. Depends on your level and desire to study. There are some simple tips:

1. Pick a pen, notebook (or a word editor) and a dictionary.

2. Choose a scene, no longer than five minutes.

3. Watch the scene in English, without subtitles. Try to write down the words and expressions that you understood.

4. Watch this scene in English, without subtitles, again. Write a little paragraph (in English or your Russian/Kazakh) about what’s happening.

5. Now watch the scene with the subtitles in your language. Compare the scene script with the words and the paragraph you wrote down.

6. Now watch the scene with subtitles in English without pausing the vídeo. Try to add more words and expressions to your list. Up to this point, don’t use your dictionary.

7. Watch the scene again with the subtitles in English and pause to add new words and expressions. You don’t need to write full sentences, only new words and expressions that are new to you.

8. After you’ve watched the scene six times in English, try to infer the meaning of the words and expressions you wrote down. If you can’t, use your bilingual dictionary.

9. Remember, whenever possible, write down the new words and expressions within the context. For example, on a Glee episode, I saw the characters use the collocation “brutally honest” many times, so I wrote it down.

You will see that in the long run, you will be using your dictionary less and less because this kind of deep practice (listening and reading) will help you improve your awareness towards words and you will start seeing some useful patterns too.

Here are some more ways to improve your English using series and movies.

**Grammar**

Whenever you’re reading and listening to real English, you will see that some of the grammar rules that you learned in your textbook don’t apply to real life. Mind you, I think it is really important to be able to write correctly and I also think that it is awesome to sound more natural. For example, no one will think less of you if you use contractions like “gonna” or “wanna” or if you say “She just woke up” instead of “She has just woken up.”

**Speaking**

Here’s something you can do after you watch a movie or an episode of a series: pretend you are telling someone what happened on the episode or movie. Add as many details as you can – go back, say sentences again, look up for new words you don’t know yet and keep practicing.

**Writing**

As with speaking, you can write some paragraphs about what happened on the episode by using the words you’d already written down when you watched the scenes previously. If possible, have someone take a look at your paragraph and give you feedback – either a teacher or a friend with more advanced language skills.

You can also try to recreate the dialogues of some scenes with your own words; there’s no need to look exactly like the original. You can also create a whole new dialogue based on the scene you’ve just watched and give it a new ending.

Challenge: why not a start a blog on your favorite series in English?

**Listening and Reading**

I can’t stop saying this: listening and reading will work wonders in your English learning process. The more you read and listen, the more vocabulary you will learn and the more structure (grammar) patterns you will encounter. Not to mention the fact that learning a language also means learning the country’s culture, which is always present in movies and series, and that is a big plus!

**Final Tip**

Remember that learning takes time and learning things thoroughly (like in the 9 steps above) should not be done carelessly. Take your time, enjoy what you’re doing and if you’re tired, stop, take a little walk, have a sip of water, then start studying again.

Follow these ways to learn language with pleasure. This is a good mix of useful and enjoyable.It’s just everyday hobbies with a little bit of work.

It’s more effective than learning language by remembering words from books. Not using this method, students can easily forget the words they tried to remember by books.

So, here is the support students can lean on. They will not forget material that’s connected with series scene. Students will forget it only if they forgot whole scene.

Turn on your imagination: I have the room with some notes on the board on which they’re attached.

My mind is the room.

Series scene is my board (desk).

Work I’ve done is needle.

Notes are the piece of paper with the words whose meaning I don’t know.

And I just PIN it right in my head.

These ways are comfortable due to modern technology and internet. From my point of view, this is the best way of improving level using media.

Nowadays,we live in the world where technology does so much instead of us. It is a big advantage of our century. Honestly, I think we’re lucky, ’cause we live in the time when technology does most of the work we have to do. XXI century is a perfect time to study, students have a helper named “Google”. Modern students don’t have to try so hard to find information they need. Really, my mom still remembers the time when she ran through each library or asked everybody she knew. So, in my opinion, students have no justifications. We have so much opportunities, but sometimes we don’t use them.This time has excellent conditions.

Generally, desire and motivation is the main. Without it, nothing will be possible to learn.If you want to speak English well, you ought to work hard, work every single day, and try harder and harder each day. As a result, you are able to speak English perfectly. It means good future for you and your loved ones.

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**Quests in primary school**

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Organizing teaching at school we should remember the purpose of teaching, its content, methods, techniques, and also the means of instruction. Without a clear interaction of all components the learning process cannot be effective, and in some cases becomes impossible. If the first of these components is worthless or irrelevant, the effectiveness of teaching is reduced to zero. As time passes a variety of traditional tools and techniques lose their relevance and children’s lose interest in them, and the effectiveness of their application is reduced. So we need new ways of maintaining children’s interest, their motivationin the learning process.One of these methods is quest that gives tremendous freedom in creating a lesson limited only by the teacher’s imagination.

It’s known that foreign language is one of the most difficult subjects in primary school. The main purpose of teaching a foreign language in primary school is the formation of elementary communicative pupil’s competence at theelementary level in main types of speech activities: listening, speaking, reading and writing. And we can achieve good results combining teaching at the lessons and extracurricular activities.

Extracurricular activity is the educational activity carried out in forms different from the usual lessons, and aimed achieving the required results of the development according to the Federal Standards of teaching in primary school. Extracurricular activities can solve such problems asto assist the child in a difficult period of adaptation, to optimize the academic load, to create favourable conditions for the child’sdevelopment and to take into account the age and individual characteristics of schoolchildren.

Introductionof Federal Standards of teaching in primary school increased the role of a foreign language as the school subject. In this context, extracurricular activities in a foreign language become particularly relevant in achieving subjective, interdisciplinary and personal results of education. The pupil becomes an active participant in the educational process and it becomes necessary to apply "interactive methods of education".

The development of active teaching methods puts new tasks of learning: not only to give knowledge but also to ensure the formation and development of cognitive interests and abilities, creative mind and the skills of independent mental work. The most effective method of learning is the game. It helpsto create a favourable psychological atmosphere of communication and helps students to see that foreign language is a real means of communication. It helps to make extracurricular class more interesting and exciting.

The games can be both preparatory (forming speech skills), lexical, grammatical, phonetic, spelling, and creative (developing speech skills).Of course, the effectiveness of games depends on their systematic use and combination with the training exercises. The game at extracurricular classes allows to solve problems both of practical and educational character.So the game can be an effective tool for the formation of pronunciation, lexical and grammatical skills atextracurricular lessons of a foreign language. The forms of their organization can be different: quiz, home reading (poems, fairy tales),Olympiads,dramas,quests, etc.

Quest (seeking of objects, adventures) is a form of interaction between the teacher and children.It promotes the formation of skills to solve certain problems on the basis of a competent choice of alternative options through the implementation of a certain plot.When applying quest technology, children pass a full cycle of motivation, from attention to satisfaction, get acquainted with authentic material that allows them to explore, discuss and consciously build new concepts and relationships in the context of real-world problems, creating projects of practical importance. [1]

Quest is a recent pedagogical technologythat combines elements of brainstorming, training, games, and accordingly solves a number of tasks assigned to the above technologies.Thanks to the quests the childrencan express themselves,motivate their emotional and intellectual activity. The teacher plays leadingrole. He defines the goals of the quest, draws up the storyline of the game and evaluates the process and results.He for sure organizes the communicative activity.

Quests can be either individual or teamed, either short or long. They can be indoors, outdoors (street, park, territory of an educational institution) or media projects (search and analysis of information in media resources), or combined.The quality criteria are security, originality,integrity, subordination to the plot and creating the atmosphere of success.[2]

The quest "Treasure Hunting"for the fourth-year pupils can widen their horizon about the world around that is beautiful and original. Today children need to know more about the traditions, culture and customs of countries whose language they study at school.

The quest goal is to improve the forms and methods of extracurricular work in learning English by students through engaging them intoentertaining interactive action and to develop the interest in learning English.

The quest tasks are to attract the attention of the pupils to the places of interests in the United Kingdom; to create conditions for self-realization and disclosing (discovering) the creative potential of the participants; to encourage them to further study of the history and geography of the UK, its cultural and linguistic characteristics.

The quest game "Treasure Hunting" is a series of tasks that all the teams performconsistently. Every team passes six stations according to the route on the map: "Lexicology Palace" (associationgame), "Curiosity Land" (regional "puzzle" in Britain), "Grammar Village" (crosswords with irregular verbs), "Spelling Valley" (game "On duty letter"), «Ocean of Numbers» (rewriting numbersinwords) and "Spy Glass" (to find the proverb). There are a lot of competitions and quizzesat the stations, and at the end there is a super game, during which they have to guess the place where the "sweet prize" is hidden.

Each team must perform a number of tasks and achieve the result - to collect the maximum possible number of "golden coins" and the minimum number of "black marks". For the correct answersthe team receives a "goldencoin", and for the wrong answers the team gets a "black mark". The team should solve every task and get a key and only then it is possible to move to the next station.

The quest ends with a count of “golden coins” and “black marks”. According to the number of "golden coins", teams get the right to play the “Super game” and to choose a “chain word” containing a hint about the place of their "treasure". Having found the "treasure" the teams return for rewarding.

So educational activity in the "quest" format fits perfectly into the concept Federal Standards of teaching in primary school and it becomes an excellent opportunity to organize the school life in an exciting and original way. The use of quests in extracurricular activities helpsnot only to developchildren’s communicative skills and social ties, but also improvestheir subject skills, increases interest inlearning foreignlanguage.

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**Mind Map in teaching English.**

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Critical thinking is a rich concept that has been developing throughout the past 2.500 years. The term «Critical Thinking» has its roots in the mid-late 20th century. The best definition for Critical Thinking may well be your own.

«Critical thinking is the use of those cognitive skills or strategies that increase the probability of a desirable outcome. It is used to describe thinking that is purposeful, reasoned and goal directed – the kind of thinking involved in solving problems, formulating inferences, calculating likelihoods and making decisions when the thinker is using skills that are thoughtful and effective for the particular context and type of thinking task.Critical thinking also involves evaluating the thinking process – the reasoning went into the conclusion we`ve arrived at the kinds of factors considered in making a decision. Critical thinking is sometimes called directed thinking because it focuses on a desired outcome». Halpern, Diane F. Thought and Knowledge an Introduction to Critical Thinking.1996[ 1, 10 б].

A [mind map](http://en.wikipedia.org/wiki/Mind_map) is a creative and visual way to outline information. It’s a diagram of sorts, which is used as a rough draft for whatever particular goals you are working on. Your main focus will be in the middle, and from there, it branches out with different words and connected concepts. Mind mapping can **turn one lonely, central thought into a fully formed idea**, making it the ideal way to fight writer’s block.

**How Does Mind Mapping Relate to Critical Thinking?** It can be difficult to think critically about an idea or concept without putting it down on paper. Sometimes, when we think, our thoughts fly out too quickly to think coherently. With the use of a mind map, you can use the evidence and information to make connections you might not have been able to make without it. A mind map can be used in a myriad of ways to think critically about an idea or subject. First, you can take notes using a mind map to keep all the ideas organized and at hand. It can also be used in planning and brainstorming ideas. If you are using multiple sources for your critical thinking, a mind map can **organize**  that information is a useful way.

[Mind Map](https://www.edrawsoft.com/MindMap.php) can be used to facilitate teachers' work before, during and after class. It will reduce a range of paper work and save tons of hours for teachers. By incorporating images, videos and even websites to the presentation, teaching effect will be greatly improved.

Let's get straight to the point: as a teacher, you don't have much time and you want to present knowledge to students in an easy-to-understand way. Take a look at these usages of [mind map](https://www.edrawsoft.com/freemind.php) in teaching, and see how you can enhance your planning, preparation and lesson delivery without wasting time.

For teachers, planning for the year ahead is vital. With new curriculum policies, briefs and objective, curriculum planning can be overwhelming. But with Mind map you can plan your teaching year in sequence, prioritizing key topics and adding deadlines as necessary. Mind map makes this process even easier through seamless compatibility with Office programs, including Microsoft Word, PowerPoint and Excel. In addition, It helps you keep on top of teaching schedule all way through by offer you even more control over the annual plans, as you can add tasks, completion rates and deadlines.

Classroom handouts are a great aid to teachers as well as the best helper for students to take notes. Mind maps are the ideal solutions for classroom handouts, offering subject overviews briefly, simplifying even the most complicated concepts easy to understand and interesting. They are especially useful for visual learners, such as dyslexic students, who may feel frustrated and demotivated when being given information in linear, monochromatic format. Teaching handouts can be shared in several digital formats (including image, PDF, Word) and printed easily.

Get the creative juices flowing by throwing your students one idea and asking them how this can be obtained. Taking game-based teaching and learning into consideration, you can even let students draw their own mind maps. Not only will this method [boost creativity](https://www.edrawsoft.com/creativity-boosting-tools.php), but will also help students think for themselves and have fun in class!

Mind map allows you to assess your current abilities (for example, in areas such as lesson delivery, handouts, interaction etc.) and what you need to learn. Then you can set more achievable goals for one month, one year and longer. This practical form of self-evaluation will enable you to keep improving and meeting your teaching objectives. Use the mind map below to evaluate whether you can be a good teacher.

There is no learning without memory. Memory is an essential condition for people’s adaptation to changing environment since it connects our past with the present and the future. In the process of learning we use our previous experience, enrich them and therefore change our behaviour. We would not be able to do it without memory. This is the reason why discussing the structure and the function of memory is highly significant while analysing an English language teaching/learning method.

There are various models of memory. First, the most spread classical model distinguishes sensory, short-term memory and long-term memory. They differ in amount of information they are able to store and in the period of time the information is kept there . The main focus of this thesis will be on long-term memory, thanks to which we are capable of keeping in memory a great amount of information relatively unlimitedly.

Associations play an important role in thinking and learning. In sum, associations can be described as connected thoughts.

Many recommendations of using mind maps in teaching and learning English are formulated in various materials for teachers. Some samples found in different textbooks are going to be presented here. It seems that the most extensive utilization of mind maps can be seen in teaching vocabulary. A large number of handbooks and other materials for teachers suggest incorporating mind maps in either presentation or practice of vocabulary.

English textbook Opportunities (Elementary) by Michael Harris, David Mower and Anna Sikorzynska recommends using mind maps to prepare a writing task. Mind maps can be used to organize thoughts as a preparation for the writing of a short text.

Another great exercise is using Mind Maps to read. Mind Maps provide a visual learning mechanism that will help students recognize relationships they may miss in a more linear type of activity. The act of mapping something out encourages the individual to create an internal retelling of the story.

Mind maps students concentrate on the important information from the listening and catch the main message much more easily.

The given mind maps consist of the key words from the text read by students. Those mind maps also offer a speaking follow-up activity in which students retell the text using the keywords from the mind maps.

Mind maps offer almost endless possibilities to present or practise grammar. Their significant advantage is a clear logical structure and their attractive design. They can be used to present very simple grammatical structures as well as more complicated ones for more advanced students.

In this manner all the other grammatical structures can be presented and practised. I have used this kind of presentation in my group course for beginners and from my observations I can say that the students reacted very positively on this kind of presentation and picked up the rules very quickly.

Mind maps also seem to be good tools to practise and increase speaking skills. They teach working with key words, which is very useful, for instance, for giving presentations. The teacher draws a face of a boy (or a girl) on the board; then says to students to imagine their friend having a new boyfriend and that they want to know all about him. Students take turns, the first student asks the question, the second one answers it and asks a new one, etc. The teacher writes the key words about the boy on the board. Each branch is supposed to be completed with one word. Afterwards they speak about themselves. It helps them to structure their speech and deal with the problems when students are stuck and do not know what to say. It can be done at the very first lesson as a part of a needs analysis.

The brainstorming technique seems to be a very popular way of presenting new vocabulary. In this technique new ideas and language are obtained from the students. The teacher proposes a topic and the students come up with their ideas. Everything is written down on the board by the teacher. The questions that can be asked the students are as follows: Where does a doctor work? What is a woman who does the same profession called?

The class comes across some new vocabulary every lesson. The teacher, the textbook, or the students themselves might be the source of that vocabulary. During the lesson nine new words emerged: an occupation, to wait, friendly, a pen friend, similar, the same, twins, to swim, exhibition. The teacher explained the meaning of the new words and wrote them on the board into a mind map where they were kept until the end of the lesson. The first advantage is that the students can see the words throughout the lesson and they can try to incorporate them into their speech. The second advantage is that the mind map serves as a tool for a revision at the end of the lesson.

The Activity is based on the well-known game “Twister” and thus is called Mind map Twister. Various vocabularies can be practised by this activity; it however needs some elaborate preparations from the teacher. First of all, the teacher prepares the mat. Figure 1-13 illustrates a mind map twister mat focusing on vocabulary connected with food and drinks. The mat can be sketched, for instance, on a huge sheet of paper. Two students play against each other. They must follow the instructions of the referee. At the beginning they stand on Food/drinks square, which is the central idea of the mind map. The referee, either the teacher or a nominated student gives instructions such as: Left hand, breakfast! Right leg, drinks! After putting the correct body part on the correct square, the students must give an example of the square; so if a student has his or her left hand on Drinks square, he or she says Milk, Coffee, or Tea. The student who falls or touches the mat with a different part of the body is out of game, as well as the student who is not able to say a correct example of the particular square.

Tony Buzan’s “Mind Maps” have proved to be an excellent resource for teachers and learners of foreign languages. His contribution has stimulated teachers to construct a tool that facilitates putting the concept of “Scaffolding” into action to empower learners. As stated and illustrated above, “Mind Maps” can be designed and applied by teachers to face one of the most important challenges in the teaching of foreign languages: enabling learners to understand the target language and communicate ideas naturally, meaningfully and assertively.

The aim of this was to introduce mind maps as an effective tool for learning languages. The assumptions for that were based on their valuable features, such as clear non-linear structure, motivation trigger, possibility of personalisation, and creativity of the technique.

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**Improvement of the Dictionary stock at the learning of the English language**

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Annotation

One of the main tasks in the study of English is the development of the vocabulary of students.

The task of practical mastering a foreign language requires finding ways to improve both the methods of teaching speech skills, and much attention to the organization of linguistic material.

The relevance of the topic of our work is due to the fact that only the presence of solid lexical skills ensures the normal functioning of speech activity.

One of the problems encountered by those who study English is insufficient lexical stock, ignorance of many English words.

In order to freely speak English, you must have sufficient vocabulary and be able to find the right words.

Insufficient vocabulary causes a feeling of insecurity among students and a reluctance to speak a foreign language.

Therefore, one of the main tasks in the study of English is the development of the vocabulary of students.

The task of practical mastering a foreign language requires finding ways to improve both the methods of teaching speech skills, and much attention to the organization of linguistic material.

The relevance of the topic of our work is due to the fact that only the presence of solid lexical skills ensures the normal functioning of speech activity.

The purpose of this work - on the basis of the analysis of the literature of domestic and foreign authors to formulate the basic methods of activating the vocabulary, which contribute to the expansion of the vocabulary of students in the study of English.

To achieve this goal, there are the following specifictasks:

* Define the concepts of "active" and "passive" vocabulary,
* reveal the theoretical basis of its formation,
* consider ways to expand it; To solve the problems associated with the selection of vocabulary and its development by students;
* On the basis of the analysis of educational and methodological literature, select materials and develop a system of exercises that contribute to the expansion of the vocabulary of students.
* Novelty of work.
* We tried to develop a system of exercises that promotes the expansion of the vocabulary of students, built on the principle of "from simple to complex," that is, from the level of words, phrases, sentences to the level of superfrasal unity.
* Developing this system of exercises, we based on the analysis of educational and methodological literature for the general education school.

The practical value of the work is that its results can be used in additional classes in English.

When teaching students oral and written communication in school conditions it is important to approach the development of the vocabulary of the English language differentially, taking into account its use in oral and written communication, which corresponds to the principle of functionality.

For the teaching of oral and written communication at school, there are two layers of vocabulary:

1) Vocabulary, which students master for use in both oral communication and reading;

2) The vocabulary with which the students get acquainted and which they learn and understand when reading and listening.

These two layers of vocabulary make up the learner's current vocabulary.

These two layers of vocabulary are called active and passive. An active dictionary is a basic set of lexical units that students should know and be able to reproduce in productive types of speech activity (speaking and writing).

A passive vocabulary is a vocabulary that students should understand at the reception (while listening and reading), but not always used in speech at this stage of learning. [1, 45]

There is no clear boundary between these two layers of vocabulary.

In the course of research on this topic, we have studied what is semantization.

Let's consider some ways of semantizing lexical units while learning English.

1. Semantisation of nouns by demonstrating designated objects or their images in a picture, photographs or their image on the board and the corresponding multiple naming of the word in isolation, in a call or situationally (contextually) related sentence.

2. Semantisation of the verb with the help of illustrative movements or actions, facial expressions,

pantomime or pictured actions by drawing on a board, picture, using a video clip.

3. Semantisation of adjectives by displaying (demonstrating) various objects or their images having a

pronounced quality (color, size, shape, pattern, pattern).

4. Semantisation of numerals using pictures with different number of objects or objects themselves, a

well as clocks, calendars, tables, timetables and so on.

5. Semantisation of adverbs with the help of various pointers (hours - early, late, often, geographical

maps - far, close, locations in the classroom, the use of pictures, film fragments).

6. Semantisation of pronouns with the participation of students (personal and possessive pronouns),

using the position of various objects in the room, the corresponding pictures.

Work on increasing the vocabulary of students, speech activity and the formation of lexical speaking

skills is very fascinating and multifaceted.

Based on the analysis of educational and methodological literature, we developed a system of exercises from simple to complex, which effectively contribute to the expansion of the vocabulary of students and increase their level of interest in learning English.

It:Word-levelexercises

Find synonyms or antonyms for this word

Exercises that promote the development of language conjectures and associations.

Exercises based on word formation

Match the words with the objects depicted.

Explain the difference between the two concepts

Exercises at the level of the phrase

1. Make up or pick up word-combinations to the proposed words.

2. To select as many adjectives and verbs as possible to one noun.

3. Translation of phrases from mother tongue into English.

4. Find the phrases of the opposite meaning.

5. Find in the text of the phrase with a certain value.

6. Completephrases

Exercises at the level of supply and superfreeness unity

1. Answer the questions.

2. Complete the following sentences

3. Describe the picture.

4. Comment on the saying, proverb.

6. Discussion of questions, interviewing

7. Compiling and staging dialogs

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**The role of correction in English teaching**

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**Correction slots: in principle and practice**

**Introduction:**

A lot of time and effort is spent on training courses and beyond in encouraging teachers to consider whether

immediate or later correction of student errors during oral work is appropriate. There are a variety of good

methods and techniques suggested for correcting students' errors on the spot (see references below).

Our aim here is to consider what benefits correction of any kind might have for learners, as well as to present

some ideas for conducting later correction (correction slots). We have included a sample lesson plan with two

of these ideas incorporated into it.

**Why correct learners?**

Look at these statements about correction of students' oral work. What do you think?

Advanced students need loads of correction, beginners hardly any. When you start to learn a language

you need to be able to communicate imperfectly in lots of situations, not perfectly in a few. The teacher's

job is to support learners as they blunder through a range of communicative scenarios, not badger them

because they forget the third person *-s*. With advanced learners the opposite is usually the case.

The jury is out on the question of whether correcting students, however you do it, has any positive

effect on their learning. There is some evidence, though, that time spent on correcting learners may be

wasted.

Research into Second Language Acquisition has suggested that it may be that some language forms can be

acquired more quickly through being given special attention while others may be acquired in the learners'

own time, regardless of teacher attention. This helps explain, for example, why intermediate learners usually

omit third person *-s* just like beginners, but often form questions with *do* correctly, unlike beginners.

There is little point correcting learners if they don’t have a fairly immediate opportunity to redo

whatever they were doing and get it right.

Learners need the opportunity for a proper rerun of the communication scenario in which they made the

error, if they are to have any chance of integrating the correct form into their English. Whether the error was

teacher-corrected, peer-corrected or self-corrected in the first place is of relatively minor importance.

Lots of learners and teachers think correction is important.

Is this because it helps them to learn and teach or helps them to feel like learners and teachers?

The problem with some learners is they don’t make enough mistakes.

Accurate but minimal contributions in speaking activities are unlikely to benefit learning as much as

inaccurate but extended participation. Learners can be hampered by their own inhibitions and attitudes to

accuracy and errors, the teacher’s attitude and behaviour (conscious or unconscious) to accuracy and errors

or the restricted nature of the activities proposed by the teacher.

Teachers spend too much time focussing on what students do wrong at the expense of helping them to

get things right.

When giving feedback to learners on their performance in speaking English, the emphasis for the teacher

should be to discover what learners didn’t say and help them say that, rather than pick the bones out of what

they did say. This requires the use of activities which stretch learners appropriately and the teacher listening

to what learners aren’t saying. That’s difficult.

**Correction slot pro-forma**

Here is a sample correction slot pro-forma which has been filled in with some notes that a teacher took during

activity for a class of Kazakh students:

|  |  |  |
| --- | --- | --- |
| **Grammar/**  **vocab** | **Pronunciation** | **#** |
| I go always to  Cinema  She have got a  cat…  Does she can  swim?  Swimming bath  my fathers | “Comfortable”  “Bag”– said “Back”  intonation very flat  (repeat some phrases  with more pitch  range) | I don't ever see  my sister  Have you seen  *Minority Report*?  Good  pronunciation of  AMAZING |

**Why use this pro-forma?**

1. It helps teacher and students identify errors.

2. It helps you as a teacher to listen and give balanced feedback.

**And how to use it ?**

1. It has been divided into four sections. The first two, Grammar/Vocabulary and Pronunciation, are pretty

evident and are what teachers look out for as 'mistakes' in most cases.

2. The third slot, L1, means the words that students used in their own language during the exercise. We

believe that in a fluency-based activity, if a student can’t find the right word in English, they should say

it in their own language so as not to impede the flow. An attentive teacher (who also knows her

students' L1) will make a quick note of it and bring it up later, eliciting the translation from the class. If

you are teaching a multi-lingual class, you can still use this column. You don’t have to know the

translations. You can prompt the learners to come up with those.

3. The '#' column reminds us to include successful language in feedback. Too often in correction slots the

emphasis is on what went wrong. Here the teacher can write down examples of good things that

happened. This is especially true if the teacher notices that the students are using a recently taught

structure or lexical item, or if they have pronounced something correctly that they had trouble with

before.

**Other suggestions**

1. You can copy your filled-in version and hand it out to groups of students to save writing on the

whiteboard. Or simply use it to help you note down language in an organized way.

2. You can fill out separate sheets for each group of students as you listen or even for each individual

student (this would obviously work best with very small classes!). You can pass them round, have

students correct their own, each others, whatever.

3. The advantage of using a set form is that by doing this, you keep an ongoing record of mistakes that can

be stored and exploited for revision lessons, tests or as a filler for the end of a class.

**How to conduct the correction slot**

So now you are using a correction slot. Here are some ideas on how to vary it and make it more effective and

memorable for your learners!

1. **Rehashing**

Write learners' errors on the whiteboard or OHP in the usual way. Then ask learners to rehash or summarize

the communication using the errors on the board as prompts. For example, learners have been comparing two

cities and the teacher has noted down and written mistakes on the board. Students have discussed and

corrected the mistakes, so we now have correct vocabulary items and phrases on the board. The teacher then

asks a student to report some of the points made, using the bits of language on the board as prompts. This can

be done together as a group or in pairs or using both formats. This activity helps learners to reinforce

corrected language (vocabulary, grammar, pronunciation).

2. **The Correction Sandwich**

This is a correction slot done in the middle of a communication activity. As with rehashing the advantage is

that students actually have a chance to put feedback on their performance immediately into practice. It works

particularly well with communication activities that have a rotating element and natural breaks, such as the

job interview where a candidate has several interviews, or advice giving, where a student seeks advice on a

problem from several other students. (see sample lesson plan). It can work just as well as a blatant

interruption though. The teacher can stop a discussion activity, conduct a correction slot and then allow

students to continue the discussion. An important advantage of the sandwich is you don’t end the lesson on a

downer (accuracy work) but on communication, focusing on what students said and found out in the activity.

3. **Grammar gap fill**

Teacher writes up some incorrect (and correct) sentences she hears in the speaking activity and deletes a

word or words from each one. Students have to fill the gaps. This works particularly well with prepositions.

4. **Vocabulary extension**

Write some headings on the board relating to lexical areas from the communication activity. If students have

been comparing two cities the headings could be adjectives to describe a city, city facilities, climate for

example. Learners make lists under each heading of words and expressions they used and heard used during

the activity. Then ask students to add three items to each list, using a bilingual dictionary or the teacher as a

resource. Teacher monitors and conducts collective feedback as necessary. The idea here is that not only do

learners get their English polished but also extended.

5. **Getting learners more involved in correcting each other**

Students can take on the teachers role and be responsible for listening and noting down mistakes. They can

use a pro forma such as the one included with this article. This can be especially useful when there is an odd

number for pairwork or a role play activity. Feedback can be done firstly in small groups, where the student

gives feedback to the peers he has been listening to, and then as a whole class to deal with unresolved

difficulties.

6. **Zero correction**

Instead of having a correction slot, the teacher simply uses the errors she has noted down as the basis for

language work in future classes.

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3.Bartram and Walton *Correction* (LTP) for an overview of the issues and implications of correcting learners and

lots of useful ideas, techniques and diagrams even

4. Internet resources

**Effective impact of computer videogames to learn English language**

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Computer is one of modern means of education, which has a lot of unique possibilities. Nowadays, computers are used actively in our life and everyone knows what for are the computers and what functions they fulfill. Computers are created not only for education, but for entertainment too.

I have chosen this theme because I play computer games and playing these games I have learnt a lot of words and improved my speaking skills. I think that these games can help pupils or students in learning English language with interest.

I believe that the theme chosen by me is very essential and actual, because nowadays young people spend a lot of time on computer games. Games Industry is one of the high developed entertainment market in the world.

Hypothesis: Computer games have positive impact to learn English language, enlarge vocabulary stock of players, improve their listening and speaking skills and raise their interest to learn it.

Aim of my research work: To find out peculiarities of computer games impact to self learning of English by young people.

Actually, positive effect of videogames is reached if only we spend time at computer not more than 2-3 hours. If we sit up at the computer more than 6 hours a day, we can harm our health, have lack in studying and emotional stress.

I made a small experience to determine what games are played by my friends and former classmates. I interviewed 20 people where I put them several questions. Then I analyzed the taken results of my interview.

1.Do you play computer games? YES, NO, SOMETIMES

Interviewed 20 people answered YES (100%)

2.How much time do you spend at computer games?

A)1-3 hours =10 people(50%)

B)3-5 hours =7 people(35%)

C)More than 5 hours= 3 people(15%)

3.Do you play games in English?

A)Yes=15 people(75%)

B)NO= 5 people(25%)

4.Which are your favorite games?

A)Dota 2=5 people(25 %)

B)CS:GO=11 people (55%)

C) GTA V=2 people (10 %)

D) Battlefield 1=2 people (10%)

5.Do computer games help to improve your english skills?

A) Yes =20 (100 %)

B) No=0

Results of my research work:In the hole, 85% of my friends spend rational time at computer , and for all of them games helped in English.

There are two types of games that are suitable for learning English.

1.Any online games for which you need to communicate with players.

(In online games you can practice you English with native-speaker and it helps to improve you English Skills)Under the first point fit online games with a joint passage, as they create additional incentives for communication. Unlike practice with language partners, online tutoring and language exchange - in games you always have a topic for conversation and quite often there is a need to quickly convey critical information for the victory. This makes some online games a very good tool for learning the language. Example: Defence of the Ancient 2(Dota 2), Counter-Strike :Global Offensive, Paladins, Sea of Thieves, Overwatch.

2.Single games in which you can play with interest only if you know English.

Single games that are not fun to play without knowing the language and which encourage you to work with the text for most of the playing time.Not all single games can help to study English, the perfect games are text quest with dialogues, talks and subtitles. Example: The Wolf Among Us, Life is strange or games from “Telltale Games”

Games are suitable for learning the language, because they allow you to keep your attention for a long time on one task. By and large, there is no difference whether you read the text "The capital of Great Britain" or the text of the subtitles of dialogue in the game; whether you are talking to a tutor or with another player - a native speaker.

**Learning English through the music**

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In our time to live well we are taught to be competitive, and to enter the world arena it is necessary to have several languages, especially the language that is now the main thing - English. English is the first language of communication adopted by the United Nations (the United Nations), the most common at the moment, a parallel language in which the growing generation is growing. In simple terms, English is the world language, the language of trade and business, the language of education, the language of travel, the language of science and technology, and eventually the language of youth. Youth is our goal, the goal is to show and explain this language, so that they can accept this language to understand its advantages. Young people are the future of our country, those who decide its destiny, and those who will create a new history, because if we can keep in touch with other countries, we will be able to learn from them, listen to them, compare the pros and cons, understand their mistakes and faithful ones decisions, and draw conclusions from them.

Children like the sponge absorb the great information of knowledge in the lessons. But not many of them want to absorb it, as well as learn this information. This is due to their degree of awareness of the perception of the educational material. They can perceive information as passive and active and interactive, heuristic way. That is why there are several methods of teaching (verbal, visual, practical, heuristic, problematic, research, reproductive, explanatory-illustrative) that use choosing one, or forming another way combining them. Yes, these methods transmit information well, but as they said before, people are different and their perception and assimilation of information are different, but there is something closer to their perception closest - music. So our method of learning is to learn English with music.

In addition to English people study other languages. Someone to get a good education, someone to get a good job, someone to study their roots, but someone just really likes this language and culture. Yet how much a person would not want to learn this language, most often when it is only memorized, it is difficult to give, because language is not math, quickly learning a large volume of words and rules, you can also quickly forget them, of course you can try to repeat every day , and every night, but the effectiveness of this method - in terms of long-term memorization - in the absence of fixing material on examples from live speech and memorizing a ton of unfamiliar foreign words, is low and full of shortcomings. Language is stored in the memory of a person, remember and do not forget the main purpose of memory. Classification of types of memory by the sense organs and the use of mnemonic means: figurative, verbal-logical, motor, emotional, voluntary and involuntary, mechanical and logical, immediate and mediated. Imaginary memory - memory for ideas, pictures of life and life, as well as sounds, smells, tastes. It is visual, auditory, tactile, olfactory, tasteful. The visual and auditory memory is usually well developed and play a leading role in people's life orientation. If we focus on visual memory, a direct associative approach, or the "technique of visual images" that is more often used in primary classes, is formed in our head, taking into account the context in which this word occurs, after which we look at a foreign word and "enter" the image in our head in all the letters of the word, abstracting from individual letters, trying to compose on the basis of their curls and tails an integral image that will come to our mind immediately as soon as we see the word or remember the images shown so that You can hook it with the right word, but the visual memory of the majority is very weak, and visual associations with the data can be so firmly fixed in your head that if you show them a slightly different picture, they may not remember or look for it in your mind for a long time. Nowadays it's hard not to notice teenagers and people with earphones in your ears, because music is now a common topic for communication or dating, through what the interlocutor listens you can learn more about him. Music attracts people's hearing, and auditory memory is one of the most developed in figurative. Auditory memory is a good memory and accurate reproduction of various sounds, for example, musical, speech. It is necessary for philologists, people who study foreign languages, acousticians, musicians. A special kind of speech memory is verbal and logical, which is closely related to word, thought and logic. This type of memory is characterized by the fact that a person who has it can quickly and accurately remember the meaning of events, the logic of arguments or any evidence, the meaning of the readable text, etc. This meaning he can convey in his own words, and quite accurately. This type of memory has learned, experienced lecturers, university teachers and teachers of schools. Memory is also divided into involuntary and arbitrary. Memorization and reproduction, in which there is no special purpose to remember or remember something, is called an involuntary memory, which just does work when the music affects the auditory memory. It is for these reasons that people involuntarily and unconsciously remember the lyrics with the help of music without making any effort.

Music is also a good technique for pronunciation of English. Most children make mistakes in the pronunciation of different words, often this is because, they are not native speakers of this language and it is difficult for them to give and they pronounce them with their accent, it's a familiar phenomenon. Music will be a perfectly sounding set of English words for pronunciation that will not only give you a pleasant time, but will also help you correct the wrong pronunciation. When you see how other people sing songs, you notice first that they like it and it brings them pleasure, and this is very important in any study of something, a person diligently tries to pronounce all the words clearly and without accent, it's like a habit, singing, at a correct pronunciation is developed.

To enrich a set of phrases you need to speak them. That is, often speak. Often remember. To use. But no one has ever mentioned that they are humming. People often sing songs about themselves, adolescents every day. Music is an integral part of everyday life. You can give a lot of examples from life: when you go to college, and in the ears headphones, and you enjoy the music while there is time; when you hear a familiar melody in a public place and begin to sing along; and when you hear a familiar word and remember the song that contains this word and continue the song. It is at this time that your imaginative memory works and you unconsciously learn the song and replenish your vocabulary. Often you may not understand what some words mean exactly this way music works - it interests you and you want to know the meaning of these words. So, you are already consciously recognizing many new words, and not just words. English is the same language with its expressions, abbreviations or "written abbreviations" and phraseologicalisms. For example, you listen to the song "Numb" Linkin Park and at the very beginning you are surprised by the line "... put under the pressure of walking in your shoes ..." How to translate it? When the translation is verbatim it turns out something inarticulate and completely meaningless. And if you look in the dictionary, you will find out that in someone's shoes - an idiom that means "putting yourself in the shoes of another", "understanding the feelings of another person." So it is with abbreviations that often use messages and on the Internet. For example, words like: kill 'em with kindness - them, in the title of the song of Selena Gomez, or a frequent abbreviation because on' cause as in the song "Oh no!" - Marina and the Diamonds "'cause I fell like...". As well as abbreviations by type: BFF- best friend forever, or xoxo - kiss and hugsSuch phraseological units also need to know because when communicating in everyday life, they are often used in the literature. Not knowing such things can lead to a deadlock in your dialogue.

**Using interactive learning in foreign language lessons**

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Currently, the relevance of knowledge of foreign languages is growing. And the knowledge of English is perceived as something self-evident. Therefore, it is very important in school, when the main intellectual base of the child is laid, to interest the student and to awaken in him the desire and interest in learning English, which can be achieved through interactive techniques. Unfortunately, many educational programs are not focusedon the challenge real life. Pupils are bored to learn grammar from textbooks, to memorize primitive rhymes or songs, not understanding what practical result this activity brings. Therefore, every teacher, who truly loves his work, is looking for new interactive teaching methods. Interactive (from English "Inter" -reciprocal, "act" - to act) means to interact, is in the mode of conversation, dialogue with someone. In other words, unlike standard methods of information transfer, interactive ones are oriented towards wider interaction of pupils not only with the teacher, but also with each other and on the motivation of the activity of children in the learning process. Unlike passive techniques, when a student acts as a learning object, the essence of interactive learning is that both the teacher and the student are subjects of learning. The teacher acts only as a more experienced organizer of the learning process. All participants of this process constantly interact with each other, exchange information, answer questions, solve problems, simulate situations. And here it is very important to competently combine the interests of students and the material that they need to convey. Confident command of English gives a lot of advantages: freedom of communication, the ability to read literature and watch films in the original, get acquainted with the ethnic and cultural traditions of different peoples of the world. But this is in the future, and the first steps to mastering English are best starting with simple short-duration activities. Interactive activity in the lessons involves the organization and development of interactive communication, which leads to mutual understanding, interaction, joint solution of common but significant for each participant tasks. In the course of interactive training, the children learn to think critically, solve complex problems on the basis of known circumstances and relevant information, weigh alternative opinions, take thoughtful decisions, participate in the discussion to communicate with other people. For this purpose individual, pair and group work is organized in lessons, research projects, role games are used, work with documents and various sources of information is carried out. . For a more detailed understanding of the essence of interactive methods of teaching English, consider some of their types. Work in small groups is a method of teaching that provides all class members with the opportunity to act, practice oral language skills in English, and also skills of cooperation and interpersonal communication. Here you can use a model of debate, where each group should prepare a certain kind of arguments on a particular issue and after presenting them сreative tasks. In English lessons, you can simulate various situations in which a child may fall, for example, on vacation. The teacher's task is to encourage the children to learn more. When in the process of playing scenes schoolchildren will face the problem of a limited vocabulary or the complexity of formulating a particular design, they themselves will ask the teacher questions that arise from them, and the received answers will be better understood, as they will understand their practical significance. Visual aids are used in teaching foreign languages so that the student can visualize and memorize the spelling of a word, the arrangement of words in the sentence. In addition, when explaining a new topic, it is worth preparing a handout and or presentation. Often it is useful that before the eyes of listeners there was a text for better perception.

It is generally accepted that communication in the process of teaching a foreign language can be "one-sided" and "multilateral". In the first case, we mean the organization of the educational process with the predominance of frontal forms of work, when the teacher asks, motivates the student to speech activity - the student answers. As for "multilateral" communication, for him the typical forms of work are group and collective, in which each student has the opportunity to express himself as an independent and full participant in a certain activity. It is during the organization of "multilateral" communication at the lesson of a foreign language that all the participants in the educational process interact, opportunities are created for revealing the personal potential of each student. Mutual express polls and interviews in the training group, information exchange, finding your own couple, making group decisions, coordinating joint actions, discussing "according to the rules" and other tasks allow students to practically learn a foreign language. The essence of interactive learning is the special organization of the learning process, when all students are involved in the process of cognition.

Brainstorming is one of the most popular methods of teaching and group work. As a rule, brainstorming involves two stages. The first stage is to offer as many answers as possible to the question. The second stage is the discussion, classification and selection of promising statements. In English lessons, the topic of brainstorming can always be different. The main condition is discussion should take place only in English. For example, in my practice in the begin of the lesson I used it as a confusing word.

Gamesare also a well-known and successfully used method of training. Short games are played in the middle of the lesson for a short break and switching of attention of schoolchildren. For example, playing the "Words" in its various variations, playing in the "Association", etc. Such short five-minute breaks allow the students to relax, to distract attention and everyone to speak at the lesson.

Every day on the Internet there are more and more excellent resources for learning foreign languages. There are online communities where you are willing to help, interactive lessons and even sites that can hear how you pronounce words. It is possible to simulate almost any aspect of the learning process of the language! We can use these sites to achieve mastery. Developers of interactive games to learn English did not ignore either adults or children, giving everyone the opportunity to learn a foreign language easily, cheerfully and at ease.

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**Modern forms of work on the implementation of multilingualism**

**from preschool age**

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The President of the Republic of KazakhstanNursultanNazarbayev in his message "New Kazakhstan in the New World", in order to ensure a competitive country, "Three Uniform Languages" instructed to implement the cultural project in three stages: the Kazakh language - the state, the Russian language - the interethnic language and the English language - the language of successful integration into the globalization economy. [1] All documents on language policy have several languages.Integration into the global economic space is not reflected until you have mastered world languages (including English). Consideration of key issues in any three languages and ensuring successful integration into the world educational space: Kazakh, Russian and English are now being targeted at schools and preschools and 3-4 years aged children are targeted.

Teaching English from an early age is aimed at bringing up preschool children with multilingualism, mastering the value of language, the socio-cultural interaction of their mother tongue and other languages in verbally and unverbally communication. The language competence according to the standard is fluency in language learning in the lexico-grammatical and phonetic level of age, in accordance with age. [4]

The system of modern education is a professional training organization of pedagogical educational institutions which possesses the knowledge and communication competence, the level of professional and pedagogical competence, the creative thinking, spiritually developed, capable of implementing innovation processes in the field of education. It requires a new approach. Development of multilingual education is a multifaceted issue. It is one of the main tasks facing the pedagogical staff of the pedagogical colleges and universities. The main goal is to form multilingual and multicultural professionals. With a view of complex analysis and realization of the main prerequisites of the given question from 2013-2014 academic year MSOPE «M.O.Auezov Pedagogical college» on the basis of the program of training the experimental group was accepted for the 1st year. It is the specialty 0101000 "Pre-school education and upbringing" 0101013 qualification "Teachers on Preschool organizations".This group has developed and approved working curricula and theoretical knowledge on special disciplines on multilingual system . The main objective of the concept is to integrate multilingual education into the innovative and innovative system of technical and vocational education in college. "The process of multinational renewal should begin with the pre-school age as at this stage of development the foundation for the formation of an individual is established. The relevance of the language literacy of preschool age is determined by the trend towards universal global integration in economic, cultural and political spheres. The modern labor market requires a specialist to master sociopolitical, multicultural, communicative, information competences” was written in "The methodology manual on the course of three-language language for teachers of preschool organizations.” [5]

Kindergarten teachers and parents are also interested in teaching the trilingual language, in this context, kindergartens in Semey will host new types of work with their parents; students of pedagogical college named after Mukhtar Auezov are involved in it. Together with parents, they conduct conversations and conduct training sessions to reuse the necessary vocabulary in three languages. During the events and activities, they tune in three languages, sing and recite a poem. Students use the theoretical knowledge they have acquired in college, as they are most appropriate in today's practical training. At the college, the trainers will be able to provide students with the opportunity to be prepared for continuous professional development in modern life, support innovative processes in education, develop self-help skills for future teachers, working to become an active teacher who can be competent in digital technologies and can use the necessary knowledge in practice. They have had the innovative Cambridge and the newly-developed courses at the Center for Pedagogical Excellence. Developing both language and language culture is also a gradual process that starts with the child’sage. Therefore, much of the time of educational activities set out in the child-reared education and training program is based on the development of children's language, artistic expression, speech and language culture. All activities in the kindergarten are related to this area. For example in the "Fairy Tales" series the theme of the fairy tales is to be used in Kazakh, the presentation of the fairy tale dramatic in Russian and English. In the course of the translation, some words and phrases can be used to describe an interesting fairy tale with familiar words that can be used correctly by practitioners.Tongue twisters teachthe children to be able to speak correctly, quickly, skillfullywith the theme of language acquisition on any subject. Train quickly to say sounds that can not be said. Depending on the topic of the program selections in Kazakh, Russian and English will be well-maintained in children's game helping to develop their language skills and vocabulary. In this direction students of the experimental group passed internships in kindergartens of Semey city. There is a good way to teach English and to teach three languages. Learning English is from the age of 4 and the three languages ​​are taught at the age of 3 to teach dictionaries and terms is practiced in the kindergarten "Nurdaulet" of SemeyLinguistics and Computer Science School. All conveniences are created for learning the languages: the rooms of all groups are equipped with a large LeD TV, English language teachers and practitioners will teach the whole group, the English language will be taught. English language classes also integrate other types of activities (familiarity with the environment, fiction, etc.). Multicultural activities are integrated into traditional classes. On multilingualism effective technologies and methods of work with children are selected, for example, in this kindergarten using the JIPTA and FREBEL technologies. The game - at the beginning of the lesson, in the center of the lesson - the refreshing of the mood, the motivation for the lesson, the game at the end of the lesson - fixing the subject. The game develops children's languages, enriches their vocabulary, takes good care of new material, memorizes, develops attention, and increases interest. Therefore it is the best to use refreshing exercises, movable and didactic games everyday in three languages. The development of vocabulary in preschool education is accomplished by means of explanation, question-answer, conversation, story, visualization. The general objective of the methods of vocabulary development is to correctly understand the meaning of the word and to use it in its own words.Children of preschool imitative ability well-developed compared to schoolchildren, so they are less likely to learn English. They also like to repeat English sounds, words, sentences. Elementary school children also learn to imitate, but it is possible to explain the work of the members of the speech so that children can say sounds correctly. The main activity of 5-6 year old children is gambling, so in order to teach English, the teacher needs to use different games, taking into account this factor. The teacher can teach children new words and phrasethrough games. Children aged of 7-9 also like to play, but they need to be taught not only games, but also various tasks and exercises. Throughout the game, children can easily communicate in a foreign language and learn the foreign language quickly when they are tired of the game and are overly concerned. There is no benefit if the teacher only teaches children to play and breathe. The game is only effective when it comes to certain educational goals. [3]

That's why it is important to focus on ways to improve the education of today's increasingly demanding, ever-growing, continuing Russian-English languages, enhancing the communicative, cognitive and other activities of children, their ability to express themselves freely.

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**Podcasts for learning English**

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What is a Podcast? A **podcast** is an episodic series of digital audio or video files which a user can download and listen to. The word was originally suggested by Ben Hammersley as a portmanteau of "iPod" (a brand of media player) and "broadcast". The files distributed are in audio format, but may sometimes include other file formats such as PDF or EPUB. Videos which are shared following a podcast model are called video podcasts or vodcasts. From books you can learn how to correctly read and write in any language but they don’t train to pronoun and learn to hear speech by ear. Most people prefer not to read, but listen. Therefore, the main idea of podcasting is that you learn by yourself without anyone’s help. And like any other tuition it has its own advantages and disadvantages. So let’s stop at the advantages of learning English by Podcasts:

Advantages:

1. **Flexible availability – 24 hours a day.**One of the greatest advantages of education podcasts is the portability and convenience they offer. Podcasts can be downloaded to a mobile device, allowing the student to access the learning resources anytime, anywhere, with very little effort.
2. **Students listen for longer than they’ll watch or read.** One of the great powers of podcasting is the attention is attracts. It’s tricky to encourage students to spend 30 minutes reading an article or watching a recorded lecture. That’s because text and video require the student’s full attention – they need to sit patiently, doing just one thing. As you probably know, this is tricky, not least because of the range of distractions just sitting waiting on the next browser tab. Students are far more likely to listen to consume your material if they can do it on the bus, driving the car, washing the dishes or in the gym. Because they’re already distracted with a rote task, the content gets great attention. While text and video struggle to attract 2 or 3 minutes of viewing, podcasts routinely run an hour or more.
3. **Students created content.** One of the most interesting and valuable uses of Podcasting in Education is the concept of student created content. You might allow students to create their own podcast, perhaps including questions, discussions, presentations or projects. These can then be made available to their classmates. This allows students to take control of an aspect of their education and, therefore, encourages engagement in the material. They can question, they can contribute and they can teach each other.
4. **Make up for missed classes.** When a student misses a class, it’s not always because they’re lazy. By offering a podcast, your unlucky, sick student who has missed a number of classes can, instead, download recordings of the lectures. As a consequence, they’re able to “fill in the gaps”. Moreover, a lecturer who is unable to attend his or her classes for a week or two can create a podcast of the lecture instead. This is made available to the students and thus makes up for any unattended lectures.
5. **Get Feedback.** You can use social networking to get feedback on ideas immediately, or to ask questions and get answers quickly. If you're developing a product or even just an idea, you can bounce it off your friends and social networking contacts and find out what they think about it. You can also ask questions and receive answers in near-real-time, if your contacts know the answer or if you're a student in touch with teachers.

It was only half of all Podcasts advantages.

Let’s see the Disadvantages:

1. **Accessibility.** Podcasts, especially video files are often large files, which also makes them hard to access for anyone with a slow Internet connection. So if you don’t have an access to the internet, then podcasting isn’t your way.
2. **Expensivebandwidth**. For developing your listening skills you need to know the pronunciation of every single sound, That not every handset transmits well.
3. The importance of creating compelling content on a regular basis. It’s not easy to find a podcast with a good content.

So there’re some podcasts that I prepared for you:

1. **Learn English with BBC Russian**

**Version of English:** British

**Periodicity:** One release per week

Programs of the Russian BBC service in the format of radio shows with Russian-speaking annotations of the announcer. Episodes of this podcast come out within the series on this or that subject. For example, the December issues consistently introduced 500 of the most popular words in English, and the previous series of episodes focused on everyday phrases.

1. **English as a Second Language**

**Version of English:** American

**Periodicity:** One release per week

One of the most authoritative podcasts about English. English as a Second Language is a huge library of lessons from the professional linguist Dr. Jeff McQuillan. Each issue belongs to one of two categories: stories and dialogues in colloquial English or lessons of American culture that help to better understand the characteristics of the language environment.

1. **6 Minute English**

**Version of English:** British

**Periodicity:** One release per week

Issues 6 Minute English are six-minute dialogues leading BBC on a variety of topics - from the Pokémon GO to the Egyptian pharaohs. The vocabulary that can be heard in this show will help you support almost any conversation.

1. **Business English Pod**

**Periodicity:** One release per week

Business English Pod broadcasts for those who want to effectively use English in a business environment. The podcast affects a long list of topics, skills and situations related to business. Among them - presentations, business talks, rallies, interviews and much more.

1. **The English We Speak**

**Version of English:** British

**Periodicity:** One release per week

The hosts of this BBC podcast discuss everyday expressions and slang elements in English. What is Clickbait? What does the phrase "Have an Ax to Grind" mean? These and other questions are answered by The English We Speak. Releases are very short - only 2-3 minutes.

1. **Luke’s English Podcast**

**Version of English:** British

**Periodicity:** to 3 releases per week

Working on this show, Briton Luke Thompson (Luke Thompson) combines the knowledge and skills of an English teacher with the talent of a humorist. The result of his work - a fun and educational podcast, overcame the mark of 16 million downloads. Luke's English Podcast consists of the monologues of the presenter about grammar, vocabulary and English culture, diluted with advice and instructions for learning the language.

1. **Effortless English Podcast**

**Version of English:** American

**Periodicity:** One release per week

The author of the educational methodology Effortless English (AJ Hoge) believes that the best way to learn a language is to immerse in it, and not to learn words and rules from books. It is the principle that his lessons are based. On the website of Hoge you will find chargeable English courses, and in the podcast you can listen to selected secrets and strategies of the author for easy language learning.

1. **Daily English Easy Expression Podcast**

**Version of English:** American

**Periodicity:** One release per week

The energetic coach Shane explains the meaning of conversational expressions from everyday English and shares examples of their use. Each episode includes the analysis of a new phrase with moderate portions of humor and the charisma of the presenter-a teacher with a 28-year experience.

1. **Stuff You Should Know**

**Version of English:** American

**Periodicity:** One release per week

Many people prefer to learn the language not through special lessons, but with the help of English-language programs. If you already feel confident in dialogue with native speakers, try Stuff You Should Know. The hosts of the podcast share interesting facts and discuss various topics.

1. **Serial**

**Version of English:** American

**Periodicity:** One release per week

The real hit of the podcast space is the audio Serial. According to the plot, it is ready to give odds to many TV-series due to the elaborated script, the voices of the characters and the alarming atmosphere. Recommended for all who are able to listen to English speech without a dictionary in hand.

In general, Using a podcast in your teaching can encourage your students to engage with your classes, your material and to never miss a thing. Podcasting is one of the best things you could do for your students. Why not give it a try!

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**“TPRS”approach in foreign language teaching**

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Teaching Proficiency through Reading and Storytelling or (*TPRS*) is a [method](https://en.wikipedia.org/wiki/Methods_of_teaching_foreign_languages) of [teaching foreign languages](https://en.wikipedia.org/wiki/Language_education). TPRS methodsupposes a mixture of [reading](https://en.wikipedia.org/wiki/Reading_%28process%29) and [storytelling](https://en.wikipedia.org/wiki/Storytelling) to help students learn a [foreign language](https://en.wikipedia.org/wiki/Foreign_language) in a [classroom](https://en.wikipedia.org/wiki/Classroom) setting. The method works in three steps: in step one the new [vocabulary structures](https://en.wikipedia.org/wiki/Phrase) to be learned are taught using a combination of [translation](https://en.wikipedia.org/wiki/Translation), [gestures](https://en.wikipedia.org/wiki/Gesture), and personalized [questions](https://en.wikipedia.org/wiki/Question); in step two those structures are used in a spoken class story; and finally, in step three, these same structures are used in a class reading. Throughout these three steps, the [teacher](https://en.wikipedia.org/wiki/Teacher) will use a number of techniques to help make the [target language](https://en.wikipedia.org/wiki/Second_language) comprehensible to the [students](https://en.wikipedia.org/wiki/Student), including careful limiting of vocabulary, constant asking of easy comprehension questions, frequent comprehension checks, and very short [grammar](https://en.wikipedia.org/wiki/Grammar) explanations known as "pop-up grammar". Let us consider three steps that construct this method:

***Step one: establish meaning***

In this step the students are introduced to the new vocabulary phrases for the lesson. There is no set number of new items to be introduced in a given session; however, three is generally considered the maximum number that can be effectively taught in a lesson. Limiting the phrases like this allows the teacher to focus on them and provide lots of repetitions for the students. This emphasis on thoroughly learning new material is designed to give the students a feeling of confidence and to provide sufficient repetitions to facilitate acquisition (unconscious control in recognition and output) of the new items.

The three phrases (structures) are written on the blackboard, or another place where the students can easily see them, and are translated into the students' native language if a shared native language is available. If students forget what a phrase means, they can glance at the board and check the meaning at any time. The teacher may elect to practice the new phrases using gestures, in a style modeled after traditional TPR. This gives the students the chance to get used to how the phrases sound before hearing them in context. It is also intended to keep the atmosphere of the class relaxed and conducive to learning. Then the teacher asks questions about the students using the target phrases. These questions are known as *Personalized Questions and Answers* (PQA). To ensure these questions are comprehensible to the students, the teacher uses a variety of techniques and comprehension checks. Depending on the responses from the students and the atmosphere of the class, these questions might lead into a scene or skit often referred to as *extended PQA*. The details discovered by the teacher from PQA are often used as the basis for the class story.The goal of the teacher during step one is to provide as many spoken repetitions of the new structures in context as possible. This lays the foundation for student recognition of the structures during the storytelling time.

***Step two: spoken class story***

In step two, students hear the three structures many times in the context of a spoken class story. This story is usually short, simple, and interesting, and will contain multiple instances of the target structures used in context. The number of times the structures are heard is further increased by the [*circling*](https://en.wikipedia.org/wiki/TPR_Storytelling#Circling) questioning technique.

The teacher does not so much tell the story as ask the story. The teacher will usually use a skeleton script with very few details, and then flesh the story out using details provided by the students in the target language, making a personalized story for each class. Using the circling technique, teachers can ask for these new details while still keeping the target language completely comprehensible. Advanced TPRS teachers are able to improvise, creating stories solely based on student answers to questions about the day's vocabulary structures. The focus is always on the target structures, allowing the details to support those structures.

The actions in the story may be acted out by volunteers from the class. The teacher will usually try to select actors who won't be intimidated to keep the atmosphere as relaxed and fun as possible. When the teacher makes a statement that advances the story plot, the actors will act out that statement and then wait while the teacher continues with the circling questions. Ideally, the actors will act in a humorous, emotional, or otherwise memorable way. This helps students to make visual and emotional connections to the new language structures they are hearing.

The story will often take place in distinct locations. The main character in the story may start off in one location with a problem that they need to solve. They may move to a second location, where they try to solve the problem, but fail. Then they may move to a third location where they resolve the problem. This narrative device is used to maximize the repetitions of the target structures, to make the story easy to understand, and to make the target phrases easy to remember. "Keeping space", or having students or the teacher physically move to locations in the classroom that represent the various locations in the story, is an aid to students in understanding the action and language they are hearing.After the story has finished the teacher may retell it in briefer form, retell it with errors having students correct them, or ask the students to retell the story, allowing them to use the structures they just learned. This can be in pairs, in groups, or one student retelling in front of the class.

***Step three: reading***

Step three is where the students learn to read the language structures that they have heard in steps one and two. A number of reading activities are used in TPRS. The first, and most common, is a class reading, where the students read and discuss a story that uses the same language structures as the story in step two. The next most common activity is [free voluntary reading](https://en.wikipedia.org/wiki/Free_voluntary_reading), where students are free to read any book they choose in the language being learned. The other activities are shared reading and homework reading. For shared reading, as in first-language literacy activities, the teacher brings in a children's picture book, and reads it to the students in class, making it comprehensible through circling and other means. Homework reading, as the name implies, means assigning specific reading for students to do at home. All readings in TPRS are comprehensible to the students, which means a very low ratio of unknown words.

Proponents of TPR Storytelling, basing their argument on the [second language acquisition](https://en.wikipedia.org/wiki/Second_language_acquisition) theories of [Stephen Krashen](https://en.wikipedia.org/wiki/Stephen_Krashen), hold that the best way to help students develop both fluency and accuracy in a language is to expose them to large amounts of [comprehensible input](https://en.wikipedia.org/wiki/Comprehensible_input).[[1]](https://en.wikipedia.org/wiki/TPR_Storytelling#cite_note-1) The steps and techniques in TPR Storytelling help teachers to provide this input by making the language spoken in class both comprehensible and engaging. In addition, TPR Storytelling uses many concepts from [mastery learning](https://en.wikipedia.org/wiki/Mastery_learning). Each [lesson](https://en.wikipedia.org/wiki/Lesson) is focused on just three vocabulary phrases or fewer, enabling teachers to concentrate on teaching each phrase thoroughly. Teachers also make sure that the students internalize each phrase before moving on to new material, giving additional story lessons with the same vocabulary when necessary.

The Input Hypothesis, proposed by Dr. Stephen Krashen, suggests that language development is a function of the input received by the learner. Krashen asserts that there are two distinct ways of learning language: language "learning" and language "acquisition". Language "learning" is learning that takes conscious effort on the part of the learner. It is characterized by learning grammar rules, memorizing vocabulary lists, and performing speaking drills. Language "acquisition" is learning that is subconscious and takes little or no effort on the part of the learner. It is characterized by listening and understanding to messages, reading interesting books and articles, and other enjoyable activities that take place in the language being learned. According to Krashen's theory, the only thing that can lead to fluency in the language is language "acquisition". Language "learning" can only be used as a way to consciously edit speech or writing, and it is never the cause of spontaneous, unrehearsed speech or writing.

Another key component of Krashen's theory is the [affective filter](https://en.wikipedia.org/wiki/Affective_filter). The affective filter hypothesis states that language is more easily acquired when people are relaxed and open to learning. On the other hand, if people are experiencing negative emotions such as anxiety, self-doubt, and boredom, language is much less likely to be acquired.For this reason TPRS teachers always try to make students look good in the stories and discussions. For example, an otherwise average student could be given the role of a star baseball pitcher in a class story. It is usually considered good form to make celebrities look bad in comparison to the students. The class story in question might see the pitcher winning a game against an all-star team of professional batters, ideally in a humorous way. This use of humor and making the students look good is built on the idea that students learn language better when they are enjoying themselves.

TPR Storytelling is unusual in that it is a grassroots movement among language teachers. After being developed by Blaine Ray in the 1990s, the method has gained popular appeal with language teachers who claim that they can reach more students and get better results than they could with previous methods.[[2]](https://en.wikipedia.org/wiki/TPR_Storytelling#cite_note-2) However, so far it has seen little support from publishers or academic institutions. Teachers have instead published their own materials and teaching manuals, and training in TPR Storytelling is generally offered at workshops by existing TPRS teachers rather than at [teacher training college](https://en.wikipedia.org/wiki/Teacher_training_college).[[3]](https://en.wikipedia.org/wiki/TPR_Storytelling#cite_note-3)

Many teaching techniques are the key to the success of TPR Storytelling. They range from the simple, such as speaking slowly or paying close attention to the students' eyes, to the complex, like the *circling* technique of asking questions. These techniques all have the same basic aim of keeping the class comprehensible, interesting, and as efficient as possible for language acquisition.

"*Circling*" is the practice of asking a series of simple questions about a statement, all in the target language. It is intended to provide repetition of the target vocabulary in context and enable students to learn the vocabulary, grammar and phonology of their new language in a holistic way.[4]There are four basic types of circling questions: "yes" questions, "no" questions, either/or questions, and "wh" questions such as what, where, when, and how many. There are also more advanced circling techniques which teachers can optionally include, such as the "three for one" and false statements. The teacher expects a response from the students after each statement or question, to check whether they have understood. If the teacher says a statement, then the students show that they understand by responding with an expression of interest such as "Oooh!" or "Aaaaah". If the teacher asks a question, then the students answer the question.[[5]](https://en.wikipedia.org/wiki/TPR_Storytelling#cite_note-15)Let us take a look at one simple example of “*Circling*” technique inmore detail:

**Statement**

*Teacher:* Class, Dave wants a Ferrari!

*Students:*Ooooh!

**"Yes" question**

*Teacher:* Does Dave want a Ferrari?

*Students:* Yes.

**Either/Or question**

*Teacher:* Does Dave want a Ferrari or a Mini Cooper?

*Students:* Ferrari.

**"No" question**

*Teacher:* Class, does Dave want a Mini Cooper?

*Students:* No.

**"Wh" question**

*Teacher:* Class, what does Dave want?

*Students:* Ferrari.

The students can answer the questions with just one or two words. The point of asking these questions is not to force the students to speak; rather, the questions are a method of checking comprehension while simultaneously repeating the target vocabulary in context. Therefore students need not worry about speaking in full sentences, and indeed this would detract from the process of concentrating on the input provided by the teacher. By answering using single words or very short phrases the students can keep their attention focused on the words to be learned.

Teachers ought to use words that the learners understand.If a teacher does say something out of their vocabulary, then the solution is to make it comprehensible, by writing it on the board and translating it immediately. A teacher shouldmust be understandable all the time, and speak slowly enough for the students to understand, in this case their class will be 100% comprehensible.

This helps the students become confident in their language abilities and motivates them to succeed. Even if students know the words that the teacher says, they will not understand if the teacher speaks too quickly. By speaking slowly, teachers give students more time to [process](https://en.wikipedia.org/wiki/Mental_chronometry) the language and therefore they have more chance of understanding. When students first hear vocabulary or grammar, the necessary gap between each word can be as long as two full seconds. As students get used to the language structures, the teacher can slowly increase the speed.

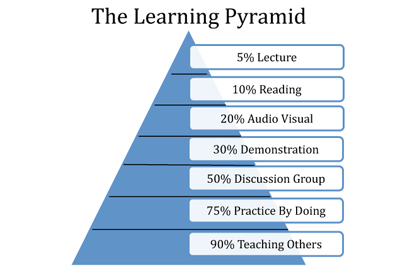
Coming back to the students’ comprehension check, the most direct way of finding out if students understand the language is to ask them what it means. In TPR Storytelling, teachers check comprehension early and often. So here is one more method which can be used in comprehension check. This is “*Finger count*” this one supposes that students have to hold up their fingers to show how much they understand. Ten fingers means they understood 100%, seven fingers means they understood 70%, five fingers means 50%, and so further.

Furthermore, the grammar can be taught in a way which supposes again, the storytelling, at this point we can say that, for instance to introduce to the students the “past tense”, it can be done with the use of simple short story, which should be told to the learners in the past tense and then in the present tense. This should be done this way, on order to show the learners the difference and in order to let them to understand and attempt to distinguish the difference between two different tenses by the use of this simple method. This supposes the “*inductive*” approach in grammar introducing. In comparison to the “*deductive*” method, this approach does not suppose the direct explanation of grammar rules which plays the key point in this method.

Furthermore, with the use of inductive way, there is also can be used technique which is called as "*Pop-up grammar*".This technique is the practice of making very short grammar explanations about the specific vocabulary students are learning at that moment. This technique is most often used in the class reading of step three, but it can be used at any time. The teacher draws the students' attention to a grammatical feature of one of the sentences they have been learning in the story, and explains it in five seconds or less. This brevity is intended to keep focus on the meaning of the language as much as possible.

As they guess and try to understand, the TPRS approach supposes the maximum learners’ participation. The effectiveness of this approach can be illustrated in the pyramid which is called as “The Learning Pyramid” and also well-known as The “***Dale Cone of Experience”.***This pyramid is a visual model meant to summarize Dale’s classification system for the varied types of mediated learning experiences.The original labels for Dale’s ten categories are: Contrived Experiences; Dramatic Participation; Demonstrations; Field Trips; Exhibits; Motion Pictures; Radio; Recordings; Still Pictures; Visual Symbols; and Verbal Symbols.

When Dale researched learning and teaching methods he found that much of what we found to be true of direct and indirect (and of concrete and abstract) experience could be summarized in a pyramid or ‘pictorial device’ Dales called ‘the Cone of Experience’.In his book ‘Audio visual methods in teaching’ – 1957, he stated that the cone was not offered as a perfect or mechanically flawless picture to be taken absolutely literally. It was merely designed as a visual aid to help explain the interrelationships of the various types of audio-visual materials, as well as their individual ‘positions’ in the learning process.

It is said that people remember:

* 5% ofwhattheyhead
* 10% ofwhattheyread
* 20% of what they see and hear
* 50% of what they write and say
* 75% of whenthey practice
* 90% of when they teach others

In addition to the research backing up the general theoretical foundations of TPR Storytelling, there exists a growing number of studies dealing with TPRS specifically. The results of these studies indicate that TPR Storytelling is much more efficient than traditional methods. For example, Asher compared a class of 30 students taught with TPR Storytelling with another class of 30 students taught with the audio-lingual method (ALM). The TPRS students "had significantly higher comprehension" than the ALM students.[[5]](https://en.wikipedia.org/wiki/TPR_Storytelling#cite_note-26)

Garczynski followed two groups of students over a six-week period, one of which was taught with TPR Storytelling, and the other of which was taught with the audio-lingual method. Both groups of students learned the same vocabulary from the same textbook. The students who learned with TPR Storytelling scored slightly higher than the students who learned with the audio-lingual method, and the TPR Storytelling students showed a much greater rate of improvement than their ALM peers.

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**Communicative and fundamental method of teaching English.**

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**Annotation**

One of the best methods of teaching English is a fundamental and communicative method.

Let's start with the fundamental methodology. A fundamental technique, this is the oldest and most traditional technique. The fundamental methodology is seriously based in language universities. The most, perhaps, well-known representative of the classical methodology of teaching a foreign language is N.A. Bonk. Her English textbooks, written jointly with other authors, have long become classics of the genre and have withstood the competition of recent years. A bright representative of the fundamental or classical technique is also Y. Golitsynsky. His collection of exercises is known in every educational institution. Authors, a collection of knowledge that the number of grammar exercises, as well as a textbook, is not enough, and the teacher always needs additional exercises. Therefore, the proposed collection of exercises may be appropriate and useful for working on any textbook and with any audience. Also this collection provides an excellent opportunity to hone your grammatical knowledge and skills in the language before automatism.

In connection with this, the classical approach to the study of a foreign language has also been transformed somewhat, but the unchanged principles of the "classics" of Russian language methods have been preserved. Sometimes they are actively used in schools of other methodical directions. The classical course is aimed at students of different ages and most often involves learning the language from scratch. Teachers' tasks include traditional, but important aspects of pronunciation, grammatical base formation, elimination of the psychological and language barrier that impede communication. "Classics" has not changed the goals, but the methods, due to the new approach, are already different.

The classical approach is based on the understanding of the language as a real and full-fledged means of communication, which means that all language components - oral and written speech, listening, etc. - need to be developed in the students systematically and harmoniously. The classical technique partly turns the language into an end in itself, but this can not be considered a drawback. Such a comprehensive approach is aimed, first of all, at developing students' ability to understand and create speech.

Communicative approach. The first line in the popularity rating of techniques is actively held by the communicative approach, which, as its name implies, is aimed at the practice of communication. This technique works well in Europe and the USA. Actively introduced in the educational institutions of our swami state.

Communicative technique, as it follows from its name, is aimed specifically at the possibility of communication. Of the 4 components on which any language training (reading, writing, speaking and listening to speech) is held, special attention is paid to the last two. You will not hear particularly complex syntactic constructions or serious vocabulary in the classroom. The oral speech of any literate person is quite different from the written one. Try to watch yourself during the day: how much did you use long sentences? Constructions in the subjunctive mood?

However, it would be a mistake to think that the communicative method is intended only for easy social conversation. Those who want to be a professional in a particular field regularly read publications on their subjects in foreign publications. Possessing a large vocabulary, they are easy to navigate in the text, but they need tremendous efforts to maintain a conversation with a foreign colleague on the same topic. The communicative method is designed, first of all, to remove fear of communication. A person armed with a standard set of grammatical constructions and a vocabulary of 600-1000 words will easily find a common language in an unfamiliar country. However, there is also the reverse side of the coin: the same type of phrases and poor lexicon. Add to this a lot of grammatical errors, and you will understand that the only way to not look, let's say, an unintelligent interlocutor is increased attention to partners, knowledge of etiquette and a constant desire to improve.

One should not lose sight of the fact that one more clear gradation of the methods of teaching English goes along the line "our-foreign". There are not many foreigners. If you drop American English and the TOEFL test as an indicator of the outcome of the language study, then there remain two monopolists in the field of teaching British English - Oxford and Cambridge.

The Oxford and Cambridge approaches to language are united by the fact that the basis of the work of most courses is a communicative technique integrated with some traditional elements of teaching. It assumes the maximum immersion of the student in the language process, which is achieved by applying the student's appeal to the native language to a minimum. The main goal of this method is to teach the student to speak fluently at first and then to think on it. It is also important that mechanical reproducing exercises are also absent: their place is occupied by game situations, working with a partner, tasks to search for errors, comparisons and comparisons that connect not only memory but also logic, the ability to think analytically and figuratively. Often in the textbooks are excerpts from the English-English dictionary. It is English-English, not Anglo-Russian, French, Italian, etc. The whole set of receptions helps to create an English-speaking environment in which students must "function": read, communicate, participate in role-playing games, express their thoughts, draw conclusions. Oxford and Cambridge courses are aimed at developing not only the language knowledge, but also the creativity and general outlook of the student.

If you return to the organization of the course, it can easily be done using the example of the textbook Headway. This is a course (or system of studying English), specially developed by the London Methodists John and Liz Soares for youth and adults. Each of the 5 levels (Elementary, Pre-Intermediate, Intermediate, Upper-Intermediate) has its own "methodological kit", which includes a textbook, a book for students and teachers, audio cassettes, and can be mastered for about 120 academic hours.

So, if we sum up, the British methods have a number of distinctive features. Most of them are developed on the basis of the integration of traditional and modern teaching methods. Differentiation by age groups and a multilevel approach allow the development of an individual human personality, affect its worldview, a system of values, self-identification, and the ability to think. Simply put, the most popular nowadays is the individual approach. All without exception, British methods are aimed at developing four language skills: reading, writing, speaking and listening. At the same time, great emphasis is placed on the use of audio, video and interactive resources. Due to the variety of methodical techniques, among which one of the leading places is occupied by language technologies, British courses contribute to the formation of skills necessary for a person in modern business life (ability to make a report, hold presentations, correspond, etc.). Perhaps, the British methods are the best option for those who want to study "real English" or pursue the narrowly specific goal of linguistic training.

**Conclusion**

The author of this article chose these two methods of teaching English, since they are strongly related to each other, and are the best in the author's opinion. The communicative method also includes aspects of the fundamental methodology. It is difficult to learn the language without knowing the basic grammatical aspects of the language. Also, one can not speak the language fluently at a grammatical level, without a communicative approach. Accordingly, if the student's goal is to learn the language, then he should use these two methods in teaching the language on an equal footing.

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**Motivation as the Foundation of Teaching English**

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The relevance of the problem of motivation in the study of foreign languages is explained by modern processes of globalization in all spheres of public life. In the context of the expansion of international relations and cooperation between Russia and different countries, the role of interethnic communication, which requires knowledge of a foreign language, is growing. Knowledge of a foreign language opens up access to the spiritual and cultural wealth of another country, allows direct communication with representatives of other nationalities. To date, knowledge of one or better than two or more foreign languages is a sign of a well – educated person, as well as a prerequisite for successful career growth. In this regard, the prestige of a foreign language as a discipline is constantly growing. At the initial stage of mastering a foreign language, it is assumed that the period of accumulation of lexical and grammatical skills, overcoming certain language difficulties. As a result, the motivation of students decreases or disappears, no activity that adversely affects the learning. Therefore, motivation can rightly be called the main driving force in learning a foreign language and successful mastering it.

Success in learning a foreign language largely depends on what motives students pursue in the process of learning any foreign language. According to the definition by I. A. Winter, "motive is what defines, stimulates, and induces a person to commit any of the actions included in this motif a certain activity". Motivation-the main component of the structure of educational activities. At the same time, the importance of the personality as the subject of this activity is great. V. G. Aseev. On this basis, it can be argued that, despite the diversity of approaches, motivation is understood as a set of systems psychologically diverse factors that determine human behavior and activity.[1]

Motivation is the internal driving force that pushes a person to perform active actions. There are also types of motivation.

**Types of motivation**

Motivation can be positive and negative. In addition, there is the concept of antimotivation. Let us elaborate on each of the points.

Positive motivation is associated with what causes you positive emotions. For example, you wanted to learn English when you presented how to successfully conduct business negotiations with foreign partners and get a promotion. Such thoughts lift the mood and cause a smile. You then come back for tutorials, recorded courses, or are looking for a good personal English teacher. When you do this, feel the energy, understand that you'll be able to overcome any difficulties and achieve success.

Negative motivation is the desire to learn a language caused by such thoughts: if I know English badly, I can disgrace at negotiations and I will not take a desirable position, the chief will be dissatisfied with me. Such reflections scare, so you are looking for a teacher, the best textbooks and learn English. Basically, the same thing happens, only you start from the negative, from your fear of failure. This is a less attractive option of motivation, we recommend to think positively after all. Fear binds and blinds, stopping to talk sense.

Antimotivation is a motivation in the style of "100 and 1 reason not to learn English", in fact it is a reluctance to learn the language, even if you need it. In its emergence most often to blame the surrounding, which formed you have a negative opinion about learning English in General and about their own abilities in particular. For example, you were once engaged with a not very good tutor, and now you are not interested in learning the language, or someone laughed at your accent, and you began to be afraid to speak English. This is the kind of motivation that needs to get rid of the rudiments. It is better to quickly forget about the negative experience. Change the antimotivation to a positive motivation, modern language courses and English schools, where teachers work, able to instill in you a love for the language and save you from unnecessary complexes.

Many people wonder, " how to find motivation to learn English?". Say immediately, if you are reading this article, then you are already motivated. Why then are there such questions? Because your motivation is so far quite low, maybe you are slightly in doubt about their own abilities. It's okay, we'll work on it!

Before increasing motivation, it is necessary to determine which of the three types we will work with. Antimotility soon forget, discard all fear of the English. Let your mistakes in the past not affect the future. Negative motivation is also desirable to use. Intimidation is not justified, in the end, your negativity can transform into antimotility.

How to increase motivation?

\* you must understand the positive or negative motivation you have.

\* you need to set clear goals that you want to achieve.

\* make sure that your training is connected only with positive emotions.

\* you need to overcome your fears and doubts and strengthen self-confidence and self-confidence.

\* you should determine what specific language learning will give you and how it will affect your personal development. [2]

1. Choose the right language-learning goal.

Once you have chosen a global goal, you should decide on the small tasks that will help you achieve this goal. For example, the task for each day: to teach 10 new words, watch one video, read five pages of the book in English. It is desirable to describe in detail their tasks, that is, to make a simple learning plan and strictly follow it.

2. Connect learning with positive emotions

3 popular ways to learn English: choose the best".

Players are advised to learn new vocabulary with the help of various applications and games to learn the language: there are also awarded points for correct answers and you can improve your level.

Music lovers can learn English with their favorite hits. Read the lyrics, translate it, and learn new words. They are easy to remember after you listen to your favorite hit several times.

Book lovers will enjoy reading authentic literature. You can start with adapted texts, they are no less interesting, and learning English with your favorite book is doubly pleasant!

3. Get rid of negative stereotypes, think over the system of supporting installations

Some people are affected by public opinion, and it is not always true. We advise you to prescribe all such installations-antimotivation, which you know. After that, put on them a fat cross, these myths have no right to exist.

4. Enjoy your success

Don't forget to praise yourself and celebrate your successes.. Let it be slow, it's not even bad: what comes quickly, quickly and leaves. Learn English at your own pace.To see how you have moved forward, use the knowledge gained in practice, it's great to increase motivation.

5. Imagine your future

This interesting technique of psychology is suitable not only for those who learn English. Imagine yourself in the future: you speak English at the Upper-Intermediate level.I think everyone can imagine something nice for myself. The first step in your yet invented future can be done today — start learning English.

6. Learn to enjoy learning

Learn to enjoy learning English. Your curiosity and a good attitude can be a powerful motivator.[3]

With the purpose of analyzing the knowledge of current teachers there was orgonized a short survey among teachers ofcolleges and language centers. As a result, it became known that many highly educated teachers know and apply motivation in the classroom.

65% of questioned foreign language teachers know and apply this strategy well. But not very often.

30% of respondents have idea about this but do not use it on their lessons.

5% of English language teachers do not know about motivation anything.

As you can see, the motivation plays an important role in teaching English. When approximately 90-100% the teachers will know, understand the significance of the motivation in teaching foreign language and use it almost in each lesson, the effectiveness in English classes will be perceptible. Surely, this survey does not purport to cover the whole situation, but on its basis it is possible to draw some conclusions.

In a twenty-first-century society, everyone wants to succeed, but not all. It's belittled by a lack of motivation. And in studying we must take into account this factor.

Thus, having considered the role of motivation in the study of foreign languages, we come to the conclusion that the majority of students are guided in their educational activities is not the right motivation. This fact can significantly reduce the effectiveness of training. To study a foreign language was interesting, productive, bringing positive emotions, students need a clear awareness of their inner desires, aspirations, motives, as well as a clear statement of goals in the educational process.

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**Black English as a Teacher**

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In the article Black Language and Education of Black Children: One More Once by Geneva Smitherman, she discusses the topic of Ebonics and how it is not accepted in today’s society. Smitherman discussed Ebonics, better known as Black English or slang and how Ebonics is not being used to educate children that speak it. Smitherman mentions that Ebonics is a language that was formed from West Africa and during the times of slavery; she writes that part of the

reason the language was formed was so that the slave owners would not know when the slaves were talking about him even if they were standing right in front of him. She also goes into detail about how Black English has been around for a very long time and has been passed down from generations to generations. Throughout the article, Smitherman makes a point to show that Black English is a complex language that has its own structure. She concludes with the idea that, as a nation, the United States needs to make a multilingual policy so that Black English is recognized as a language. As I read this article, I noticed that Smitherman thinks that children that speak Black English should also be educated in the language because it is their native tongue or at least exposed to more black literature. She writes, “how come ain't  none of these of dese black so-call “leaders” raise no sand bout the lack of literacy among black youth” (Smitherman). In some respects I agree with Smiterman. I am going into education. I want to be a special education teacher so I understand the importance of teaching students in their native language and how it can help them succeed in school and in the future. Part of me believes that we should be educating students that speak Black English in this language so that they can have a better understanding of what they are being taught. I also think that exposing them to literature that is written in their language and connects to their culture would help them learn. Having black literature available to them could help these student socially as well as cognitively. On the other hand, I do not think that it is wise to teach these students in this language because of society and its stereotypes. When I started reading this article, I was surprised to find that what I saw as slang was actually a language in itself. And just like I did, there are many Americans who hear someone speaking Black English and think that those people are uneducated or unintelligent. As sad as that is, I would not want to hinder my students ‘chances of being successful just because they speak a language that the world stereotypes as unintelligent. The world sees differences as a bad thing. Black English is not unintelligent. It’s brilliant. If there was a way to eliminate that stereotype so that there would be no prejudices against this language then I would say that educating these students in their native Black English is an excellent idea and it will help them succeed. Another thing that caught my attention as I was reading, is that Smitherman reports that many teachers in the public schools system have misconceptions about black children. Smitherman talks about a researcher named Dr. Bailey who “myths and misconceptions that teachers had about black children’s abilities and called for revisions of the language arts curriculum and Black-Language specific instructional strategies for black children” (Smitherman). This article reported that many students that speak Black English are put into some form of a special education service or teachers have lower expectations for them because they seem to learn slower. This infuriates me. I feel that it is idiotic to put a child into special education because of a language

barrier that is causing him to fall behind in class .As a future special educator;

I understand the difference between a learning disorder and a language barrier.

I also know that there is a higher percentage of African Americans that are receiving special education services in the United States .Now that I have read this article , I wonder if there are more African Americans in special education because educators are mistaking a language barrier as a learning disability. The schools should not be placing students who speak Black English in special education because they are falling behind; they should be evaluating the real problem and if that problem is the language barrier then they should be getting the help of a speech and language pathologist to help bridge that language barrier .A language barrier is not a learning disability .

After reading this article, I’ve come to the conclusion that Black English needs to be recognized by schools. I am not say that they necessarily have to

educate their students that speak Black English in that language , but they need to find a way to overcome the language barrier. I think that if the schools can do that then the education of African American students will improve immensely and create better schools. Black English needs to be recognized as a

language that has its own structure and schools need to start that recognition.

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**Content and Language Integrated Learning (CLIL) as a Response to the Trilingual Education Implementation.**

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Following the collapse of the Soviet Union in 1991, Kazakhstan was the last of the Soviet republics to declare its independence. These events forced the country to face the challenges of building a new state with an autonomous governing system, a new political ideology and a distinct national identity. Language policy became one of the central issues discussed at the governmental level, and soon a new language policy line emerged as Kazakhstan chose an orientation towards creating a multilingual society. Since then a systematic language policy has been implemented, supported by a series of official documents proclaiming multilingualism. The «Constitution of the Republic of Kazakhstan»(1995) and the «Law of the Republic of Kazakhstan on Languages» (1997) declared Kazakh and Russian as the official languages. The cultural project «Trinity of Languages» of 2007, initiated by the President, laid the foundation of a Kazakhstan model of multilingualism claiming Kazakh as the state language, Russian as the language of inter-ethic communication and English as the language of successful integration into the global economy and community. Currently, the «State Programme of Development and Functioning of Languages of Kazakhstan for 2011-2020» (2011) prioritizes the provision of favourable conditions for the development of linguistic diversity and expects 10 % of the population to know English by 2014, 15% by 2017 and 20% by 2020.

In the process of multilingual policy dissemination, Kazakhstan makes efforts to employ multilingual education as a tool for achieving a degree of linguistic proficiency in three languages among the population. The issues of multilingual education at tertiary level have become a focus of hotdebates as the system of higher technical institutions, encountering specific challenges, is nevertheless expected to prepare graduates who are linguistically qualified and competent to occupy desired positions in a global society.The «Conception of the Development of Foreign Language Education in the Republic of Kazakhstan» (2006) outlines the basic principles and structure of multilingual education for all levels of education system and proposes a programme for non-linguistic institutions of higher education based on the level model of foreign languages acquisition.

In the current transitional situation where, in addition to the implemented level-model, universities have a certain degree of freedom in developing their own multilingual programmes, there is a necessity of researching and piloting the use of content and language integrated learning (CLIL), assuming that CLIL as the most dynamic, flexible and adoptable approach can be beneficial in terms of expected outcomes, further implications in the trilingual Kazakh-Russian-English model of education, being a catalyst of professional growth of all the stakeholders involved, expected and sideeffect outcomes to benefit individuals, institutions as well as the state in general.

CLIL, or Content and Language Integrated Learning, has many definitions. In 2002 «CLIL is an approach … that may concern languages; intercultural knowledge, understanding and skills; preparation for internationalism and improvement of education itself» (Marsh, 2002).

In 2006«CLIL a meaning-focused learning method… The aim is learning subject matter together with learning a language» (Van de Craen, 2006). In 2007 «CLIL an umbrella term used to talk about bilingual education situations»(Gajo, 2007).In2009 «СLIL an evolving educational approach to teaching and learning where subjects are taught through the medium of a non- native language» (Marsh, 2009).

CLIL is an approach or method which integrates the teaching of content from the curriculum with the teaching of a non-native language. It is increasingly important in our global, technological society, where knowledge of another language helps them develop skills to communicate ideas about science, arts and technology to people around the world. It gives learners a different learning experience compared with most foreign language teaching because in a CLIL classroom, the curricular subject and new language are taught together. Thinking and learning skills are integrated too. CLIL can involve many methodologies from both subject and language teaching, so CLIL presents new challenges for teachers and learners.

CLIL teachers can be subject teachers, language teachers, primary classroom teachers or classroom assistants. Different teachers have different challenges: language teachers need to learn more about subject content; subject teachers need to learn about the language needed for their subjects. In some programmes, there is cooperation between subject and language teachers. CLIL learners in schools are between three and eighteen years old and start CLIL at different ages. Other may be in vocational or academic study.

CLIL aims to:

-introduce learners to new concepts through studying the curriculum in a non-native language

-improve learners’ production of the language of curricular subjects

-improve learners’ performance in both curricular subjects and the target language

-increase learners’ confidence in the target language and the L1

-provide materials which develop thinking skills from the start

-encourage stronger links with values of community and citizenship

-make the curricular subject the main focus of classroom materials.

Most learners who start CLIL in primary schools are more confident using the target language as well as their L1: more sensitive to vocabulary and ideas presented in the target language and in the L1: they have a more extensive and varied vocabulary: they reach higher levels of English than those reached in ELT courses. In secondary schools, CLIL usually leads to better language proficiency and has positive effects on L1 proficiency. In addition, learners’ subject knowledge is about the same as if taught in L1. Brain research shows that in CLIL, learners are more cognitively active during the learning process.

«CLIL» is a term used to cover a range of contexts and models. Some schools teach topics from the curriculum as a part of language course. This is called **soft CLIL**. Other schools teach partial immersion programmes where almost half the curriculum is taught in the target language. This is called **hard CLIL.** Mid-way between these models, some school teach modular CLIL programme where a subject such as science or art is taught for a certain number of hours in the target language.

CLIL is sometimes referred to as having**«4 Cs»** as components: content, communication, cognition and culture (Coyle, 2007; Hood and Marsh, 2010). This is useful description because the integration of content, communication, cognition and culture is one way to define teaching aims and learning outcomes. The fourth C, culture, is also referred to as citizenship or community. The 4 Cs are connected.

**Content.**The curricular subjects taught in CLIL include art, citizenship, classics, design and communication technology (DT), economics, environmental studies, geography, history, information and communication technology (ICT), literacy, mathematics, music, physical education (PE), philosophy, politics, religious studies (RE), science, social science and technology.

Some CLIL programmes develop cross-curricular links among different subjects. For example, learners might study the history, geography and art of a particular area. This often happens in primary schools. In all CLIL contexts, we need to analyse content for its language demands and to present content in an understandable way.

CLIL teachers and learners need knowledge of the language of their curricular subject. Learners need to know the **content-obligatory language.** This is the vocabulary, grammatical structures and functional language for specific subjects. Learners require this language to be able to understand the subject and communicate ideas. For example, in geography learners need to know map vocabulary and how to interpret evidence shown on a map.

Learners also need to know the everyday, less formal language which is used in subjects. They may already know how to use grammatical structures which they can produce when studying curricular subjects. Learners have usually learned this language in English lessons. For example, in a map-reading lesson learners might use basic verbs such as «goes» and «travels» to describe a route of a river. They may also use a conditional form to describe cause and effect. These are examples of **content-compatible language.**

CLIL gives learners opportunities to develop linguistic abilities during lessons, and this includes acquisition of vocabulary and grammar. However, the focus of a CLIL lesson is on understanding subject content, not on grammatical structures. Research in CLIL classrooms shows that most teacher do not teach grammar during content teaching because content and language are integrated. As vocabulary and grammar are interdependent, it is useful to focus on them as chunks rather than separately.

**Communication.**Learners have to produce subject language in both oral and written forms. Teachers therefore need to encourage learners to participate in meaningful interaction in the classroom. CLIL aims to increase **STT** (student talking time) and reduce TTT (teacher talking time). Teacher should also encourage self-evaluation and peer and group **feedback.**When learners produce the target language while studying curricular subjects, they show that subject knowledge and language skills are integrated. «By using the language for learning content, communication becomes meaningful because language is a tool for communication, not an end in itself» (Perez-Vidal, 2009).

Learners need to develop communication skills for curricular subjects. They need to express and interpret facts, data, thoughts and feelings, both in writing, as well as orally. Communication skills are important for expressing ideas about subject content and to help learners work well together.

In some CLIL subjects, communication skills may be given less importance and there are cultural considerations which vary from country to country, from region to region, from school to school. In all contexts, however, interaction is part of learning. The European Commission for Education and Culture states that CLIL should «enable pupils to develop language skills which emphasise effective communication… for real practical purposes» (Eurydice Survey, 2006).

In some CLIL contexts, use of L1 for communication is a teaching and learning strategy. Use of L1 is not only for translation. It is a part of sense making. Use of L1 and the target language by both teachers and learners for specific purposes is described as integrated language or code switching. Sometimes teachers help learners to understand the curriculum content by using bilingual techniques. Some learners use L1 to justify a point, to explain, to check understanding or to repeat.

Teachers need to plan opportunities for learners to develop their communication skills in different subjects within the classroom, with other classes in the school and with the local or wider community. It is important to increase student talking time (STT) and to reduce teacher talking time (TTT), especially as learners progress through CLIL.

Teachers can use **brainstorming** approaches to start or finish a topic of study (noting down what we know about a topic; what we have found out about a topic; what we want to know about a topic).

Teachers can develop meaningful communication in the CLIL classroom by using **open questions** (those with a range of possible answers) rather than **closed questions** (those with a right or wrong answer) and by encouraging learners to:

-cooperate during task discussions

-become **response partners** and give peer feedback using criteria agreed with the teacher

**-revisit** (look at previously taught language again) content language and communicate it by discussing answers to questions in pairs

-share ideas with a partner before writing and after writing

-report back on research found on the Internet

-prepare poster or PowerPoint presentations

-take part in role play or debates

-do end-of-lesson feedback.

Before starting communication tasks teachers need to:

-make the purpose and outcome of the communication clear to learners

-identify ground rules and timing

-assign group roles, for example: learner «A» organizes any materials needed, learner «B» notes any problems, learner «C» checks all are using the target language, learner «D» reports back to class after the task.

After finishing communicative tasks teachers need to:

-give reflection time after the talk: How did we do? How can we improve?

-be aware of progression: from closed talk to exploratory, extended talk.

**Cognition.**CLIL promotes cognitive or thinking skills which challenge learners. Teachers need to develop learners’ cognitive skills so they can study subjects from the curriculum. These skills include reasoning, creative thinking and evaluating. «Good CLIL practice is driven by cognition» (Mehisto, Marsh, Erigols, 2008).

Cognitive skills or thinking skills are the process our brains use when we think and learn. Cognitive skills develop from a very young age. Learners progress from information processing or concrete thinking skills, such as identifying and organizing information (the what, when, where, which, who and how many questions), to abstract thinking, such as reasoning and hypothesizing (the why and what if questions).

Other examples of thinking skills are: creative thinking and synthesis, for example when we use our knowledge to imagine, to solve problems and to think of new ideas; enquiry skills, for example when we ask questions and plan how to do research; evaluation skills, for example when we use criteria to comment on how good our work is. Learners need to develop a range of cognitive skills as well as language for thinking.

Cognitive skills can be divided into lower order thinking skills (**LOTS**) and higher order thinking skills (**HOTS**).For example, analyzing, evaluating, creating are HOTS, while remembering, understanding, applying are examples of LOTS.

Learners need progressively challenging tasks so they can develop thinking skills. Learners benefit from a language –rich classroom which helps them to think and learn well, e.g. posters related to the CLIL subject on the wall labeled with key content vocabulary and with two or three questions beside them. Learners need **wait time.** They need opportunities to stop, think and process new curricular concepts and language before they respond to questions, particularly in the first years of CLIL. This helps them give longer answers, become more involved, add to what other learners say and offer alternative ideas. Teachers need to look at tasks and be aware of the cognitive demands required of the learners. Are the concepts too easy? Are the concepts too difficult?

**Culture.**The role of culture, understanding ourselves and other cultures, is an important part of CLIL. «Culture is at the core of CLIL» (Coyle, 2007). Learners sometimes need to communicate in a non-native language with new arrivals which may have different home languages as well as different social and cultural backgrounds. Learners need knowledge of those who live in other regions or countries. CLIL gives us opportunities to introduce a wide range of cultural contexts. Teachers want to develop learners who have positive attitudes and who become aware of the responsibilities of global as well as local citizenship. Inside the classroom, teachers should value different home languages. Beyond the classroom, teachers can may links with partnership schools and make use of the Internet to communicate with learners across the world about, for example, local environmental projects.

A researcher in bilingual education, Jim Cummins, described **BICS** and **CALP.**

**BICS (**Basic Interpersonal Communicative Skills). These are skills needed for social, conversational situations. Research with immigrant learners in Canada (Cummins, 2001) showed that most achieved BICS after two to three years of education in the target language. Language learning is contextualized and supported by teachers and resources. Tasks associated with BICS are often less cognitively demanding and matching cards with words and pictures.

**CALP** (Cognitive Academic Language Proficiency).According to Cummins and other researchers, it takes learners at least five years to achieve CALP, which is level required for academic school study. Language is used in subject teaching is often abstract and formal and therefore it is cognitively demanding. Teachers need to recognize when learners should move from BICS towards CALP and provide support. Examples of the use of cognitively demanding language are: justifying opinions, making hypotheses and interpreting evidence.

The learning process is complex. Learners learn by exploring their environment and by interacting with people. This is part of active learning. In schools, learners develop more than knowledge of different subject: they need to develop positive attitudes, learning skills and learning strategies. **Learning skills** can be applied across the curriculum. They are skills which involve learning how to learn and developing **learner autonomy.** They can be artistic, cultural, linguistic, mathematical, scientific, social and interpersonal skills.

In CLIL, learners have the additional challenge of developing learning skills in non-native language.

Learners need support and encouragement to develop learning skills so they can apply them in a range of contexts. If a mathematics teacher takes time to show learners how to use a spreadsheet on the computer, then learners can use this skills in other curriculum subjects.

Teachers need to plan learning skills with colleagues who are teaching other CLIL subjects to the same learners. This is because most learners don’t need to have the same skill taught again and again in different subjects, while some learners need time to consolidate what they have learned.

Teachers need to planopportunities for autonomous learningand encourage an enquiry approach (involving learners in problem-based or task-based learning).

All learners need access to learning skills that a community thinks are important. In a global community, these include fast technological communication and data handling (using and interpreting information, often on a computer).

CLIL is positively perceived by the participants and has a considerable potential to be used in Kazakhstani education because it increases learner vocabulary and their autonomy, improves English proficiency of local teachers.

Pursuing multimodality and learner-centered learning, teachers use various (audial, kinesthetic, group work) teaching methods, code switching, developing HOTs and intercultural communication, and team teaching.

Teachers experience a number of challenges in using CLIL, such as the low English proficiency of some local teachers and students, the lack of joint seminars and CLIL materials, and the lack of collaboration between team teachers. Some of the challenges are addressed by applying differentiation, scaffolding strategies, and tutoring.

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**Development of creative abilities of students in English lessons**

**through the use of active teaching methods**

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Today Kazakhstan education has serious changes because it has entered a stage of fundamental reforms, based on a fundamentally new thinking.

The World Economic Forum identified 16 types of human knowledge and skills, successful in the 21st century. They are: - teamwork skills; - leadership qualities; - initiative; - IT-competence; - financial and civil literacy and others.

In 2015, the Education Policy Committee of the Organization for Economic Cooperation and Development (OECD) began a new project "The Future of Education and Skills: Education-2030".

OECD proceed from that the world is increasingly confronted with previously unknown global challenges, is becoming increasingly unpredictable and vulnerable.

The modern person for 1 month receives and processes as much information as peopleof the XVII (seventeenth) century receivedfor the whole life. Information in the world doubles every two years, which makes it impossible and useless to simply memorize it.

In order to prepare a schoolchild for life in such conditions, there is already insufficient academic knowledge, functional skills, personal competencies and relationships. Absolutely new qualities are needed - metacognition, metacompetence.

Advanced economies require changing the goals of education from the "knowledgeable person" - to "a person who is able to think and act creativelyand is able to self-developing." [1, p. 3]

All people have the creative potential. However, its level is different for each person. So what the "creative potential" is?

The creative potential of a person can be seen in a narrow and broad sense. In a narrow sense, these are creative abilities, and above all, the ability to imagine and thinkcreatively, in a broad sense, these are also personality features that promote the realization of creative abilities: motives, some emotional and volitional qualities, and a level of competence.

In essence, creativity in a broad sense is the structure of characteristics inherent in creative individuals.

To be creative, one must think and act, as if he is creative. If a person consider himself creative and acts like this, he will have ideas, like the third line, from anything.

For creativity there is nothing more fatal than fear, doubt and uncertainty. Yet many people allow them to control their lives. It is much more useful to learn how to put fear, doubt and insecurity under control, transforming a destructive, negative attitude toward what is happening into a new, positive reality.

To do this, you must first acknowledge the existence of negative feelings, and then focus all your energy on the feelings that you want to replace them. [2, section 2]

As a rule, creative abilities begin to develop at an early age. The main role in developing creative children`sabilities is played by parents.

In school, the development of creative potential can be facilitated by the use of active teaching methods in educational process.

Active teaching methods are methods that encourage students to active thinking process and to practical activities in the process of mastering of educational material. Active learning involves the use of a system of methods that is aimed at the independent mastering of students' knowledge and skills in the process of active mental and practical activities. [3, p.4].

Active methods can be used at any stage of the session.

I am a student of Saran Humanitarian Technical College named after AbayKunanbayev. I study by the specialty "Basic Secondary Education" - Teacher of a foreign language of the basic secondary school and I pass practice at school. In my practice, at the lessons of the English language, I try to use active teaching methods.

Nowadays there are a lot of different active teaching methods: for the beginning of the lesson, presentation of the educational material, organization of independent work upon the topic, presentation of the results of practical work, reflection.

It is necessary for teacheronly to choose the appropriate methods, according to the theme, the purpose of the lesson and age characteristics of the students.

In my practice, I often use the following active teaching methods:

**The "Clustering" Method**

The meaning of this technique is an attempt to systematize the available knowledge on a particular problem.

A cluster is a graphic organization of a material that shows the semantic fields of a particular concept. The word “cluster” in translation means a bunch, a constellation. The student writes down the key concept in the center of the sheet, and from it draws arrows-rays in different directions, which connect this word with others, from which the rays, in turn, diverge further and further.

The cluster can be used at various stages of the lesson.

At the stage of challenge - to stimulate thinking.

At the stage of comprehension - to structure the educational material.

At the stage of reflection - to summarize what the students have learned.

The cluster can also be used to organize individual and group work as in the classroom and at home. [4, p.7]

In my practice, this method was used upon such topics as "My Family", "School Problems", "Young People and Technologies".

This method allows to stimulate mental activity, to structure the educational material and to sum up the informationupon the topic.

**Method "CinquainWriting"**

     What is the meaning of this methodical technique? The composition of thecinquain requires the student to summarize in brief terms the training material, information. This is a form of free creativity, but according to certain rules. The rules for writing cinquainare as follows:

On the first line one word is written - a noun. This is the theme of the cinquain.

On the second line, we need to write two adjectives that reveal the theme of cinquain.

On the third line, three verbs are written, describing the actions relating to the theme of thecinquain.

On the fourth line is a whole phrase, a sentence consisting of several words, with the help of which the student expresses his attitude to the topic. This can be a popular expression, a quote or a phrase written by the student in the context of the topic.

    The last line is a summary word that gives a new interpretation of the topic, allows you to express a personal attitude to it. It is clear that the theme of the cinquainshould be emotional as it is possible.

Acquaintance with the cinquainis carried out according to the following procedure:

1. Explanation of the rules for writing cinquain;

2. As an example, several cinquainsare given;

3. Cinquaintheme is given;

4. Time is fixed for this type of work;

5. The versions of the cinquains are listened. [5, p.14]

This method was used in my practice both at the beginning of the lesson, at the title of the topic, and at the end of the lesson, as a summary of the results of the study of the topic.

This method is also convenient because it can be used to study almost any topic, it doesn’t take much time, and it contributes to the development of the creative abilities of students.

**"Chamomile" method**

Students tear off the petals of a chamomile, circling colorful sheets, etc. and answer the main questions related to the topic of the lesson, the activities are written on the other side. [5, p. 20]

This method is suitable for reflection and helps to determine the quality of studied material.

**"Pantomime" method**

This method is great as a relaxation moment at the lesson, but not just a relaxation, because in the process of realizing this method teacher consolidates previous learned vocabulary. Teachers need to prepare cards with words (these can be verbs, nouns, adjectives). For example: Theme “Sport”. Teacher makes cards with words: to run, to skate, to ski, to play football, volleyball, tennis, etc.

Students go to the board, take a card and show an object or some action. In this case, you can’t say anything, but you can use mimics, gestures or actions.

Students like this exercise very much, and besides the students show words, actions, this exercise is great for the development of creative thinking and allows you to revise the words learned earlier in an interesting way. [4, p. 12]

These are active teaching methods, which I use in my practice for activation of cognitive activity of students.

Using active teaching methods on different stages of the learning process allows to activate cognitive activity of students, to develop creative abilities, independence, and contributes to improving of the quality of teaching.

Active teaching methods require teachers to make significant efforts in preparing and conducting classes and require more time. But the result of using active teaching methods shows that these methods must be used. Students work more actively, showing creative skills, and offering non-standard solutions to various problem situations.

The use of active teaching methods in the educational process contribute to the development of the creative potential of students, as well as students are the future of society, to the development of the creative potential of society.

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**Learning English with the help of TV series**

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Methods of teaching English have developed rapidly, especially in the previous 40 years. As a language learner, training manager, or teacher, it is important to understand the various methods and techniques so that you are able to navigate the market, make educated choices, and boost your enjoyment of learning a language.[1]

Many people tend to take advantage of the time spent watching the TV series, and not just pleasant to take leisure. Popularity was given to serials for learning English with subtitles. Sounding speech, which you can immediately read, contributes to the rapid development of speaking skills.

Ask the Kazakhstanis from 12 to 18 years old who is John Snow, Deyneris Targaryen, Walter White, Sherlock, Stiles Stilinsky, well, or guys from strange things, the answer will come in the same second. Well, what if I ask the translation of the words, table, chair, not everyone will answer, the essence of my method is to combine pleasant with useful to watch serials in the original with subtitles. Thus, students will listen to everything in English and see the exact translation of the words. Students and schoolchildren anyway watch the serials so why not benefit from this. But from a simple viewing of serials with subtitles will be of little use. Without effective exercises, it's just words. Fortunately, I have such exercises.

Exercise One:

Find from the serials the equivalents of the following words, from English to Russian and vice versa, for example: you see but do not observe- высмотрите, нонезамечаете, or ты подвел этот город-you failed this city.

A person will not miss the text by the ears, watching only the picture, he will listen and watch the serials and wait for the coveted word, along the way developing his auditory and conversational skills**.**

Pros of this technology:

1.Free time for teachers and students.The serials does not need to be explained.

2.Viewing serials in the original will be a good motivator for you, because you can watch fascinating videos in a break between monotonous exercises on grammar

3.You develop the perception of English by ear

4.You increase your vocabulary, you learn colloquial forms of words, phrasal verbs and slang

5.Еasy and fun for students and schoolchildren.

6.Mobility, you can learn wherever and whenever you want

7.All the time there are new serials and therefore a lot of new material for training.

8.The serials will never end.

But like all technologies there are also disadvantages here:

1.Harmful effects on health, possibly, impaired vision.

2.Big costs for mobile communication, watch TV serials online is an expensive pleasure.

3.People will depend more on the phone.

Many may have questions about this method, what will teachers have to watch TV serials? no, my method can be conducted in 2022 by this time there will already be a lot of young teachers for whom watching TV serials will not be difficult.Question may arise which serials to watch? my technique can be applied since the seventh grade. What serials to watch, each class can choose itself , agreeing on the choice with the teacher so that in turn he could check the content of the series with an age rating and only then give his consent.And also each teacher can give to each class the list of serials which she has looked and considers suitable for views and will be interesting for pupils... The most important thing is to watch something that you find interesting.

Our brain has the ability to remember information better if it is important or interesting to us.

You can improve your English by watching any television series or talk show, but try to watch those that match your English level.

If you have just started to study English, choose series with simple storylines and that use simple, everyday words.The choice belongs to the students but the final word for the teacher. My method does not take much time during the lesson, after passing the main lesson, you can give only ten minutes to test the task on the serials.If you start to watch a television show, movie, or video, and you find it boring, don’t waste your time on it. You won’t learn English that way.The most important thing is to watch something that you find interesting.

Our brain has the ability to remember information better if it is important or interesting to us.

You can improve your English by watching any television series or talk show, but try to watch those that match your English level.

If you have just started to study English, choose series with simple storylines and that use simple, everyday words.

In addition, I made my list of TV series that I consider useful for learning English.

1.Friends

2.Breaking Bad

3.Sherlock

4.Vikings

5.Arrow

6.Flash

7.White Collar

8.Supernatural

9.Stranger things

10.Peaky blinders

Film provides students with examples of English used in ‘real’ situations outside the classroom, particularly interactive language – the language of real-life conversation. Film exposes students to natural expressions and the natural flow of speech. If they are not living in an English-speaking environment, perhaps only film and television can provide learners with this real-life language input.

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**Using ‘Flipped classroom’technology in foreign language teaching**

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Traditionally, teaching English at this time is not very relevant. To teach a new topic in school, and to do homework at home at the present time is very boring for students. And most of the students do not make a home robot, because: they walk around, help around the house, or play prefixes. But in most cases, students sit in a hundred, in social networks. And they come to school and write off from their peers. Now in schools the lesson goes for forty minutes. In the traditional method, the teacher fully speaks: they explain a new topic. Only sometimes they give time to practice. And in teaching English, students should talk a lot, and give the majority of their time to practice. Therefore, it is advantageous to use the "Inverted class" technique.

In “flipped classes” students use technology at home to watch online video lectures, demonstrations, and explanations of assignments. Class time is spent doing what is traditionally called “homework." The teacher in a flipped classroom is a learning facilitator, able to work one-to-one with students, clarify assignments, and offer help as needed. Classmates can work together on in-class assignments, engage in discussions, or collaborate on projects.

Pros of this technology:

1. Free time for teachers. In this method, the whole lesson is not the teacher talking, but the student is talking a whole lesson. And the teacher only observes the students. Sometimes correcting them.

2. Quick learning in free language skills. At the lesson, all students should speak English, if some students have problems with learning, then the other student must correct it.

3. 1 Better prepared.Students can follow courses where teachers put on homework students have to prepare. Teachers are able to track the progress of students and view their results. This makes it possible to have a clear idea of ​​what the struggles are. Furthermore, it allows the teacher to identify errors in thinking or concept application.

4. When students prepare their class, they can work if they want and take whatever it takes to finish 1

5. In this methodology they are not limited only to the school book and the teacher. Students will look for material in different sources of knowledge. And this is a very big plus for teachers.

But like all technologies there are also disadvantages here:

1.2Organization. The first time you implement the flipped classroom, it will have a lot of organization. Teachers have to introduce the students to the whole different concept. This can take some time, because they go from a more passive learning style to an active learning style.

2.The teacher must strongly motivate their students. If for the pupil this object becomes not interesting, it can be distracted by any thing. To make the student completely immersed in the new technology, the teacher should strongly motivate him, say "You can learn English", "You did a very good job today," "You are very good at coping"

3. Every student gets used to this technology in different ways. If one quickly grab everything, then the second disciple will find it difficult. That all students are accustomed to this technology need a sufficient amount of time.

4. This method does not work very much in the primary classes. Learn a new topic at home, this is a very large robot for students.

How to flip the classroom?

The main thing is that students have to play an active role in preparing their homework. If they do not, they get easily distracted. It's like driving a car without knowing the rules, conclusion: a disaster. You have to motivate your students to prepare their homework. The homework teachers give their students has to be clear, it's has to be understandable for everyone! The teacher can create a video of themselves in which they explain a certain subject. Share this with the students. At last, the teachers are able to help students according to their needs. In short terms, more efficient and effective completion of the contact time.3

Building courses, creating quizzes, making assessments and creating exams. Our tool is very user-friendly and has a lot of options to make it as personalized as possible. You can create your own content. Students can follow courses where teachers put on homework students have to prepare. As a teacher you are able to track the progress of students and view their results. This makes it possible to have a clear idea of ​​what the struggles are. 3

What is the difference between an inverted class and a traditional class?

With the model of the flipped classroom, students have direct access to the knowledge. Whereas with the traditional classroom, students do not have direct access to the knowledge. The teachers stand between the students and the knowledge. With the flipped classroom students have to prepare their contact moments. Students who attend a traditional education mostly have to do homework after contact moments.Traditionally, teaching English at this time is not very relevant. To teach a new topic in school, and to do homework at home at the present time is very boring for students. And most of the students do not make a home robot, because: they walk around, help around the house, or play prefixes. But in most cases, students sit in a hundred, in social networks. And they come to school and write off from their peers. Now in schools the lesson goes for forty minutes. In the traditional method, the teacher fully speaks: they explain a new topic. Only sometimes they give time to practice. And in teaching English, students should talk a lot, and give the majority of their time to practice. Therefore, it is advantageous to use the "Inverted class" technique

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**СЕКЦИЯ #3 / SECTION #3**

**ЕЛТАНУ / COUNTRY STUDY**

**Culture of Kazakh**

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The Kazakh people are rich in traditions. From birth through old age and death , every step of their lives has historically been marked with celebration. Even their funeral ceremonies have their own special symbolism .

A **YURTAIS** transportable collapsible dwelling that came to us from ancient times.It consists of wooden framework, covered with felt. The framework ("kerege") forms walls of the dwelling made of latticed wooden poles; "uyuk" - long wooden poles serve as a cover for the upper spherical portion of the yurt; "shanrak" is the top most open part of the yurt, serving as an outlet for the smoke raising from the hearth, for purposes of ventilation and scanty lighting of the yurt’s interior. Depending on the air temperature the yurt is covered with two if not more layers of felt. The outermost layer is coated with flat for it to be impenetrable for rain or snow.

The yurt’s area ranges from 6-7 m. to 30-40 m. Spherical form makes it an exceedingly heat-consuming dwelling. They would enter the yurt through folding carved doors made of pine or birch-tree. They were a sort of touchstone testifying to aesthetic taste, social status and well being of its master. In real fact, fretwork motifs reflected Kazakhstan’s flora and fauna.

Right in the center of the yurt one finds a hearth with a cauldron ("kazan") suspended there above. The place at the hearth is regarded as that of honor meant for particularly respectable, distinguished guests.

The main decoration of the yurt is no doubt carpets ("tekemets") made mostly of felt.   
Besides the interior looks quite bright owing to a multitude of colorful carpet-strips and ribbons manufactured of wool (by filling), of felt (by in-laying), of such other materials by weaving, embroidery, wicker-work and all.

Every little corner in the yurt has a purpose of its own - a part for men, a respective portion of the area - for women, for clothes. Besides there is enough room for a "shop" where they repair harness, accomplish other works, room for preparing meals, for bed, for horse's gear, for children, for the son and the daughter-in-law.

Simplicity and feasibility of manufacture, easy and quick assembly, use of natural materials and high transportability turned yurt into an ideal dwelling of a nomad. Even now you may encounter a yurt in the steppe.

Kazakh National Games

**KYZ KUU** ("Overtake the girl") - young boys and girls are participants in this game. The girl on the horse does her best to gallop from the young man but as soon as the latter tries to overtake (approach) her she lashes him with a whip. If - up to a certain place - the young boy fails to overtake her she would "reward" him with whipping again. If he is a success he earns a kiss.

**AUDARYSPAK** ("Wrestling on horseback") - this kind of national sports requires skills both in hand-to-hand fighting and in trick riding. In fact two men fight while on horseback. Wins the one that brings his adversary down of his horse.

**KUMIS ALU** ("Pick up the coin"). The essence of the game is that while galloping at full speed a young man should pick up a silver ingot off the ground - such had been condition of the game in old days. Nowadays a handkerchief replaces the ingot. This contest particularly impressed Alexander the Great when he visited Central Asia. According to historians' evidence on watching kumis alu he exclaimed"That's a sort of training worthy of a warrior on horseback".

**KOKPAR** ("Fighting for a goat's carcass").A most popular game. It stems from an ancient custom according to which one, who wants to get rid of all evil, should sacrifice a goat. Not infrequently taking part in the game is up to 1,000 horsemen. The game unfolds on an almost infinite steppe range. On the opposite ends of an immense field they arrange goals of teams - adversaries. It is into them that the symbolic carcass of the goat should be thrown, while the throw proper is preceded by a desperate flight between the teams to get hold of the carcass.

Traditional Holidays and Entertainments

**NAURYZ** - a holiday of spring, it is the most momentous and ancient festivity of Oriental nations.

In fact, it is a New Year's eve according to the ancient Oriental calendar. It has yet another name "UlysKuni"("The first day of the New Year") or "Ulystynulykuni" («The great day of the people").

They say that the more you are in celebrating the Nauryz holiday, the greater success will attend you throughout the year. Hence abundance of festive rites and attributes.

When the holiday comes, Kazakhs would put on festive clothes, pay visits to each other, exchange congratulations, best wishes of well-being and good luck in the coming year.

Universal merry-making, games, traditional horse races, and various amusements accompany festivities.

Traditionally they cook and roast and make all sorts of tasty meals during the holidays, for they should symbolize well-being and abundance in the coming year. The feast is usually timed to the noon; it is preceded and followed by a prayer in honor of the forefathers read by the mullah. In conclusion the eldest of those present gives his blessings (bata) so that year in year out prosperity be part and parcel of the family.

When Kazakhs celebrate Nauryz, presence of the figure of "7" is indispensable - it embodies 7 days of the week - time units of universal eternity: in front of aksakals ("white beards» or old men) they would put 7 bowls with the drink of "Nauryz-kozhe", prepared of 7 grades of 7 types of cereals.

**BERKUTCHI - hunting with a golden eagle.**

A tradition that has already been practiced for ten centuries.

They say that presenting a youngster with a fledgling of a hunting bird is tantamount to wishing him to be brave and strong young fellow.

Virtually training of a golden eagle is a rare and painstaking art. The bird just caught is being slowly trained to its master (a berkutchi). For the purpose the man doesn't get a wink of sleep for several nights with the bird being subjected to similar discomfort. The bird must take food (pieces of raw meat) from its master's hand only. When the eagles has got used to the hunter, its horse and its dog, it undergoes training: first it "hunts" stuffed foxes and only then proceeds with real hunting.

Dastarkhan

Kazakh dastarkhan has a long story of its own, its own traditions, and its specifics inherent to Kazakh nation only, known for a quite particular manner of receiving and serving guests.

The part tea plays in the Kazakh dastarkhan is altogether remarkable. In fact any Kazakh feast invariably starts with a minutely itemized process of tea drinking. The host welcomes his guests, invites them to the table. Incidentally, it is only up to girls and young women to pour the tea. And they do this wonderfully though it is far from easy. For one should see to it that the guests' drinking bowls be always full, there must be no confusing them, there must be no tea leafs remains on the edge of the bowls. Even if the guest gives to understand that he has already quenched his thirst he must not be left unattended - the hostess must offer him a so-called "sui-ayak" - a tea bowl of honor. Tea is normally accompanied with cream, butter, jam, dried and fresh fruit, nuts, cakes, other sweetmeats.

Tea is but an introduction, an invitation to a capital meal - a festive feast.

First they serve all sorts of appetizers, mostly meat ones - prepared of horse flesh and mutton. They are quite plentiful and their diversity is just as great, all made of smoked, semi-smoked and boiled meat. Added thereto are flat cakes and such milk tonics as koumyss, shubat and katyk... They are followed with vegetable titbits with invariable flat cakes. Next the guests are treated with a kuyrdak - hot rich roast meat prepared of mutton by - products mostly of liver, kidneys, heart, lungs and tail's fat.

After a small break the guests are treated with all sorts of patties: "samsa"- with meat, "puktermet"- with by- products, "belyashes", "kausyrma" and all...

Finally there comes the capital treat - besbarmak. First they cover a large round or oval dish with small round flat pieces of boiled paste followed by small bars of boiled horse-meat or mutton, then comes onion cut in rings and scalded with hot broth, all this strewn with a green mixture of fennel, parsley and kinza...

The most honored guest is usually offered a koy-bas (a boiled sheep's head). The guest is to dress it and distribute among the other participants to the dastarkhan. One should mind that each part of the head is attached particular significance and meaning: young men are treated with ears for them to be attentive, girls - with a palate (it is believed that this would make them more diligent). The head having been divided the host proceeds with cutting meat on the main dish and shares it with his guests.

Here too one has to mind certain habits and superstitions. For instance, hipbones and crust are offered to most honored guests while the breastbone goes to the son-in-law or daughter-in-law, cervical vertebra - to marries women, pregnant ones first and foremost.

Certain bans are also to be observed. Thus even the most honored guest may not be treated with a "koy-bas" if his father is present at the table.

Children may not be offered brains (they might become weak-willed), just as an elbow bone - to a young girl (she might be "left on the shelf")...

The meat is usually accomplished with flat cakes with onion (ak nan). A rich broth (sorpa) is poured in separate bowls.

However in many areas of Kazakhstan besbarmak on the dastarkhan is replaced with "kespe", Kazakh noodle soup: in a drinking bowl or a soup-plate they put warmed up noodles and pour tuzdyk on them, a gravy consisting of meat, black radish, sweet pepper, onions, tomatoes and green kinza.

The feast is finalized with a dessert abounding in all sorts of sweetmeats.

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**Btitish life today and before**

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Zhelezinka school №3

*1. Introduction*

The United Kingdom of Great Britain and Northern Ireland is the political name of the country which is made up of England, Scotland, Wales and Northern Ireland. This name is often abbreviated to "the United Kingdom" or "UK". The country is sometimes called as Great Britain or Britain (after its major island), England (after its major historical part) or the British Isles. Many foreigners use "England" and "English" when they mean "Britain" (or the "UK") and "British". This is very annoying for the 5 million people who live in Scotland(the Scottish), the 3 million in Wales(the Welsh) and 1.5 million in Northern Ireland (the Irish) who are certainly not English. (49 million people live in England.)

At one time the four nations were distinct from each other in almost every aspect of life. In the first place, they were differentracially. The people in Ireland, Wales and highland Scotland belonged to the Celtic race; those in England and lowland Scotland were mainly of Germanic origin. This difference was reflected in the languages they spoke. People in the Celtic areas spoke Celtic languages: Irish Gaelic, Scottish Gaelic and Welsh. People in the Germanic areas spoke Germanic dialects (including the one which has developed into modern English). The nations also tended to have different economic, social and legal systems.

There are certain stereotypes of national character which are well-known in Britain. For instance, the Irish are supposed to be great talkers, the Scots are not a very happy or fun-loving nation and have a reputation for being careful with money, and the Welsh are renowned for their singing ability. These characteristics are, of course, only caricatures and are not reliable descriptions of indi­vidual people from these countries. Nevertheless, they indicate some slight differences in the value attached to certain kinds of behavi­our in the countries concerned.

However, the people from Scotland (the Scottish), Wales (the Welsh), Northern Ireland (the Irish) and England (the English) are all *the British***.**

The British live on the same island;Of course, there are some common cultural characteristics. For example, it is true that British people often talk about the weather, especially if they don't know each other very well. It is true that they are more reserved than Russin people: they don't like to show their emotions and they don't make friends easily with strangers. It also seems to be true that the British are not very good at learning foreign languages.

But many things are changing in Britain. What do we know about the British today?

The basic *purpose* of this work is: not only to give the main information about the British and their life, but to tell about the ordinary British people

For realization of this purpose it is necessary to solve the following task:

totell about some traditions of the British people, about some stereotypes of national British character which are well-known in Britain, about many things *which are changing* in Britain for last years.

The national character of the English has been very differently described, but most commentators name one quality, which they describe as fatuous self-satisfaction, serene sense of superiority, or insular pride.[1, 206 p]

*2. Royal family.*

In the days of Queen Victoria (1837-1901), ordinary British people thought that the

[1] -James O”driscoll “Britain” Oxford University Press, 2006, 206 p

royal family was very special. Victoria, her husband and their nine children were seen as an example of perfect family life.

But today things are different. The Queen is still generally popular, but there have been too many problems with royal marriages. The Queen's sister and three of her four children -Charles, Anne and Andrew - are now divorced.

The royal family is still very important for tourism in Britain. Special days like the State opening of Parliament in November andthe royal weddings bring colour to people's lives. People in Britain enjoy reading about the lives of the royal family in newspapers and seeing them on television.

*2.1. Housing*

A traditionally the British like to live independently in their own houses. No wonder their favourite saying is "My home is my fortress". They do not like to live in flats.

In recent years the percentage of people who have their own houses has increased greatly, and more than half of all families in the country live in homes built after 1945.

Basically people live in three types of houses, all depending on your income: in terraced houses, and in detached or semi-detached houses. The older type of housing is the terraced house.

These houses have their tiny front and back gardens and offer t < necessary privacy and comfort which every Britisher wants to enjoy. Traditionally they have the dining-room, the living-room for receiving guests and the kitchen on the ground floor, and the bedrooms upstairs. The number of bedrooms, bathrooms and the size of the house depends upon its price. Some houses have large gardens, especially in countryside.

Today, most British people own the home that they live in. Of all the homes in Britain 67% (16.7 million homes) are owned by the people who live in them. In the south of England, the numbers are 74.7% in the south-east and 72.8% in the south-west. In Wales 71.5% of homes are owned by the people in them. In Northern Ireland the number is 71.4%. But in Scotland the number of home-owners has traditionally been lower (now 60.2% of homes). [2, 70 p]

*2.2. Spare time*

British people now have more free time and holidays than they did thirty years ago. The average number of working hours has fallen, and by the mid-1990s almost all full-time manual employees were entitled to four weeks' holiday or more, in addition to public holidays including Christmas and Easter. Although for some people there was more leisure time (for the increasing number of pensioners for example), in general the pace of life became busier in Britain in the 1990s.

Typical popular pastimes in the UK include shopping, listening to pop music, going to pubs, playing and watching sport, going on holidays, doing outdoor activities and watching TV. The number of people playing sports has risen, partly due to the availability of more sporting faci-lities such as local leisure centres. As more people become awareof the necessity for exercise, it is estimated that one third of the adult population regularly takes part in outdoor sport and about a quarter in indoor sport. Among the most popular sporting activities are walking, swimming, snooker and darts; fishing is the most popular country sport. Football, cricket, horse racing and motor sports are all popular spectator sports. Many magazines are published which relate to popular and minority sports and interests.

Multi-screen cinemas have become more common and the number of people going to the cinema increased in the mid-1980s, having fallen by more than a half between 1971 and 1984. This was despite a large increase in the popularity of home videos: Britain has one of

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[2]-Anne Collins “British Life” Pearson Education Limited, 70 p

the highest rates of home video ownership in the world.

Pubs are an important part of British social life (more than restaurants) and more money is spent on drinking than on any other form of leisure activity. Holidays are the next major leisure cost, followed by television, radio, musical instruments, and eating out.

If they have enough money, people travel more, usually by car or by air, and they take more holidays. The numbers going abroad increased from 7 million in the early 1970s to 32

million in the late 1990s, with Spain still the most popular foreign destination. [3, 115 p]

*Who watches what?*

One of the biggest changes in the way people in Britain have spent their leisure time in recent years has been the increase in the amount of time spent watching television. The average winter viewing figures are now about twenty-eight hours per week.

As you might expect, television viewing is less popular in summer than in winter and more popular with old people than with any other age group. Viewing also varies according to social class, with professionaland managerial classes watching less than the unskilled and the unemployed. On average, women watch more than men.

*2.3. The British and Food*

'Visitors to Britain generally agree about one thing - British cooking. "It's terrible!" they say. "You can cook vegetables in so many interesting ways. But the British cook vegetables for too long, so they lose their taste." These visitors eat in the wrong places. The best British cooking is in good restaurants and hotels, or at home.

“British tastes have changed a lot over the past twenty years. In 1988 the national average for each person was 352 grams of "red" meat each week, but now it's less than 250 grams. People prefer chicken and fresh fish. And more people are interested in healthy eating these days. In 1988 the national average was 905 grams of fruit and fruit juices each week, but now it's nearly 2,000 grams.

*Changing tastes*

Today many people want food to be quick and easy. When both parents are working, they cannot cook large meals in the evenings. 'Ready-made' meals from supermarkets and Marks and Spencer and 'take-away' meals from fast food restaurants are very popular. If you are feeling tired or lazy, you can even phone a local restaurant. They will bring the food to your house. [4, 88 p]

*Eating out*

Twenty years ago, British people usually ate at home. They only went out for a meal at special times, like for somebody's birthday. But today, many people eat out at least once a week.

In the past, traditional steakhouses were very popular places, but now many people prefer foreign food. Every British town has Indian and Chinese restaurants, and large towns have restaurants from many other countries too.

Pubs are also very popular. There are over 60,000 pubs in the UK (53,200 in England and Wales, 5,200 in Scotland and 1,600 in Northern Ireland). British people drink an average of 99.4 litres of beer every year. More than 80% of this beer is drunk in pubs and clubs.

*2.4. A Nation of Animal Lovers*

The British are traditionally a nation of animal lovers. This is clear from the large number of animal programmes on TV. There are programmes about wildlife in Britain and other countries, and about pets at home.

[3]- Mark Farrell “British Life and institutions” Titul Publishers, 2000/ 115p.

[4]- Paul Harvey, Rhodry Jones “Britain Explored” Longman,2000, 88 p

There are programmes like Animal Hospital about sick animals and the working lives of animal doctors. Some programmes try to find new homes for unwanted or homeless animals. All these programmes are very popular.There is a pet in nearly 50% of the 24.2 million homes in Britain. [5, 205 p]

*3. Conclusion*

To sum it up, I want to underline that on the one hand Britain is a stable and democratic society with its strong traditions. But on the other hand Britain has changed over the past ten years. Visitors to Britain are often surprised by these changes.

People were asked how they thought Britain had changed over the past ten years: 48 per cent thought people were richer, compared with 36per cent who thought people were poorer. Asked about freedom, 44 per cent thought people now had more freedom, compared with 24 per cent who believed they had less. These positive viewsof Margaret Thatcher's “enterprise culture” werebalanced by some negative results: 48 per cent thought people were more unhappy today than ten years ago; 21 per cent believed people were “happier”.The answers showed considerable differences betweenvarious sections of society. Women felt much more strongly than men that life was worse (47 per cent compared with 37 per cent). So did the old (49 percent) and those living in the north ofEngland (47 per cent).

In this report I gave the general information about Britain and the British people, told about some traditions and some features of today's British life of the British people so that people could have general image of this interesting country. [6, 69 p]

[5]- Speak out “ № 6, 204; №1,205 p

[6]- V.F.Satinova “Read and speak about Britain and the British”, 2000, 69 p

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6.V.F.Satinova “Read and speak about Britain and the British”, 2000

**Country Studies**

Aitan A.A

Scientific adviser: NurpeisovaSh.Zh.

Boarding-school named after Sh.Aimanov

President NursultanNazarbayev in his Address to the people of Kazakhstan instructed to create "the geography of sacred sites of Kazakhstan." As the Head of the State noted, every nation and every civilization will have all the sacred sites. This is one of the basic principles of spiritual tradition. And we are a country of great fortune and rich spiritual history. Therefore, this initiative has received massive support throughout the country.

Map of sacred sites of Pavlodar region is being created today. It is known that historians of Irtysh have identified 49 historical and natural monuments included in the sacred map within the framework of the state program "Spiritual Renaissance". Historians also divided into three categories the interest of foreign tourists. The first one is the ancient places belonging to the Middle Ages. The second one is the objects of religious significance, the third one - the historical places associated with the life of prominent public figures, writers and poets of our region. As a result, the experts identified 15 sites of the first category and 14 objects of the second category. The third category included 20 historical sites. About 70% of these facilities are located in our district Bayanaul. The sacred citadels in the list and many sacred sites, such as stone burial mounds, sacred springs, stone stones, stone tombstone of SultanmakhmutToraygyrov, the place of ZhayauMussa, Konyr-Alai are an invaluable property of Bayanaul.

The Bayanaul slopes say that the "Mustard Bulls" are not inferior to Scotland's Stonehenge. Burials near Toraygyrlake are exactly like Stonehenge. Today, these stones are included in the concept of "sacred geography of Kazakhstan".

Bayanaul region is an ancient city of the Kazakh people. The pseudoptera, extensive mountainous terrain is ideal for cultivation of livestock and is a perfect place for growing and expanding the livestock breeding. There were battles in Kabanbay, Bogenbay, Olzhabai, Malaysha, ZhasybaiBatyr battles in the blood battles during the Zhungar invasion. Witnessing to this is the mountain, lake, and settlement that we have today. The memory of the country is connected with the heroes who fought against the Dzungarian heroic legends. Bayanaul is not only a beautiful nature, but also a rich historical and cultural heritage. That is why when you say Bayanaul it is impossible to overlook its historical heritage, its natural wealth. Mysterious paintings on the walls of ancient caves and tombs, mounds and balbals are valued by the hands of ancient people. Every stone, springs, and rare plants are the only reflection of the stunning beauty of our ancient land, various minerals. The most famous monuments of the Turkic era are balbals. According to data, these are usually located on the outskirts and show a square enclosure of 7-8 meters. Balbal stones are considered as steppe mosques as cult Turkic monuments. Here are the statues of Turkish gods. The image of a man and a woman is sculptured. The Turkish balbals were later transferred to the surface cliffs - a woman's face paintings. Bayanaul archaeological monuments contain many scientific information. There are a lot of scholars here. All of these are valuable treasures and national wealth. If you live in the bay, you can visit the Bronze Age tombs and other places. According to TimurSmagulov, Director of the Margulan Center Regional Center for Archeology, ancient worshipers have left the temple in the vicinity of Toraygyrlake. Two and a half thousand years ago, ancient people living in the modern Bayanaul area knew astronomy, worshiped the sun, and set up a temple in the open air. Scientists called this place a "fortified barrow". - "Burial barrow" is one of the most archaeological sites in the world. There were ancient stone supports here. Their length is 6-8 meters, weighs about 1 ton. Ancient people burned such supports and put them in the places they considered sacred. What you see is the remains of idol worshipers. In this scientific so-called "mega", you can see a circle that reflects the sun, - says T. Smagulov. According to the scientist, "Burial mounds" are mostly from Eastern Europe and are located in Mongolia. Central Kazakhstan also. There is also a monument called "Deer Trail" depicting animals in the area. There is another secret behind that, scientists say. - These stones are mainly concentrated in the territory of Mongolia. They also meet in Altai. In Kazakhstan this is a rare event. There is one aspect in the primitive, - says T. Smagulov. The peculiarity of this place is that all monuments found in Byana-uyl are original. According to the scientist, it is possible to meet the tribes of the Saka tribe and medieval monuments around Toraygyrlake. Today, in this area, research works are carried out in accordance with the tasks of President N.Nazarbayev related to the study of history. Local archaeologists who have started updating historical monuments of Bayanaul believe that the reconstruction of historical monuments will help transform the Bayanaul National Park into a tourist center of Kazakhstan. - It is important for us to renew the values ​​of the ancient culture and bring it to the future. Pavlodar region is rich in history and cultural heritage. Therefore, we believe that restoration of cultural heritage and archaeological sites at the state level is a significant contribution to the tourist industry, "said TimurSmagulov, the director of the center.

**Bayanaul National State Park** was created in 1985 by the Resolution of the Ministry of the USSR № 276. Located on the territory of Bayanaul district, the total area is 50 688 hectares. By Decree of the Government of the Republic of Kazakhstan on December 27, 2007 the territory of the park №135 was expanded. At present, the CPTT is 68, 452, 8 hectares. According to the decision of the Committee for Forestry and Hunting, "Kyzyltau" has been approved for protection of the UNHCR, the total area is 60,000 ha.

The territory of the national park is divided into three forests.

Bayanaul forest area - 19,188 hectares,

Zhasybay forest area - 22 904 hectares,

The steppe forest area - 8 596 hectares.

The enlarged park area is 17,764.8 hectares

Climate is very continental (summer is hot, winter is cold). The relief consists of individual pebbles and pebbles. There are numerous streams at the foot of the Bayanaul Mountains, clear lakes (Zhasybay, Sabyndykol, Toraigyr). In the park there are more than 20 archeological monuments, bronze epochs, stone inscriptions and signs, caves ("Aulietas", "Dravert", "Jumura", etc.). Rocky rocks ("Nayzatas", "Zhumbaktas", "Kogershin", "Atbasy", etc.), which have been transformed into various sculptures from the wind and water for many years, give the beauty of the park. The vegetable world and the animal world are also varied. More than 400 species of plants (pine, birch, berries, raspberries, chickpeas, hawthorn, etc.), as well as sticky bark, introduced in the "Red Book" of Kazakhstan, grow here. Over 100 species of vertebrates are encountered. Over 40 species of mammals (archa, rhinoceros, wolves, foxes, lynxes, badgers, quinces, etc.), more than 50 species of birds (swan, goose, duck, .). Arkhar, golden eagle, swan swan are included in the "Red Book of Kazakhstan". There are 8 species of fish (shorate, carp, pale, alabu, etc.). The park territory is divided into reserve, reserve and recreation belts depending on its function. In the protective belt, any kind of economic activity is prohibited, biodiversity and ecosystems are protected. In the reserve belt economic activity is limited in a certain order. The number of visitors to the recreational area is also regulated. Scientific potential of the Bayanaul national park is of great scientific, cultural and aesthetic significance in promoting nature conservation, careful use of human beings.

Bayanaul is one of the favorite places for tourists, mainly from nearby cities of Central and Northern Kazakhstan. The park has a large number of houses and recreation areas.

All this, however, does not stop tourists, attracted by the beauty of the local nature, as well as individual places that religious people consider "sacred."

Several types of recreation are available in the park, including swimming, mountain walks, rock climbing, mountain bike trips. In many recreation areas there are tourist excursions where, paying a relatively small fee, you can see the main attractions of the park - the "sacred cave", "the stone head" ("BabuYaga"), the stone "man's dignity" and others. The main place for swimming is the lake Zhasybai, which is the cleanest and transparent among the other lakes. In addition, a picturesque view opens from its banks. It is on the shore of this lake that the largest number of recreation zones operates, and on the beach there are available rental of catamarans, rowing boats.

**Sights of Bayanaul**

Of particular interest to tourists in Bayanaul are individual rocks and stones, which, as a result of centuries of wind and water treatment, have bizarre outlines and sometimes resemble animals, people or even a truck descending from the mountain. Among the most famous - sculpture "Baba Yaga" (kaz. Kempirtas). When observed at a certain angle, it really remotely resembles the head of a bald, toothless old woman with an artful grin. Another no less famous creation of the local nature is the stone "man's dignity", which speaks its own name for itself. Among other bizarre stones are a camel, mammoth heads and gorillas, profile, flying saucer, dinosaur, pigeon, horse head and many others.

Climbers are popular with the "Nayzatas" mountain, which is translated from Kazakh as a "stone spear" and the Peak of the Bold, and Mount Akbet as the highest. At the top of the mountain "Naizatas" there are six lakes that dry out during the dry period.

One of the local sights is the "sacred cave" (Kazhiruliye). According to the beliefs it is believed that anyone who enters the cave and wishes a wish by touching the wall with his hand, and then leaves without turning his head to the exit, the enigmatic desire will come true. There is also a belief that a cave helps infertile parents to have a child, for which a special ritual is performed. So it or not, but the flow of tourists to the cave in those days when it is open to visit, does not stop. It is located on a fairly significant elevation and a lift length of more than a kilometer to it has to be overcome on foot. In recent years, on a particularly steep, last stretch of the road for these purposes was built a special wooden staircase.

**BayanaulTau**

**Geographicallocation**

It is located in Bayanaul area of Pavlodar region. It stretches from 40 to 50 km to the west and 20 to 25 km north to south. The absolute altitude is 600-1000 m, the highest is Akbet Mountain (1026 m). The wide range from the center of the mountain range - Zhasybai, Zhanbak, Toraigyr, Zhaksalaula, Zhamanaku gradually gives way.

**Geologicalstructure**

**Landrelief**

The mountain Silurian and Devonian periods are composed of crystalline granite, syenite, porphyrite and shale rocks. During the Mesozoic era, it was repelled by external forces, and today's relief has appeared.

**Landrelief, plant**

The mountain tops, rocky. The lush lakes (Sabindykol, Zhasybay, Toraigyr), which have grown from the foothills to the head, are cedar, white birch wood, the lake is a beautiful lake (Sabindykol, Zhasybay, Toraigyr), with its picturesque cliffs, caves and mountain fountains. In the forest grow black currant, berry, sprouting, raspberries, mushrooms, and so on. There are several recreational areas in the Bayanaul Mountains. In 1988 Bayanaul National Park was created to protect the nature of the Bayanaulmountain.

**Famous natives of Bayanaul**

**ZhusupKopeev**

ZhusupKopeev (MashkhurZhusup / Glorious (Worthy) Zhusup) (1858 – 1931) - philosopher, poet, educator, chronicler, outstanding figure of Kazakh literature of the twentieth century, collector of history and folklore of the Kazakh people, seer. From the clan Argyn-suindyk-kuluk, was born at the foot of mount Kyzyltau.

His name is associated with many mystical stories, in life, acquired the name of the Saint possessed the gift of clairvoyance. From different places people went to him to receive his blessing (Bata). In Bayanaul from mouth to mouth passed the story that his father, Mine (Kopzhasar), brought his 5-year-old son Zhusup to be a blessing to authoritative at that time, BII and BatyrJanakaGanabatirau (see above). The get a good look at in boy special ability to.

Later ZhusupKopeev in the notes wrote that once, already being adult, found Zhanak-Batyr's grave and begged one of superpowers of the famous Biy-Batyr.

He left behind numerous works on the history, culture, pedigrees of Kazakhs, poems, reflections and many others.

The mausoleum of Kopeev is located on the territory of Bayanaul district, near the village of Zhanazhol, the mausoleum is a place of pilgrimage for contemporaries.

**SultanmakhmutToraigyrov**

SultanmakhmutToraigyrov (1893 – 1920) poet, writer, Democrat, founder of Kazakh classical literature, outstanding Kazakh poet-Democrat. From the clan Argyn-suindyk-Idabel, was born near Zhasybai lake.

Lived a short but vibrant life. His name is associated with the flourishing of social-philosophical poetry as well as civil courage, and artistic enrichment of literature. The Creator of the first novels — in poems and prose, the first philosophical and social poems and essays. Associate of AlashOrda activists.

**KanyshSatpayev**

Kanysh (Abdulghani) Satpaev (1899 – 1964) – Soviet scientist, public figure, doctor of geological-mineralogical Sciences, founder-organizer of the National Academy of Sciences and its first President, academician of the USSR, academician of the Kazakh SSR, laureate of Lenin and State premiums, the founder of the Kazakh Geology, one of the founders of the Soviet metallogenic science, the founder of the Kazakhstan school of metallogeny. From the clan Argyn-suindyk-karzhas, born in the area Tendyk.

Personality is quite famous not only in Kazakhstan but also abroad. About KanyshImantayuli you can write many books and to remove more than one film.

Perhaps many people know the famous story of the dialogue between kanishimantayevich and Winston Churchill, when our scientist in the USSR delegation was in England.

"Churchill asked the KanyshSatpayev (and he was tall):

- Who are you by nationality?

- I Kazakh, - followed the answer.

- And are all the Kazakhs so high?

- Compared to my people, I'm small. My people are much taller than me.

Churchill shook his head»

Of the many talents and abilities (kasietov) also had the gift of intuitive finding places of minerals, which, coupled with the use of technological developments of the time, allowed him to become a pioneer of many ore, coal and oil fields in Kazakhstan, which, in fact, is now the basis of the economy of modern Kazakhstan.

**Shaken Aymanov**

Shaken (Shakarim) Aymanov (1914 – 1970) – actor, film and theater Director, father of Kazakh cinema, people's artist of the USSR. From the clan Argyn-suindyk-Idabel, was born in the tract Ainabulak, near lake Toraigyr.

The" Golden Fund of Kazakhstan cinema " includes almost all his films.

Well-known films as a Director Aimanov "Our dear doctor", "the End of ataman" (the first film of the tetralogy about the security officer Sadarova), "angel in the skullcap" (very popular soundtracks from the movie – "where are You going, Odysseus, from wife, from children?", "Anyway you will be mine!", "Song about mother" ) and others;as an actor Aimanov – "Kozy-Korpesh – Bayan-Sulu", "KarakiyakKoblandy", "the taming of the shrew", "Abai, "Thunderstorm", "Jambul", "Akhan-Sulfur and aktokty", "Othello", "bottom", "Isatay and Makhambet" and many others. et al.

**KalmukanIsabaev**

KalmukanIsabaev (1925-2015) - Soviet and Kazakh writer, journalist, veteran of the great Patriotic war. From the clan Argyn-suindyk-karzhas, was born near Zhasybai lake.

With 18 years in the rank of second Lieutenant is called in ranks of red Army passes of the second world war. After the war, left to serve as a commandant in the German city of Ilmenau, in 1954, retiring with the rank of Colonel. Return goes into a literary career and began to write.

He held senior positions in the national Newspapers, the writers ' Union of Kazakhstan.

Isabayev's books have been translated into the languages of the former USSR and foreign countries. Author of more than 30 plays, novels, stories, essays and novels. The first of the Kazakh writers reflected in the books the life of Europeans. He wrote about the intelligentsia, workers and soldiers of Kazakhstan. Spent a lot of time searching and proving in the archives of different versions of various historical events.A well-known fact that he walked more than 600 km on the channel Irtysh-Karaganda, and then left essays and observations during his travels.The initiator and author of many historical and cultural projects.Has received numerous awards, orders, medals, diplomas for military exploits and for his active public life in peace time.

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**American Speeches. Revival Words.**

Aituarova A.

Scientific adviser: Mukanova B.T.

A teacher of English. Master of humanitarian

Pavlodar Pedagogical College named after B. Akhmetov

**Summary**

Public speeches have profoundly shaped American history and culture, transforming not only politics, but also language and sense of national identity. This project collects the unabridged texts of eloquent and dramatic speeches delivered by American public figures during the period of 1865 and 1997.Ranking the most influential historical personalities who used their oratory talents for major social changes during their lives, for better.

Every day people speak out about things that are important to them. They share their thoughts and express opinions. They support causes they believe in and complain about things they think should be changed. Early in history, in certain countries and at certain times in history, people have been punished for speaking their minds. They have been forced to pay fines or to serve time in jail. People had no permission for daring to express their political opinions or religious beliefs. Their voices were silenced by those who disagreed with them.

**Patrick Henry: "Give me liberty, or give me death!"**

"Give me liberty, or give me death!" is a quotation attributed to Patrick Henry, from a speech he made to the Second Virginia Convention on March 23, 1775, at St. John’s Church in Richmond, Virginia.

Patrick Henry an American attorney, planter, and orator was well known for his declaration in Virginia. The Founding Father, he served as the first and sixth post-colonial Governor of Virginia, from 1776 to 1779 and from 1784 to 1786.

He was convinced that war was around the corner, and he arrived at the Virginia Convention determined to persuade his fellow delegates to adopt a defensive stance against Great Britain. (Virginia was one of the most important colonies in the new world and without its help the Revolution had little chance of succeeding.)

On March 23, 1775, Patrick Henry sounded one of the most famous calls to arms in American history. During a meeting, after several delegates had spoken on the issue, the 38-year-old lawyer and politician rose from his seat in the third pew, took the floor and gave an impassioned plea urging the Old Dominion to form militias to defend itself against the British.

“*I know not what course others may take; but as for me, give me liberty or give me death*!” swayed the Convention in his favor, and his words became a rallying cry during the march to war that was soon to begin.

A Baptist minister who was watching the proceedings would later describe him as having “an unearthly fire burning in his eye.” Just what happened next has long been a subject of debate. Henry spoke without notes, and no transcripts of his exact words have survived to today.

After that, Patrick Henry would go on to serve as both a delegate to the Second Continental Congress and as Virginia’s governor. He played a crucial role in securing men and arms for George Washington’s Continental Army, but many would credit his silver tongue as having been his most indispensable contribution to American independence. “It is not now easy to say what we should have done without Patrick Henry,” Thomas Jefferson later wrote. “He was before us all in maintaining the spirit of the Revolution.”

**Martin Luther King Jr. - "I Have a Dream" Speech**

“I Have a Dream” speech is one of the most inspirational speeches of all time delivered by Martin Luther King Jr caused by American civil rights and mass protest movement against racial segregation and discrimination in the southern United States that came to national prominence during the mid-1950s.

Martin Luther King was an American Baptist minister and activist who became the most visible spokesperson and leader in the civil rights movement from 1954 through 1968. He is best known for his role in the advancement of civil rights using the tactics of nonviolence and civil disobedience based on his Christian beliefs and inspired by the nonviolent activism of Mahatma Gandhi.

The day is August 28, 1963. More than two hundred fifty-thousand people are gathered in Washington. Black and white, young and old, they demand equal treatment for black Americans. Beginning with a reference to the Emancipation Proclamation, which freed millions of slaves in 1863, King observes that: "*one hundred years later, the Negro still is not free*". The nation listens to famous civil rights leader is speaking:” *That one day this nation will rise up, that one day the sons of former slaves and the sons of former slave owners will be able to sit down together at the table of brotherhood, that one day they will be free*.”

Toward the end of the speech, King departed from his prepared text for a partly improvised peroration on the theme "I have a dream", prompted by Mahalia Jackson's cry: "Tell them about your dream, Martin!"

King’s speech, elegantly structured and commanding in tone, has become shorthand not only for his own life but for the entire civil rights movement.

He will be remembered as a champion for the rights of those, who have none. His legacy still lives on in hearts of Christ followers, seeking true equality not the fraudulent equality that putsone above another, but a truly color-blind equality and one that values each person as a child of God.

**President John F. Kennedy -“Inaugural Address”**

*“And so, my fellow Americans: ask not what your country can do for you - ask what you can do for your country. My fellow citizens of the world: ask not what America will do for you, but what together we can do for the freedom of man.”*

John F. Kennedy's Inaugural speech was given on January 20th, 1961. He spoke to not only the citizens of the United States, but to the entire world. It was clear that his main goal was to unify the entire human race and to make the world a better place for everyone.

John F. Kennedy was calling on all Americans to be the difference, to take a stand, to make the change, and to do what is morally right. There was a great reference to our country being the first to revolt against the will of greedy men, and that we are the heirs of that revolution with the duty to uphold and bring basic human rights to all human beings across the globe.

His great use of logic and powerful emotions used throughout the speech brought this sense of duty, argued his call to action, and allowed his words to be quite effective in the unification of the citizens of the United States and the rest of the world together. Kennedy conveyed himself as a man of great integrity that the audience and the world had no choice but to trust him.

Also, the speech was very successful in connecting the people of different backgrounds in the world which puts great emphasis on his call to action. It was clear that he was very successful in conveying his goal of working towards providing the people of the entire world with human rights as well as peace and stability. We can conclude by stating the fact that Kennedy had a perfect vision for the world. In his closing, he states that "Whether you are citizens of America or citizens of the world, ask of us here the same high standards of strength and sacrifice which we ask of you. With a good conscience our only sure reward, with history the final judge of our deeds, let us go forth to lead the land we love, asking His blessing and His help, but knowing that here on earth God's work must truly be our own" (1961).

His call to action showed how admirable and responsible a man he is, and proves without a doubt that we should all take responsibility for creating the world in which all are granted life, liberty, and freedom.

**The Gettysburg Address by Abraham Lincoln**

*“Fourscore and seven years ago our fathers brought through forth on this continent, a new nation, conceived in Liberty, and dedicated to the proposition that all men are created equal.”*

The Gettysburg Address is a speech by U.S. President Abraham Lincoln, one of the best-known in American history. It was delivered during the American Civil War, on the afternoon of Thursday, November 19, 1863, at the dedication of the Soldiers' National Cemetery in Gettysburg, Pennsylvania, four and a half months after the Union armies defeated those of the Confederacy at the Battle of Gettysburg.

Lincoln's carefully crafted address, secondary to other presentations that day, came to be regarded as one of the greatest speeches in American history.

In just over two minutes, Lincoln reiterated the principles of human equality espoused by the Declaration of Independence and proclaimed the Civil War as a struggle for the preservation of the Union sundered by the secession crisis, with "a new birth of freedom," that would bring true equality to all of its citizens. Lincoln also redefined the Civil War as a struggle not just for the Union, but also for the principle of human equality.

The importance of the Gettysburg Address in the history of the United States is underscored by its enduring presence in American culture. In addition to its prominent place carved into a stone *cella* on the south wall of the Lincoln Memorial in Washington, D.C., the Gettysburg Address is frequently referred to in works of popular culture, with the implicit expectation that contemporary audiences will be familiar with Lincoln's words.

**Winston Churchill: Never Surrender Speech.**

This great speech was delivered by Winston Churchill to the House of Commons of the Parliament of the United Kingdom on 4 June 1940. In this speech, Churchill had to describe a great military disaster, and warn of a possible invasion attempt by Nazi Germany, without casting doubt on eventual victory.

Sir Winston Leonard Spencer-Churchill was a British statesman, army officer, and writer, who served as Prime Minister of the United Kingdom from 1940 to 1945 and again from 1951 to 1955.

Churchill's speeches were a great inspiration to the embattled British. His first as prime minister was the famous "*I have nothing to offer but blood, toil, tears, and sweat*" speech. One historian has called its effect on Parliament "electrifying". The House of Commons that had ignored him during the 1930s "was now listening, and cheering".[217] Churchill followed that closely with two other equally famous ones, given just before the Battle of Britain. One included the words:

“... *we shall fight in France, we shall fight on the seas and oceans, we shall fight with growing confidence and growing strength in the air, we shall defend our island, whatever the cost may be, we shall fight on the beaches, we shall fight on the landing grounds, we shall fight in the fields and in the streets, we shall fight in the hills; we shall never surrender”.*

**Susan B. Anthony – “Is It Crime for a Citizen of the Unites States to Vote?”**

In the 1800s, women in the United States had few legal rights and did not have the right to vote. This speech was given by Susan B. Anthony after her arrest for casting an illegal vote in the presidential election of 1872. She was tried and then fined $100 but refused to pay.

Champion of temperance, abolition and African American rights, the rights of labor, and equal pay for equal work, Susan Brownell Anthony ultimately became one of the most visible leaders of the women’s suffrage movement in the 19th century. Partnering with Elizabeth Cady Stanton, Anthony traveled the country delivering speeches (many of them written by Stanton) and risking arrest in the name of women’s suffrage by attempting to vote.

Susan Brownell Anthony was an American social reformer and women's rights activist who played a pivotal role in the women's suffrage movement. Born into a Quaker family committed to social equality, she collected anti-slavery petitions at the age of 17. In 1856, she became the New York state agent for the American Anti-Slavery Society.

She remained active in the movement until her death in 1906, 14 years before women received the right to vote. The 19th Amendment, which safeguards women’s right to vote, was nicknamed in her honor, the Susan B. Anthony Amendment.

**Franklin Delano Roosevelt: First Inaugural Address**

In the United States at this time 14 million were unemployed, the stock market had dropped to 20 percent of its 1929 value, manufacturing output was cut in half, farming was in crisis, and 11,000 of 25,000 banks had failed.

Franklin Delano Roosevelt delivered his first inaugural address on March 4, 1933, the first president to be sworn in since passage of the 20th Amendment, which mandated Inauguration Day to be held on January 20th. After his landslide victory, Roosevelt's address, with the Great Depression still griping the country, was heard by tens of millions of Americans by radio. One of the most remembered and paraphrased quotes from any presidential inauguration address is in this one: "The only thing we have to fear...is fear itself..."

**Conclusion**: Words have the power to inspire, motivate and influence millions of people which is exactly these speeches did. Nowadays, American political oratory continued to evolve, as a more conversational style, influenced by the intimacy of radio and television, emerged along-side traditional forms of rhetoric.They will be remembered in history books as lovers of words and freedom, talented speakers, seekers of truth and justice, people who did not hesitate to say something that truly matters in front of crowds of people.

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**Leipzig and great Austrian composers**

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Wherever a human soul lives, music lives there too. You only need to hear it. It is able to affects our mood and perception of the world, ennobles and makes life easier, helps to develop spiritually. In this work we want to tell you about the fairy-tale city Leipzig and the great Austrian composers. Whose lives and creation is inextricably linked with the city of Leipzig.

The largest city in the German state of Saxony- the Leipzig emerged in the 12th century. Leipzig is an economic, cultural, scientific and transport center of Central Germany.

Leipzig- the city of music. Leipzig's musical tradition is truly exceptional. This is the city where Johann Sebastian Bach, Felix Mendelssohn Bartholdy, Robert Schumann all worked. Also where Richard Wagner was born and received his musical training.

But today musical history is still being written in Leipzig, with world-famous ensembles performing to audiences throughout the city, whether in the Gewandhaus, in St. Thomas Church or the Opera. The city's musical legacy is documented and maintained in a large number of museums.

Leipzig's musical heritage goes all the way back to 1212. The famous Boys Choir was organized in the monastic school of the St. Thomas church. The Boys' choir was directed for 27 years by Johann Sebastian Bach. Their weekly performances of motets and cantatas continue to enjoy immense popularity among music lovers.

The Leipzig Opera was founded in 1693, making it the oldest musical theatre in Germany. In the late 20th century the Opera received the title of Opera House of the Year. The famous building is also home to one of Europe's top ballet ensembles, the Leipzig Ballet, as well as the Operatic Chorus, a children's choir and a ballet school. Musicals and operettas are performed at the historical Haus Dreilinden, the musical comedy theatre.

Leipzig's international reputation as a city of music is closely connected to the work of the Gewandhausorchester. This world-class orchestra is based in the Neue Gewandhaus concert hall which was established in 1743. The orchestra tours in Germany and abroad every year. Led by the internationally renowned conductor Riccardo Chailly, the orchestra also performs together with the St. Thomas Boys' Choir in St. Thomas Church, as well as for productions at the Leipzig Opera. The Gewandhaus concert hall is the home of thefamous Gewandhausorchester and is a leading international concert venue.

Leipzig attracts many guests and artists from all over the world. They make a decisive contribution to the open international atmosphere of this cultural metropolis.The city is characterized by a variety of cultural events. In the cultural center of Leipzig are held international festivals: Honky Tonk, Mendelssohn and Bach festival, jazz festival.

At the Honky Tonk Festival, musicians represent a variety of music, ranging from electronic music, jazz, pop, punk and hardcore. At the event musicians performs live music Also, the concert hall Gewandhaus organizes the Mendelssohn Festival, dedicated to the composer Felix Mendelssohn. Dedicated to the composer and conductor Mendelssohn festival is organized, since the important years of the life of composer have been held in this city. The Bach Festival is one of the festivals of the highest level and has historical authenticity of the places where Bach created. There are concerts of secular and church music, chamber music, open-air performances.

At the festival of vocal music A capella, vocalists from all over the world perform the product of the epoch of rebirth, romanticism, modern, and also perform folk music, jazz, pop music. The Leipzig Jazz Festival becoming more and more popular. It takes place every fall. It features outstanding musicians and ensembles, representing both contemporary jazz art, and new trends and special projects. For more than three decades, this festival has attracted jazz lovers from all over the world.

The name of the city of Leipzig is associated with the composer Johann Sebastian Bach. Bach is a great German composer, an organist-virtuoso of the 17th century. He is the author more than 1000 musical works of different genres. Such as the St Matthew Passion, Mass in H-moll, cantatas and the chorales. Most of his relatives were professional musicians. After his parents death, he lived for five years with his eldest brother. His passion for music was so huge, that at night he secretly rewrote scores from brother who did not allow to play them. Thereby Bach harmed his own health and his vision deteriorated.

Johann was Leipzig's most famous Director of Music and Cantor of the St. Thomas Boys ChoirBach was active in Leipzig's musical life from 1723 until his death. He was responsible for the services and special ceremonies at the churches of St. Nicholas and St. Thomas. In addition, as the city's Director Musices he was also charged with the organisation of a wide range of secular events. For several years he directed the Collegicum Musicum, an association of professional performers and musically active students. Bach was also frequently invited to test organs in other towns, where he was able to demonstrate his virtuosity.

Many of the Cantor's major compositions were written in Leipzig, including several annual cycles of choral cantatas, the St John and St Matthew Passions, the Christmas Oratorio, the Art of the Fugue and his Mass in ВMinor.

Every year the Bach Competition and the Leiptzig Bach Festival are held in Leiptzig. The Bach Competition was held for the first time in 1950 and then it took place every four years. It is considered one of the most significant contests among young performers.

Another composer whose life is connected with the city of Leipzig. was Robert Schumann. He said this phrase "Talent works, genius creates" and indeed he was one of the genius composers of Austria.Robert Shumann was a German composer and influential music critic. He was born in 1810 in Zwickau. Shumann was very talented boy. Also he was fond of music and literature. In his 7 age, a little boy composed the music and in 13 he was known as pianist. At the age of 15, he organized the literary section.

In 1828 he came to study for a lawyer in Leipzig. But soon he abandoned law in favour of music and moved in with his piano teacher, Friedrich Wieck. Schumann's whole life is connected with the city of Leipzig. His best works are written in this city. In the city of Leipzig, he wrote his famous "Spring Symphony".

Schumann worked at the Leipzig Conservatory as a piano teacher. In 1840, the University of Leipzig awarded Schumann the title of Doctor of Philosophy. Schumann was a multi-genre composer. Wrote the symphonies, vocal cycles, oratorio "Paradise and the Peri".

Richard Wagner is the most famous composer born in Leipzig. The last of the nine children in family. In 1831, Wagner enrolled at the Leipzig University. as a " music student. From June 1830 Wagner was a pupil at St. Thomas School, but left without taking his final examination. The young Wagner then went to the Gewandhaus musician Christian Gottlieb Muller for his first lessons in the theory of harmony. " Soon he became a pupil of the Cantor of St. Thomas, Christian Theodor Weinlig, who recognised Wagner's musical talent and encouraged him. Wagner later expressed his veneration for his teacher by dedicating his Opus 1 to him, In the concert hall "Gewandhaus" he heard Beethoven's ninth Symphony for the first time, which had a great influence on the creation of his own Symphony. At the age of 17 at the concert hall of Leipzig was first performed the Overture of Wagner. His famous works are the Opera Tannhauser and Lohengrin was composed in Leipzig.

Felix Mendelssohn Bartholdy was a German composer, pianist, conductor. Born in 1809 in Hamburg. He was the grandson of the philosopher Moses. Mendelssohn became one of the most brilliant phenomena of the international musical life. At the age of 9, Mendelssohn successfully performed as a pianist. A year later, his vocal debut took place in Berlin. At the age of 12, he met Goethe. He contributed to the reform of the musical life of the city and initiated the revival of interest in Bach in Germany.

In 1827, the first performance of his symphony c-moll in the concert hall "Gewandhaus" became the first performance of one of his works in Leipzig. At the end of August 1835, the 26-year-old Mendelssohn Bartholdi moved from Berlin to Leipzig to become the bandmaster of the Gewandhaus Orchestra. For 12 years spent in Leipzig, this composer, together with Ferdinand David, was able to create from the orchestra a creative team of European scale. He was the founder of the oldest German music school. Participated in the organization of the opening of the Leipzig Conservatory.

Music has become the necessity of our life, it has a powerful source of energy that positively affects both the physical and moral state of a person. The rich musical tradition of the city of Leipzig is associated with museums, festivals, choral activities of the Church of St. Thomas, the opera house, the philharmonic Gewandhaus. This city has a rich cultural and historical heritage.

For many centuries, more than 500 composers lived and worked in Leipzig. Every step feels the presence of the great Johann Sebastian Bach, who was the cantor of the Church of St. Thomas for many years, Richard Wagner was born here and Felix Mendelssohn-Bartholdy, who founded here the first conservatory in Germany in 1843.

Opening the creative appearance of the composers, we linked their works with the rich musical tradition of the city of Leipzig. We want to finish our work with the words of the great Russian composer: "Love and study the great art of music. It will reveal to you a whole world of high feelings, passions and thoughts. It makes you spiritually richer, cleaner, more perfect "

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**The theme of love in the works of W. Shakespeare and M. Auezov**

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In my research work I compared two famous tragedies written at different times. These tragedies are “Yenlik-Kebek “by M.Auezov and “Romeo and Juliet” by W. Shakespeare. MukhtarAuezov was a famous Kazakh writer, playwright of the 20th century. W. Shakespeare was the world’s greatest playwright and writer of English language of the 16th century.

Yenlik-Kebek (play) is the work of Kazakh writer, Doctor of Philology, Mukhtar Omarhanuly Auezov in the tragedy genre. The work was written in 1922 and released in 1943 with a new version. M. Auezov was 21 years old when he wrote this play.

And Romeo and Juliet is a tragedy written by the English poet, widely regarded as the greatest writer in the English language and the world's pre-eminent dramatistWilliam Shakespeare.

The most important feeling in these works is love. Love is a wonderful feeling surrounded by hate. And Romeo and Juliet are breathing a little bit of love. They need nothing but their own spouse. The fate of the two young people who have fallen in love with the story of a heroic struggle.Two teenagers love each other and fight for love, without difficulty. In the Kazakh literature, as a genuine genre, M.Auezov's novel was a new, distinctive character.

The play describes different poetic forms to different characters, sometimes changing the form as the character develops. Romeo, for example, grows more adept at the sonnet over the course of the play. Romeo and Juliet have become emblematic of young lovers and doomed love.

Scholars have found it extremely difficult to assign one specific, overarching theme to the play. Proposals for a main theme include a discovery by the characters that human beings are neither wholly good nor wholly evil, but instead are more or less alike, awaking out of a dream and into reality, the danger of hasty action, or the power of tragic fate. None of these have widespread support. However, even if an overall theme cannot be found it is clear that the play is full of several small, thematic elements that intertwine in complex ways.

Howling between two clans of Matai and Tobykty. In winter while hunting Kebek met and fell in love with Yenlik. But everyone was against their love, as two warring clans didn’t let their children marry. "Romeo and Juliet" is simply the story of a tragic love.

A common obstacle in both works is the disagreement between the two families/clans. In my opinion, the death of two teenagers is a guilty one. Because the leaders of the clans oppose the love of two young people and do not agree with them. The rules of the clans considered the case of the two young people to be a crime, a mistake and did not give them their appreciation. If the rules of the clanswould have agreed, they would live happily and would not have any cause for the death of two young couples.

The story «Yenlik and Kebek» was published in 1892.The first poem called "The Word preserved in the memory of the Kazakhs" was published in the newspaper "Dalaualayaty" in 1892. In this version, the events of the poem are covered from a folk point of view; it is distinguished by sympathy for lovers and hatred of their persecutors. Despite some shortcomings in the composition, language and style, the poem is valuable authenticity and typicality of the conflict depicted in it.Later, in 1900 it appeared in the same newspaper as "The story from the Kazakh land".   In May 1917, the play " Yenlik - Kebek"was presented at eight wing houses of Abai's dear wife Aigerim in the Oikuduk pasture.

Poet Shakarim dedicated a poem to the plot of “Yenlik – Kebek” event. Following Abai’s advice Shakarim wrote the poem “Yenlik – Kebek”. Shakarim’s story was told by Abai to his readers and Shakarim was offered to write it as a poem.

M.Auezov gives an explanation: «The former owner of Chingis was Matai. In the days of Kengirbai, the rulers of the Tobykty clan wanted to expel Matai from their land. All this leads to attack. The story Enlik-Kebek shows the very first conflict of it”

Shakarim’s version was published again in 1988. This poem contained 652 lines. The epos of MagauyaAbaulyuly, that was preserved in the personal library of MukhtarAuezov, was given to be published by KayumMukhametkhanov in 1941.This manuscript was first published in1960 in the collection “Epic poems”. Writer Auezov wrote the same tragedy on the basis of this story. In the Abai district of the East Kazakhstan region there was erected monument to the hero of Yenlik and Kebek.

Romeo and Juliet belong to a tradition of tragic romances stretching back to antiquity. The plot is based on an Italian tale translated into verse as The Tragic History of Romeus and Juliet by Arthur Brooke in 1562 and retold in prose in Palace of Pleasure by William Painter in 1567. Shakespeare borrowed heavily from both but expanded the plot by developing a number of supporting characters, particularly Mercutio and Paris. Believed to have been written between 1591 and 1595, the play was first published in a quarto version in 1597. The text of the first quarto version was of poor quality, however, and later editions corrected the text to conform more closely to Shakespeare's original. Romeo and Juliet have been adapted numerous times for stage, film, musical, and opera venues. During the English Restoration, it was revived and heavily revised by William Davenant. David Garrick's 18th-century version also modified several scenes, removing material then considered indecent, and Georg Benda's Romeo and Juliet omitted much of the action and added a happy ending.

The noble families of the Montagues and the Capulets live in the city of Verona. They had an argument, and were enemies. Their servants were enemies as well. The young men who work for the Montagues and the Capulets get into gangs and fight each other in the street. Because it is fashionable to carry a sword, sometimes they get badly injured.

Verona is ruled by Prince Escalus. He tells the Montagues and the Capulets that they have to stop fighting or they will be punished. It is very difficult to control the young men. Montague has only one child, a teenage boy called Romeo. Capulet also has only one child, a beautiful 14-year-old daughter called Juliet. They do not know each other, because Juliet never goes anywhere without her nursemaid. Romeo and his friends go to a masked ball at the home of Juliet's parents. Romeo and Juliet meet at a party and fall in love.Because they think they will get into trouble with their parents, they tried to hide their love by not talking about it at home. Juliet knows that her parents wanted her to marry a cousin of the prince. Romeo and Juliet get married in secret. Because of their secret marriage, a lot of things happen which bring about many deaths, including, finally, Romeo and Juliet kill themselves.

The work of MukhtarAuezov was written in the twentieth century, and Shakespeare's work was written in the sixteenth century. However, the main obstacle in both works is hate and cruelty. The main idea of the authors of both works is to explain why that evil is the result. The main hero of the play in Mukhtar Auezov's hero, Kebek was 28, and the main character in Shakespeare's work Romeo was only 16 years old. The characters of both pieces cast their lives for their love. The girls in both works are 14 and 20 years old, but their emotions are the same. Yenlik-Kebekis compared with Shakespeare's tragedy "Romeo and Juliet". If in our Kazakh play “Yenlik-Kebek” Kebek,Yenlik and Esen form love triangle , then in “Romeo and Juliet” they are Romeo, Juliet and Paris.

Juliet Capulet is the main heroine of William Shakespeare's tragedy "Romeo and Juliet", a young girl with the naivety of a child who has changed for the sake of love. Juliet belongs to the family of Capulet, who has long been at odds with the Montague family. She appears at the beginning of the work and appears as a carefree girl, surrounded by the care of her parents, guarded by her cousin Tybalt and loved by her wet nurse. I cannot but admire her strength of will; she could resist all difficulties due to her determination and perseverance. In the soul of the girl awakens a previously unknown feeling, along with which the mind comes to life. She does not think about which family belongs to her lover, that he is the heir to their mortal enemy. For her, he's just a man she loved with all her heart. In the course of the tragedy, Juliet's image gradually changes from a naive girl-child to a mature woman in love. It's the only way they can be together.

Romeo Montagues isthe main hero of the tragedy of William Shakespeare's "Romeo and Juliet", a romantic, enamored youth, a representative of a noble family in Verona. The hero appears before the reader at the beginning of the work of a simple young man who walks all the time with friends and is in love with some nonsensical beauty named Rosalind. Friends notice that this is far-fetched love and is often told about it.

Yenlik is the main heroine of M. Auezov’s play” Yenlik-Kebek”, a young naïve girl who fought against her fate. She is also a clever and brave girl of Matai clan.

Kebek is a young, handsome, strong hero clan Tobykty. Clan Tobykty has high hopes for this young man, who has a "soul with fire", which can overcome any test in life.

To my mind these two works are honorable and impetuous sensations of love. If Shakespeare pushed the top of the great feeling of love a loveless and unconscious love M. Auezovsocial urgency, a satirical picture of the rules and the play exposed the entire feudal-hierarchical system.

The earliest known critic of the play was diarist Samuel Pepys, who wrote in 1662: “Romeo and Juliet” is a play of itself the worst that I never heard in my life."Poet John Dryden wrote 10 years later in praise of the play and its comic character Mercutio: "Shakespeare show'd the best of his skill in his Mercutio, and he said himself, that he was forc'd to kill him in the third Act, to prevent being killed by him." Criticism of the play in the 18th century was less sparse, but no less divided. Publisher Nicholas Rowe was the first critic to ponder the theme of the play, which he saw as the just punishment of the two feuding families.

To the opinion of A.Espembetov, MukhtarAuezov and ShakarimKudayberdiuly were not only brothets, they were competing each other on writing great plays.

According to the story Shakespeare chooses language that reflects youthful, idealized notions of romance. Romeo describes his state of mind through a series of oxymoron — setting contradictory words together — blending the joys of love with the emotional desolation of unrequited love: "O brawling love, O loving hate." That he can express such extreme emotions for a woman he barely knows demonstrates both his immaturity and his potential for deeper love

To sum it up, I would like to say that education and training of these works is important for us. There are a lot of people going to cut their lives on this day because they are not fond of their loved ones. Are their love in the hearts of one soul? Did she not love her parents, relatives, and friends who died when she died? True human traits come from true love.

As for me, when I was reading these wonderful stories I really felt hot and cold all over. In these works, the aim is to explore the depths of human souls, embodying such noble qualities as charity, justice and goodness. They showed his brave heroes only in his human qualities. They honored love and friendship, humanity and courage.

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**Ecological problems of Pavlodar**

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The present article is devoted to the ecological problems of Pavlodar.

For a start it would be desirable to focus the attention on the term «ecology».

The term ecology was introduced into scientific terminology and the life of our society many years ago. Ecology is a scientific direction which studies the interaction between organisms and their environment. Environment is the place where we live.

Everything that really exists in this world and surrounds us is divided into the biosphere and the technosphere. The biosphere is the surrounding living world, our planet and we, its constituent particle. The technosphere is all that is created by the mind and work of man in the process of evolution. For many centuries people lived in harmony with the environment, until industrialization began. It has led humanity to a conflict with nature, which took a large scale. But with the development of civilization, the man began to interfere with nature more and more.

There are different types of pollution of the environment: air, water and soil pollution. Unfortunately, not all people realize or recognize that it is we who create these problems, and we must be the first to stop them and protect our environment. Because of the industrial revolution, the air is polluted with horrible chemicals. The seas and oceans are poisoned by oil spills. Many rare species of flora and fauna are under threat of dying out. The lack of natural resources, global warming, acid rain, disappearance of wild animals, pollution of water and air are the most acute problems.

Air pollution is one of the most important and urgent problems. Basically, this is caused by transport and factory fumes, which gradually destroys the ozone layer. Unfortunately, this can have serious consequences, since the ozone layer protects our planet from solar radiation. Air pollution, destruction of the ozone layer are the result of negligent handling of nature, a sign of an environmental crisis, influents the health of people.

As a result of anthropogenic impact, one more big problem arises before mankind: this is an intensive pollution of water resources. Pollution of water leads to numerous problems in the environment. Acid rain causes the cutting of forests end their disappearance.

In recent years, the number of environmental problems has increased dramatically. One of the most dangerous problems for our planet is a global warming, which means the changing of the climate around the world and its warming. This problem, first of all, is associated with a large amount of carbon dioxide in the atmosphere. When we burn fossil fuels, such as coal or oil, the carbon level increases and creates a greenhouse effect. The lack of natural resources will certainly affect to the future of our environment. This can include a shortage of food and water, fuel and non-fuel minerals. Such resources are not unlimited, and if people continue to waste them thoughtlessly, the coming years will be extremely polluted, economically unstable and risky.

Protection of the environment is a common concern. That is why it is necessary to take serious measures to develop an environmental safety system. Every year industrial waste pollutes the atmosphere with millions of tons of dust and harmful substances. The state of the environment, its purity or pollution, directly affect the quality of human life. Speaking about the problems of pollution, we cannot but say about the environmental problems of our region. We have been living in this region and had many opportunities to observe cases of negative impact on the environment. There is a very vulnerable natural environment in Pavlodar. In general, we have steppes and semi-deserts and at the same time there are no significant areas of forests that would absorb ever increasing carbon dioxide emissions. Carbon dioxide emissions of gases are the main cause of ozone depletion in the atmosphere.

Our region was declared as the dirtiest, then as one of the cleanest regions in the ecological plan in the republic, furthermore no new industrial enterprises will harm to it.

Everyone knows that Pavlodar region, including Pavlodar, is one of the main industrialized regions of the Republic of Kazakhstan, where issues of environmental protection and ensuring environmental safety remain relevant.

Pavlodar is a large and industrial region in Kazakhstan, we have developed branches of electric power industry, metallurgy, oil refining, their presence adversely affects the increased volume of solid domestic waste, pollution of natural reservoirs. All this in aggregate caused a sharp deterioration of the environmental situation, as was declared by environmentalists, leaders of non-governmental organizations. The air of our region is also polluted by many factories and plants.

There are several thermal power stations in the district, having an effect on the state of the air around them. The by-products of their activities pollute the air we breathe, the water we drink, the land on which we grow wheat and vegetables.

In 2017, an increased level of air pollution was noted for carbon monoxide, nitrogen dioxide, hydrogen sulfide. A low level of atmospheric air pollution was noted for suspended substances (dust), nitrogen oxide.

In order to comply with environmental standards and improve the environmental situation at the enterprises of the region, measures and actions are taken to protect the environment. Industrial enterprises in the process of their activities carry out industrial, environmental control. The town suffers from smog, trees are cut down and burned, and their disappearance disrupts the oxygen balance.

Many rivers and lakes are poisoned too. Fish and reptiles can't live in them. People can't drink this water. So we have to clean the water environment

An unfavorable situation occurs with our Irtysh River, which flows through the territory of China, Kazakhstan and Russia, which is polluted with industrial and domestic waste. According to environmentalists for the next 40 years, the level of fresh water resources suitable for human consumption will drop to a critical level. The level of pollution of water, air and soil increases year after year and is considered as a serious international problem.

Next main problem is air pollution. Pavlodar is the largest centre of coal industry. That means the serious problems connected with pollution of air.

The most serious ecological problems are: noise from cars and buses; destruction of wildlife and countryside beauty; shortage of natural resources; pollution in its many forms.

A very dangerous source of air pollution is road transport. One car emits 600-800 kg of carbon oxide per year, about 200 kg of unburned hydrocarbons and about 40 kg of nitrogen oxides. Mass accumulation of cars in our town is the cause of air pollution by carbon monoxide, many complex organic compounds, which has a harmful effect on human health. The high content of carbon monoxide is especially dangerous, which is concentrated at the surface of the earth. Vehicles transport carry goods and passengers from one destination to another, thereby damaging the environment. Car exhaust fumes are mixed with air, and we are forced to inhale this dangerous mixture. Reducing the exhaust of vehicles could help solve this serious problem. A lot of people have their own cars in our district and a lot of companies, especially transport ones, use lorries in their work. The transport facilities carry loads and passengers from one destination to another and at the same time do a lot of damage to nature. The car exhaust fumes mix with air and we have to inspire this harmful mixture.

Everyone knows that ecology depends on our humane attitude to nature.

Scientists have begun to search for alternative forms of energy, such as water, wind, sunlight and even tides. This will certainly help protect our environment from pollution. Scientists attribute the increase in temperature primarily to the increase in the content of carbon dioxide (carbon dioxide) and aerosols in the atmosphere. This leads to excessive absorption of air by the thermal radiation of the Earth. Obviously, a certain role in the creation of the so-called "greenhouse effect" is played by the heat released from the operation of the thermal power station, the state district power station and the nuclear power plant. The release of many gases into the atmosphere: carbon monoxide (CO), carbon dioxide (CO2), hydrocarbons, i.e. methane (CH4), ethane (C2H6.), etc., which accumulate as a result of burning of fossil fuels and other production processes lead to the emergence of a "greenhouse effect", although these substances are almost not dangerous as independent pollutants. Negative impact on the environment has, as the work of industrial giants, and human impact on the household level.

Pavlodar is situated in a zone of high climate pollution, for each inhabitant there are an average of more than 8 tons of harmful emissions. Another source of pollution is solid municipal waste whose total emissions amount to billions of tons per year. The versatility of the solution of this problem is the utilization and processing.

Ecologists note that mortality rates in the region exceed the total republic figure - 12 cases per 1000 inhabitants. People of the region suffer from serious illnesses as circulatory diseases and diseases.

From all that has been said, the environmental problems must be solved in Pavlodar, it is necessary to know about them and help people to be informed about.

During the preparation to our theme, we decided to find out how the students of Machine-Building College relate to the environmental protection.

The students took part in a questionnaire. They were asked the following questions:

1. Do you like to live and to study in Pavlodar?

2. Do you know about the ecology much?

3. Do you know about "ozone holes"?

4. Do you know the concept of "man-made pollution"?

5. What do car emissions contain?

6. What environmental problems of the town would you single out?

7. What suggestions do you have for improving the ecology of the town?

According to the results of the questionnaire we made the following conclusions:

1. 100%;

2. 53% - yes, 47% - no;

3. 55% - yes, 45% - no;

4. 29% - yes, 71% - no;

5. 15% - yes, 85% - no;

6. The great gas content of the air.

7. 31.5% to reduce emissions of harmful gases, 12% to build a waste processing plant, 20% to switch to alternative energy sources, 36.5% found it difficult to answer.

The main source of pollution is not a plant, a thermal power station or cars. First of all, the state of the environment depends on people. We must proud of the fact that we live on our wonderful planet, and we should understand that the consequences of pollution can be terrible and affect us and our children later. It is necessary to process products from glass, paper, plastic and aluminum. People must stop smoking and plant as many trees as possible so that they produce more oxygen for us. We should drive fewer cars, try to use public transport to reduce the amount of fuel burned. We should protect the environment from further pollution. We are responsible for the situation. I also think that people should pay more attention to the ecology because the future of the region is the problem of each citizen of our town.

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**Hopeless in soul**

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“Everyone you meet is fighting a battle you know nothing about. Be kind. Always”.

Nowadays a lot projects in the world. But project for the homeless is skimpy. When beginning a project, I was wondering how they got to this? Start watching videos, then there are interviews with them. It was a social experiment. Experimentalists have taken a meal money and poison. But the poison was not present. And they found one young homeless. And told to make a choice between the three prophetic. He's not thinking chose poison Honestly, I was very surprised and saddened. As it turned out he lacked a friendly chat, simply saying he lost hope to live. He had attempted suicide. He was only twenty-three. When asked how he reached this State, he replied that helped his friends every week gave them money. Then lost his job, instead of with friends. And in the end he turned out on the street, became homeless. And unfortunately, it has been loved. He lost his parents at an early age. "But the experimenters gave him drops of hope". And giving away money with food. And homeless promised that reaches the goal. And this is just one story of a homeless man, and such in the world millions. On this day in the world offer shelter for homeless pets. And worse than humans? For them to have a thousand projects, thousand support than in humans. But nature has awarded people's emotion. That's the way around campus will look like. The essence of the project in terms of helping the homeless find work and, if possible, recover documents. The system is similar to the hostel. But the food-free. Five times a day, because all have different returns from work. Inside the clinic will be located. Will sports playground. After all, you need to eat right and exercise. Still be laundry. Yet the library will. All the things you can actually get free. Employees will themselves. Specialist investigators will only order. One hundred percent of the population of one and forty-three per cent took the homeless, that is, from seven billion one hundred million homeless.

Calendar of events will be prepared and painted a month in advance. Every weekend there will be games, dancing, singing, in short mini-concerts. Calendar of events will be prepared and painted a month in advance. Every weekend there will be games, dancing, singing, in short mini-concerts. And here arises a very problematic issue, "what money will do it?". Now the yard is the twenty-first century, so the possibilities very much. No environmental problem that is a lot of plastic waste. Now there are some devices that can make plastic dense bricks. And it takes the same amount of money as much as you pay for the light. This is a very economical and profitable. This example is one block from Viet Nam built a thousand houses for poor families.

Some information about them. Project for the Homeless is a student organization that has staffed two small homeless shelters in Manhattan, the men`s shelter at Stephan Wise Free Synagogue and the women`s shelter at the New York Society for Ethical Culture, for over thirty years. New York law requires that a non-homeless volunteer stay overnight at the shelters. By sending Columbia and Barnard students6 Project For the Homeless ensures that the two shelters remain open for the men and women who are on track to receive permanent housing from the City of New York. Project For the Homeless volunteers literally keep men and women off the streets! Volunteer Responsibilities. Students can volunteer for only one night, or they can volunteer regularly. Once you sign up for a night, a coordinator will contact you, take you down to the shelter the night you`ve singed up for, and teach you what you need to do. Generally, you arrive at the shelter around 7:30 in the evening and leave around 6:00-6:30 am the next morning. Your only obligations that evening are to put away perishable food and turn off the lights in the shelter room around 10:00 pm. The guests at the shelter have already been assigned jobs for the night and will work together to clean the shelter. For the rest of the time, you are free to do homework or chat with the guests, who are always friendly and eager to talk. You sleep in your own room with two beds (students often volunteer with a friend). In the morning, you wake up at 5:30 am and make sure that guests are awake and putting the room back in order. The responsibilities are minimal, so this is your chance to get to know the guests! Students usually arrive back on campus by 7:00 am. About Shelters. The shelters we staff are designed to help the homeless who are trying to get back on their feet. The men and women in the shelters are screened before they are allowed in the program. They are all drug and alcohol-free, many have jobs, and all are in programs to help them find permanent housing. The shelters are safe places to volunteer. The shelter residents eagerly welcome Project For the Homeless and are appreciative of the assistance.

My dream was implemented the project "Venus" made by a great man - Jacque fresco. Society's mistake has blackened someone's happiness. As we all know, physical pain is not as painful as spiritual pain. Ok, now look, when you solve problems in mathematics, geometry, algebra and in order to get the conclusions you begin to solve the problem only then draw conclusions. The question is, without knowing a person, how will you draw conclusions about this person? Love, faith, hope - the things of which we do not understand what it really is. We only know that it is given to us with a miracle. These three things are the most important for each of us. As one of the books was written: "Love is a great gift, it's the only thing that you give to someone, but it remains with you. She is infinite".

In conclusion, I know that I am far from this. Even if we are far from this project, so let's support them, give them hope, be a light in the endless black tunnel. Yes, many people immediately think and speak: “We have enough trouble and problems”. But if you think about it, there is no problem. Everything is solved. Because we are Human created by a great gifts.

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**Political systems of Great Britain and Kazakhstan**

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Political system is amanagement of society, governance, relations between different social groups, management of interstate affairs,set of social institutes. That is, the political system involves the integrity of the political life and its relationship with other sectors.

The political system of Great Britain

The Great Britain is a unitary state with devolution, that is governed within the framework of a parliamentary democracy under a constitutional monarchy.There are two heads in the country. One is the Queen, and the other is the Parliament. The present sovereign is Queen Elizabeth II. She was crowned in Westminster Abbey in 1953. Official residence of the Queen is BuckinghamPalace, in London. Almost all the power belongs to the Parliament, as the Queen is only a formal ruler of the country. The Queen has also a number of ministers, who bear the responsibility for her royal acts. The Great Britain doesn’t have any written constitution, but has only a set of laws made by the Parliament. Parliament is the most important authority in Britain. The British Parliament is often called Westminster because it is housed in a distinguished building in central London called the Palace of Westminster. The Parliament has two chambers: the House of Lords and the House of Commons. The most important and powerful one is the House of Commons, which contains of 650 members. The Commons is chaired by the Speaker. Unlike the Speaker in the US House of Representatives, the post is non-political and indeed, by convention, the political parties do not contest the Parliamentary constituency held by the Speaker.They are elected by secret ballot. All citizens, aged 18 and registered in a constituency, have the right to vote. General elections are held every five years.

There are also a number of important political parties in Britain, such as the Conservative Party, the Labour Party, the Liberal Party, the Social Democratic Party and others. Eachpolitical party has its leader, who takes part in elections. The one who wins becomes a member of Parliament. The party that holds the majority of seats in the Parliament usually forms the Government, with the Prime Minister at the head. The Prime Minister’s first duty is to assemble a Cabinet. The main responsibilities of the House of Commons are legislation and review of governmental matters. Historically most members of the House of Lords have been what we called hereditary peers. Almost all the other members of today's House of Lords are what we call life peers. This means that they have been chosen by the Queen, on the advice of the Government, to sit in the House for as long as they live, but afterwards no member of their family has the right to sit in the House. Almost 200 are former Members of Parliament. The House of Lords consists of nearly 1200 peers. The head of the House of Lords is the Lord Chancellor. This House has no real power but has the responsibility to be an advisory council. The interesting fact about the House of Lords is that it’s a hereditary chamber.

The Government is normally assured of a majority in the House of Commons for any measure or vote. This is mainly because in the Commons there is a strong 'whipping' system in which political parties tell their members how to vote on every significant division though a weekly set of instructions.The official record of the proceedings of the Commons and the Lords is called Hansard. The press and broadcasters are present all the time and live audio and visual broadcasting can take place at any time.

The Great Britain political system is a multi-party system. Since the 1920s, the two largest political participation have been the Conservative Party and the Labour Party. The idea of political parties first took form in Britain and the Conservative Party claims to be the oldest political party in the world. Political parties began to form during the English civil wars of the 1640s and 1650s. First, there were Royalists and Parliamentarians; then Tories and Whigs. Whereas the Whigs wanted to curtail the power of the monarch, the Tories - today the Conservatives - were seen as the patriotic party

The modern day Conservative Party was founded in 1834 and is an outgrowth of the Tory movement or party, which began in 1678. Today it is still colloquially referred to as the Tory Party and its members as Tories, and has been supported by wealthy people as well as professional people and farmers The Liberal Democrats or "Lib Dems" were founded in 1988 by an amalgamation of the Liberal Party and the Social Democratic Party (SDP), a Labour breakaway movement formed in 1981. The Labour Party has been supported by skilled and unskilled workers, especially union members. The Liberals and SDP had contested elections together as the SDP–Liberal Alliance for seven years previously. The modern Liberal Party had been founded in 1859 as an outgrowth of the Whig movement or party (which began at the same time as the Tory party and was its historical rival) as well as the Radical and Peelite tendencies. The Liberal Party was one of the two dominant parties (along with the Conservatives) from its founding until the 1920s, when it rapidly declined in popularity, and was supplanted on the left by the Labour Party, which was founded in 1900 and formed its first government in 1924. Since that time, the Labour and Conservative parties have been dominant, with the Liberals (later Liberal Democrats) being the third-largest party until 2015.

The political system of Kazakhstan

Kazakhstan has a hybrid system of government that combines aspects of both parliamentary and presidential systems.The principle of independence and the political system were formulated in the first Constitution of Kazakhstan of January 1993, which was approved by referendum on 30 August 1995.

The politics of Kazakhstan takes place in the framework of a presidential republic, whereby the President of Kazakhstan is head of state and nominates the head of government. Executive power is exercised by the government. Legislative power is vested in both the government and the two chambers of parliament.

The president is elected by popular vote for a five-year term. The prime minister and first deputy prime minister are appointed by the president. Council of Ministers is also appointed by the president. President Nazarbayev expanded his presidential powers by decree: only he can initiate constitutional amendments, appoint and dismiss the government, dissolve Parliament, call referendums at his discretion, and appoint administrative heads of regions and cities.

The president is the head of state. He also is the commander in chief of the armed forces and may veto legislation that has been passed by the Parliament. President NursultanNazarbayev, who has been in office since Kazakhstan became independent, won a new 7-year term in the 1999 election that the Organization for Security and Cooperation in Europe said fell short of international standards. The prime minister, who serves at the pleasure of the president, chairs the Cabinet of Ministers and serves as Kazakhstan's head of government. There are three deputy prime ministers and 16 ministers in the Cabinet. BakhytzhanSagintayev became the Prime Minister in September 2016.

The legislature, known as the Parliament , has two chambers. The Lower House Assembly (Mazhilis) has 107 seats, elected for a four-year term, 98 seats are from party lists, 9 - from Assembly of People. All members of parliament are elected for 5 years. The Upper House Senate has 47 members, 40 of whom are elected for six-year terms in double-seat constituencies by the local assemblies, half renewed every two years, and 7 presidential appointees. In addition, ex-presidents are ex officio senators for life. Majilis deputies and the government both have the right of legislative initiative, though most legislation considered by the Parliament is proposed by the government. Several deputies are elected from the Assembly of People of Kazakhstan.

   The judicial system includes the Supreme Court of the Republic of Kazakhstan and the local courts established according to the Constitution of RK and the Constitutional law.

The political parties in Kazakhstan there are Nationwide Social Democratic Party, Democratic Choice of Kazakhstan, Communist Party of Kazakhstan, Village Social, Democratic Party, People's Communist Party of Kazakhstan, Democratic Party of Kazakhstan Bright Path, Radiant Fatherland (NurOtan), Alash, Kazakhstan Democratic Party, Rukhaniyat Party, Socialist Resistance of Kazakhstan. But This article lists political parties in Kazakhstan. Kazakhstan is a dominant-party state with Nur-Otan in power. Although other parties are nominally legal, they do not have any realistic chance of winning.

In concluding Great Britain is an unitary state and a democraticconstitutional monarchy. Its system of government has directly inspired the government of other countries, such as Canada, India, Australia and Jamaica. The constitution is unmodified and some is unwritten, being made up of constitutional conventions, and various elements of statutory law and common law which are collectively referred to as British constitutional law.

The head of state and theoretical ultimate source of power the British monarch, but Queen less powerfully than Prime Minister. In reality, the Queen has an essentially ceremonial role, restricted in exercise of power by convention and public opinion, though the monarch does exercise three essential rights: the right to be consulted, the right to advice and the right to warn. Governments and prime ministers have weekly confidential meetings with the monarch.

Kazakhstan has a hybrid system of government: parliamentary and presidential systems.The President of Republic Kazakhstan is voted by full age citizens of Kazakhstan on general, equal, direct and secret vote basis. The executive authority is carried out by the government. The system of the executive branch of the government consists of the ministries, services and agencies.

 Legislature is brought into action the Parliament that consists of two Chambers: the Senate and the Mazhilis working on a regular basis.The Senate is formed by the deputies represented in order of constitution law for two person out of each region, city of republican value and capital of the Republic of Kazakhstan. Fifteen deputies of the Senate are appointed by the President in order to fulfill the representation for the Senate of national-cultural and other significant interests of a society.

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**How does music influence people?**

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What is the impact of music on people's lives? let's consider this issue together.

**1.Happy/sad music affects how we see neutral faces:** We can usually pick if a piece of music is particularly happy or sad, but this isn’t just a subjective idea that comes from how it makes us feel. In fact, our brains actually respond differently to happy and sad music. Even short pieces of happy or sad music can affect us. One study showed that after hearing a short piece of music, participants were more likely to interpret a neutral expression as happy or sad, to match the tone of the music they heard. This also happened with other facial expressions, but was most notable for those that were close to neutral .Something else that’s really interesting about how our emotions are affected by music is that there are two kind of emotions related to music: perceived emotions and felt emotions. This means that sometimes we can understand the emotions of a piece of music without actually feeling them, which explains why some of us find listening to sad music enjoyable, rather than depressing .Unlike in real life situations, we don’t feel any real threat or danger when listening to music, so we can perceive the related emotions without truly feeling them—almost like vicarious emotions.

*2.****Ambient noise can improve creativity:*** We all like to pump up the tunes when we’re powering through our to-do lists, right? But when it comes to creative work, loud music may not be the best option .It turns out that a moderate noise level is the sweet spot for creativity. Even more than low noise levels, ambient noise apparently gets our creative juices flowing, and doesn’t put us off the way high levels of noise do .The way this works is that moderate noise levels increase processing difficulty which promotes abstract processing, leading to higher creativity. In other words, when we struggle (just enough) to process things as we normally would, we resort to more creative approaches . In high noise levels, however, our creative thinking is impaired because we’re overwhelmed and struggle to process information efficiently. This is very similar to how temperature and lighting can affect our productivity, where paradoxically a slightly more crowded place can be beneficial.

***3. Our music choices can predict our personality***

Take this one with a grain of salt, because it’s only been tested on young adults (that I know of), but it’s still really interesting .In a study of couples who spent time getting to know each other, looking at each other’s top ten favorite songs actually provided fairly reliable predictions as to the listener’s personality traits .The study used five personality traits for the test: openness to experience, extraversion, agreeableness, conscientiousness and emotional stability. Interestingly, some traits were more accurately predicted based on the person’s listening habits than others. For instance, openness to experience, extraversion and emotional stability were the easiest to guess correctly. Conscientiousness, on the other hand, wasn’t obvious based on musical taste . Here is also a break-down of how the different genres correspond to our personality, according to a study conducted at Herriot-Watt University:

***4.Music can significantly distract us while driving (contrary to common belief)*** Another study done on teenagers and young adults focused on how their driving is affected by music. Drivers were tested while listening to their own choice of music, silence or “safe” music choices provided by the researchers. Of course, their own music was preferred, but it also proved to be more distracting: drivers made more mistakes and drove more aggressively when listening to their own choice of music. Even more surprising: music provided by the researchers proved to be more beneficial than no music at all. It seems that unfamiliar, or uninteresting, music is best for safe driving.

***5.Music training can significantly improve our motor and reasoning skills*** We generally assume that learning a musical instrument can be beneficial for kids, but it’s actually useful in more ways than we might expect. One study showed that children who had three years or more musical instrument training performed better than those who didn’t learn an instrument in auditory discrimination abilities and fine motor skills. They also tested better on vocabulary and nonverbal reasoning skills, which involve understanding and analyzing visual information, such as identifying relationships, similarities and differences between shapes and patterns .These two areas in particular are quite removed from musical training as we imagine it, so it’s fascinating to see how learning to play an instrument can help kids develop such a wide variety of important skills .Similar research shows this correlation for exercise and motor skills in the same way, which is also fascinating.

***6. Music helps us exercise.*** Back to music again, and we can see that just like silence doesn’t help us to be more creative or better drivers, it’s not much use when we’re exercising, either. Research on the effects of music during exercise has been done for years. In 1911, an American researcher, Leonard Ayres, found that cyclists pedaled faster while listening to music than they did in silence. This happens because listening to music can drown out our brain’s cries of fatigue. As our body realizes we’re tired and wants to stop exercising, it sends signals to the brain to stop for a break. Listening to music competes for our brain’s attention, and can help us to override those signals of fatigue, though this is mostly beneficial for low- and moderate-intensity exercise. During high-intensity exercise, music isn’t as powerful at pulling our brain’s attention away from the pain of the workout.

Not only can we push through the pain to exercise longer and harder when we listen to music, but it can actually help us to use our energy more efficiently. A 2012 study showed that cyclists who listened to music required 7% less oxygen to do the same work as those who cycled in silence.

Music inspires, enhances, broadens horizons , soothes, excites, brings joy, makes sad days more tolerable, makes special days the best days of our lives. Music is everywhere and ever thing is musical in its own way. Music can be serious, mischievous, create frivolity or just plain silliness. Music is a language that is universal. You don’t have to know the lyrics, in fact many people make up their own ones! Music itself will tell you to laugh, to cry, to smile, to frown, to be joyful, to hateful by just how its played. Music is found everywhere and in everything! Radio and television, movies, our cellular telephones, in the stores, on the trains and subways, in our homes, at the doctor’s office, in elevators . When men go to war, music has always led the way.Imagine a world with no soothing sounds. Imagine yourself listening to the radio and all you hear is talking. Imagine poetry without a melody. When you go outside you see birds but you don’t hear them sing. When you drive, ride the train or ride a bus or even walk, you have no melodious sounds to pass the time, to take you to another place or to open your imagination….where would your creativity come from?.I could not imagine my life without music. Music is a important part of our life. Music is a way of Communicating How We Feel. Music also helps people to communicate how they feel inside when they just can't find the words to say it. I don’t think if someone exist who would not love music. New research shows that even sad music lift your mood, while other studies suggest music boost happiness and reduce anxiety .So I say thank you for the music, the songs I’m singing, thanks for all the joy they’re bringing, who can live without it, I ask in all honesty? What would life be without a song or a dance what are we? So I say thank you for the music…

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**Differences in holidays between Britain and Kazakhstan**

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Today, people celebrate a huge number of holidays, sometimes they don’t guess about its meaning. I wanted to know everything about Kazakhstan and British holidays, to learn how many similar elements in the tradition of the celebration, and to see why the British holidays are popular in our country.

The novelty of our work is that we are not just compared the holidays, but also tried to compare the culture of the two countries. We also conducted a survey with the aim to ascertain the popularity of foreign holidays in our country, the reasons for this phenomenon. Based on the results of the survey, we made the appropriate conclusions, which are proposed in our work.

I analyzed the calendar of holidays of Great Britain. As a result of this work, I found that there are only 37 official holidays in the UK: 5 of them are official (New Year, Christmas, etc.); 12 of them - the festivals, memorable dates, etc., which have a great importance for the country, but not a holiday in the direct meaning of the word, 13 holidays are professional . We can also mention religious festivals, there are only 7 - it is Good Friday, the Catholic Easter, the Day of the Holy Apostles Peter and Paul, Halloween, All Saints Day, Guy Fawkes Day and the Catholic Christmas.

In this project, I want to consider several UK festivals, which, in my opinion, are very interesting for their originality. Moreover, these holidays have become popular in our country. The first holiday is the Saint Valentine's Day. At the dawn of our era lived the Roman Emperor Claudius I. He believed that lonely man fights better for his country, and therefore forbade representatives of a strong half of humanity to marry. But one of ordinary priest Valentine commiserated to unhappy couples and under the cover of night consecrated their alliance. Soon the emperor heard about his "antics ". He gave order to arrest the poor fellow and throw into prison, sentencing to death. And priest was executed on February 14.

The second amazing, a little frightening, but at the same time, not less interesting holiday - Halloween. Halloween had a great importance, at this time, with the help of rituals, people said goodbye to the old, bad, useless things and met new. Ancient British as a gift to the gods of nature brought apples, autumn vegetables, flowers, left them under the trees or buried in the ground, asking for help and support. The night of October 31, it was decided to put a plate of fruit on the street - for the dead souls so that they could come to the help to alive.

Finally, the last interesting British holiday, I would like to tell you about is the day of Guy Fawkes. November 5, 1605 some of conspirators tried to blow up the House of Parliament with the Government, King James I, the queen and their son. Guy Fawkes and his friends were displeased the attitude of the king to the Catholics, they hoped that English Catholics would be able to seize power in the country, if they kill members of the government and the royal family. The conspirators rented a cellar under the Parliament building, and a few days before the opening of Parliament Guy hid in the basement twenty casks with gunpowder.

The last interesting holiday is Easter. Easter in Britain had its beginnings long before the arrival of Christianity. Celebrations of spring's renewal probably date back to prehistoric times, and supposedly the word Easter itself derives from the pagan festival of Eostre, the Anglo-Saxon goddess of dawn. The hare was said to have been sacred to this goddess, and is supposedly the origin of today's Easter bunnies, though rabbits, because of their fecund reputation, have always been symbols of fertility.

Easter Sunday is a moveable feast, falling anywhere between March 22 and April 25. Its date is calculated in a similar way to that of the Jewish festival of Passover.

The most important festival of the Christian church, Easter celebrates the Resurrection of Christ from the dead, and in Britain many people attend Easter services and receive Communion who are not churchgoers at other times. Joyous peals of bells are rung, and many churches are lavishly decorated with flowers in the spring colors of yellow, white and green. 'Easter lilies' are often displayed on the altar. Following a custom which has spread from Wales to the rest of Britain, family graves are sometimes also decked with flowers at Easter.

Easter bonnets decorated with spring flowers or ribbons originated with parishioners wearing a bright new item of clothing, or perhaps even a complete new outfit, to church on Easter Sunday. Elaborate bonnets and outfits are worn in Easter parades in Britain, including the famous one at Battersea Park in London. Easter Monday is a favorite day for funfairs with rides and roundabouts, one of the oldest traditionally being held on London's Hampstead Heath.

Coming as it did after the long fast of Lent, Easter was traditionally a season of feasting. The classic British Easter food is the Easter egg. As an apparently inanimate object which nevertheless contains the source of new life, the egg is an ancient and universal symbol of spring's re-awakening. This symbol was adopted by Christians to signify the Resurrection, and some Christians also regard the egg as a symbol of the stone rolled away from the entrance to Christ's sepulcher. In Britain today chocolate Easter Eggs, often filled with candies, are given to relatives and friends, and especially to children.

All over the United Kingdom hard-boiled eggs are painted, decorated or dyed, and then concealed around the garden for an Egg Hunt.

On Easter Monday Egg Rolling competitions take place in northern England and Scotland. Hard-boiled eggs are rolled down a slope, and the winner, depending upon local custom, is the one which rolls the furthest, survives the most rolls, or is successfully aimed between two pegs. The best-known event takes place at Avenham Park in Preston, Lancashire.

Hot Cross Buns, now eaten throughout the Easter season, were first baked in England to be served on Good Friday. These small, spicy buns contain raisins or currants and sometimes chopped candied fruit. Before baking, a cross is marked on the top of the bun. Here is an excellent recipe for hot cross buns.

Kazakhstan is a multinational country, so it has as old traditions as new ones. People celebrate not only religious and public holidays as Nauryz, Batyr`s day, Capital day in our country, but also many international holidays like International woman`s day, New year and Christmas.

One of the main holidays of Kazakhstan Nauryz is considered to be. Nauryz is a holiday of spring renewal in Kazakhstan. It originated among the peoples of the East long before the adoption of Islam, therefore, it deprived of religious ritual and pattern. In the eastern calendar, Nauryz is the start of the New Year coincides with the spring equinox. For Kazakhs, this holiday is a symbol of spring renewal, the triumph of love, fertility and friendship. In the old days before the arrival of Nauryz people brought their house and farm in order, in honor of the holiday planted trees and flowers. They believed if Nauryz entered the clean house to a good owner, the disease, failure, adversity passed by his side.

In this day, Kazakh people put on the most beautiful clothes, thing songs, take part in different national contest as aitys, baiga, go to each other and give presents. The main dish of this holiday is NaurysKozhe. This dish consists of 7 ingredients that symbolize 7 element of life: water, meat, salt, fat, flour, cereals (rice, corn or wheat) and milk. These ingredients symbolize joy, luck, wisdom, health, welfare, speed, growth and divine protection.

On the 1st of May Kazakhstan celebrates one of the most bright and kind holidays – The day of Unity of Kazakh people. The day of Unity is a holiday of friendship, harmony and understanding, which are so necessary for the country, where more than 150 nationalities live. A large family of Kazakhstan includes Kazakh, Uzbeks, Russian, Ukrainians, Germans, Koreans, Uighurs, Kyrgyz, Chinese, Jews, Armenians, Georgians, and many others. Every nation has unique traditions, but altogether they are people of Kazakhstan. It is the main idea of this holiday.

A very important event not only for Kazakh people, but also for all Muslims is Kurban-Ait - feast of sacrifice for the sake of God. People begin celebrate this holiday early in the morning. They put on clean beautiful clothes and go the mosque for the Morning Prayer.

As the victim Muslims bring different pets. The sacrificial animal must be bold, big and beautiful. It should be no flaws, which badly affect on the quantity and quality of meat. Therefore, we cannot sacrifice the lame, blind, or sick animals. It is advisable to use a third of the meat for the feast of family, to give one-third of the poor among the neighbors and relatives, and a third give in charity to those who request it.

On this day, every Muslim should invite guests and make dastarhan. People congratulate each other, visit their relatives and friends and give presents.

The aim of my work was to compare British and Kazakh holidays and their traditions. We found out that there are similar holidays in both countries. But there are also some differences. For example, the most holidays in Britain and the USA are religious, while the most holidays in Kazakhstan are public.

Moreover, British people are very conservative, and it is possible to see how they follow their traditions, many of which haven`t changed for ages. Kazakh people often think that new traditions are better than the old ones. However, today we can notice that Kazakh people begin to return to old traditions and customs in celebrating holidays.

At the same time, when borders were opened, Kazakh people and other nations, which live in Kazakhstan, began to take some traditions and customs from Western culture. Over the past ten years, we have adopted such European festivals as Valentine's Day, Halloween and even Christmas Day.

Let`s consider concrete examples of holidays that are celebrated in Great Britain, America and Kazakhstan.

For British people Christmas is more important holiday than New Year, but traditions of celebrating of New Year and Christmas in Kazakhstan and in English-speaking countries are similar. Christmas is the most important holiday in Great Britain. It is celebrated on December 25th. British people give each other gifts, decorate the Christmas tree, looking for Santa Claus, listen to speech of the Queen. Kazakhstan's Christmas Celebration has some differences. Kazakhstan Christmas is celebrated on January 7th. However, during this holiday people also give each other gifts, they go to each other, listen to the president's speech and waiting for Father Frost in Kazakhstan. Therefore, we can see that these holidays have much in common.

Another festival came from Russia to Kazakhstan and has already become a real Kazakh – it`s Maslenitsa. In the UK and in Russia people celebrate Maslenitsa. Tradition of celebrating this day is similar in both countries. British bake pancakes; organize competitions in speed of cooking and eating them. Maslenitsa is a very important holiday for many Orthodox, perhaps this is because after its celebration, many observe Lent. Maslenitsa is much brighter, more interesting in Kazakhstan than in the UK.

Celebrating of mother`s day is connected with the annual spring festival in honor of the Greek Rhea, the mother of all children. Every second Sunday in May, the British mothers become queens of the day. Children give cards, flowers, congratulate their mothers. The similar traditions we can see in Kazakhstan. On the 8th of March International woman`s day is celebrated in our country. Women get presents and congratulations from husbands, children and friends. There are a lot of concerts and other entertainment events in this day.

From the foregoing it can be concluded that, despite the very serious differences between Kazakh and British holidays, there are some similarities that speak of some common human values, such as the worship of the mother, the friendliness and hospitality, faith in God.

Nowadays American culture has a great influence on Kazakh people, for example: 90 % of information in the Internet in English, 85% of Kazakh people wears jeans and watch American films, over 30 % eat fast food every day. Moreover, many young people celebrate such American holidays as Halloween, St. Valentine`s Day and other in Kazakhstan. I think, it`s very interesting, why they celebrate them. Maybe, there aren`t enough holidays in our country? I collected a group of people and made worksheets to explain this fact.

Our group consists of 20 people of different ages and nationalities: 3 men and 17 women; 10 people are from 7 to 12 years old; 5 people are from 14 to 20 years old; over 30 years old – 5 people.

People could give several answers on some questions in my worksheet.

1. What the most important Kazakh holidays does your family celebrate?

A) New Year - 17

B) Birthday - 12

C) Nauryz - 3

D) March 8 - 7

E) Batyr Day - 3

F) Christmas - 3

G) Victory Day – 2

2. Do you celebrate religious and public holidays?

A) Yes - 19

B) No – 1

3. What are the traditions you follow during the celebration?

A) The decoration of Christmas tree - 16

C) The decoration of the house - 3

D) visiting relatives – 8

E) visiting friends – 5

F) singing a song – 1

4. What British and American holidays do you know?

A) Christmas - 7

B) Halloween - 8

C) St. Patrick's Day - 1

D) Independence Day - 1

E) Valentine's Day - 12

F) Thanksgiving Day – 1

5. What do you think is it good to celebrate the holidays of other nations? (Valentine's Day, Halloween, etc.).

A) Yes - 11

B) No - 3

C) does not all – 6

6. What do you think, why many Kazakh and Russian holidays were forgotten?

A) I do not know - 8

B) there is no significance - 4

C) we doesn`t value our traditions - 4

D) no information - 13

E) the change of generations - 9

F) it depends on the upbringing - 7

7. Do you celebrate British and American holidays?

A) Yes - 12

B) No – 8

New Year is the most important holiday in Kazakhstan for 85 % of respondents. For 60% of people it is their birthday; for 15% - Nauryz; for 35% of people – International woman`s day. Less important holidays for Kazakh people are Batyr`s day and Christmas – 15% of respondents, Victory day – 10% of people.

55% of Kazakh people believe it`s normal to celebrate foreign holidays. 15% think it isn`t normal to celebrate foreign holidays in our country and 30% has some doubts about the answer.

According to our research, the most popular foreign holiday in Kazakhstain is St. Valentine`s Day. 60% of people think so. At the second place is Halloween with 40%. Christmas finishes our list with 35%.

Foreign holidays has the biggest popularity among young people in our country. There are several reasons why these holidays become popular. At the first, today the world is opened and different cultures have a great influence on each other. At the second, Kazakhstan is a multinational country, so every nation has traditional holidays. Public holidays and foreign holidays unite people of different religions and nationalities.

We can use the results of our research in real life. For example, the results can be important for marketers to decide which holiday goods will sell best. The research results can be applied in the entertainment industry. According to the interests of people, different theme parties, concerts and other performances can be made for some of the most popular foreign holidays. People also can use our project in educational aims on lessons of culture studying and English to explore the peculiarities of celebrating traditions of Kazakh and British cultures.

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**Kazakhstan EXPO-2017**

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Expo 2017 Astana is an International Exposition which took place from June 10 to September 10, 2017 in Astana, Kazakhstan. The expo's theme was "Future Energy", and aimed to create a global debate between countries, nongovernmental organizations, companies and the general public on the crucial question: "How do we ensure safe and sustainable access to energy for all while reducing CO2 emissions?"

The theme chosen for the Expo 2017 was "Future Energy". The theme was aimed to concentrate on the future of energy, and on innovative and practical energy solutions and their impacts.

The Expo 2017's subtitle was "Solutions for Tackling Humankind’s Greatest Challenge." Therefore, the Expo showcased future energy solutions tackling social, economic and environmental challenges.

On November 22, 2012, Astana was chosen by the [Bureau International des Expositions](https://en.wikipedia.org/wiki/Bureau_International_des_Expositions) (BIE) as the venue to host Expo 2017. It will be the first time that a major international exhibition of this kind is coming to a country from the former Soviet Union. More than 100 countries and 10 international organizations were expected to participate. Around 2-3 million people were expected to visit the international pavilions from June to September 2017.

25 hectares (62 acres) was planned for the pavilions of Expo 2017. The site has a convenient access to Astana's city center, the international airport and the railway station. The Expo Site is also linked with a network of Kazakhstan's inter-city roads to ensure a quick access from all the country. Construction of the pavilions will begin April 2014 with 20 companies from Kazakhstan and 49 companies from around the globe.

Designs were considered for the grounds of Expo 2017 from architects in the UK, USA, Germany, Austria, Netherlands and China. But the lead design contract was awarded to Chicago-based [Adrian Smith and Gordon Gill Architecture](https://en.wikipedia.org/wiki/Adrian_Smith_%2B_Gordon_Gill_Architecture).

On April 24, 2014, the President of Kazakhstan [Nursultan Nazarbayev](https://en.wikipedia.org/wiki/Nursultan_Nazarbayev) took part in a capsule-laying ceremony of the Astana Expo 2017 Exhibition Center construction in Astana, which will be located near the Nazarbayev University.

Astana submitted its registration bid to the BIE in December 2013, as planned.

On June 13, 2015, the Chief Executive Officer of Astana Expo 2017 organization committee, Talgat Yermegiyaev, was indicted for corruption. The new CEO is Astana mayor Adilbek Zhaksybekov. [1]

Kazakhstan's largest airline, [Air Astana](https://en.wikipedia.org/wiki/Air_Astana), was named the "Official Air Carrier of Expo 2017”.

In preparation for the Expo 2017 the administration of Astana launched several "[smart city](https://en.wikipedia.org/wiki/Smart_city)" projects. The projects imply introduction of digital technologies in such areas as payment, education and healthcare.

The Energy Best Practices Area Pavilion at Expo 2017 showcased the 17 best energy-generating projects. These projects were selected from 136 submitted from more than 25 countries. Exhibition Expo 2017 would help develop intensively and contribute to Kazakhstan entry into the top 30 developed countries of the world. We can be certain that electricity consumption will increase worldwide. We need energy to light and heat our homes, to cook our food, to drive transport and provide power plant with energy and nowadays due to technological advances, we have so many gadgets to charge. That is why without energy all this would be impossible on the scale needed. The issue of resources of energy has become a concrete topic of modernity. As it is known, oil and coal are limited (not infinite). However, by the help of this fossil fuels we made the major routine things for life and it is hard to realize that we should halt that process of obtaining energy in this way. For the reason that, digging it intensively can harm core of Earth, which can cause climate change. Hence, only alternative sources of energy which can meet the energy requirements of the future. Without energy, humanity will be extinct. Day by day the population on Earth is going up significantly and people’s demand on energy consumption is rising accordingly. Despite the world society, recognize the necessity and merits of using renewable energy sources, alternative energy still be contingent on the economy of the countries and their policies towards this matter. Even our country is rich in mineral resources and fossil fuels we still depend on unpredictable actions in geopolitics and prices of oil. To make it more predictable and convenient, the proposal of replacing natural sources by renewable since they do not pollute an environment and are endless is considered by government. There fore in 2017 Kazakhstan is organizing exhibition “EXPO-2017”.

Over 100 companies, including Zaha Hadid Architects, UNStudio, HOK, and Coop Himmelbau, participated in a competition to design the grounds of Expo 2017. Chicago firm Adrian Smith and Gordon Gill Architecture won the competition for the design idea. The main project, according to the design was realized by Swiss company IT-Engineering

Several national and international construction companies were awarded contracts to build the grounds. The main contractor Mabetex Group, and Sembol, CC Bazis-A LLC, ABK Kurylys-1 LLC, Turquaz-YDA Stroy LLC, Sredazenergostry LLC have completed the construction part. The financing of project is done by the Kazakhstan Government and some private investor like Plast Invest Production LLP, Sonik Company LLP, Polimer Metal-T LLP and Alyugal LLP.

The number of countries that confirmed their participation in Expo 2017 by September 2016 reached 101, which is higher than anticipated.

U.S. Secretary of Energy Ernest Moniz and Assistant Secretary of State for South and Central Asian Affairs Nisha Biswal announced in November 2016 at the Embassy of Kazakhstan in Washington, D.C. that APCO Worldwide, a global communications consultancy, was selected as the chief organizing partner for the U.S. Pavilion at EXPO 2017. The USA Pavilion in Astana will be organized and operated by a U.S. private-sector company. However, traditionally it is managed solely by the U.S. Department of State. The official theme of the USA Pavilion is “The Source of Infinite Energy». The USA Pavilion worked to inspire the next generation of ambassadors.

115 states and 22 international organizations confirmed their participation in EXPO 2017 in Astana. This turnout exceeded the organizing company's expectations of 100 countries and 10 international organizations. Since June 10 through September 9, the EXPO-2017 International Specialized Exhibition was visited by over 3,86 million people. The average daily attendance amounted to 22,840 visits.[2]

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**1 kleines Land – 4 Landessprachen.**

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Ich möchte Innen von einem wunderschönen Land und zwar von der Schweiz erzählen.Die Schweiz ist das Land der Rätsel.

Das ist ein hoch entwickelter mehrsprachiger Staat , in dem die Vertreter verschiedener Nationalitäten leben.In ihrem alltäglichen Leben sprechen 41,9 % der Schweizer regelmäßig zwei oder mehrere Sprachen oder Dialekte pro Tag. Das heißt konkret, dass die Hälfte der Einwohner dieses kleinen Landes sich in mehreren Sprachen ausdrücken kann. Kulturell betrachtet ist das ein wahrer Reichtum!

Zusammenleben mit 4 offiziellen Sprachen

Laut Artikel 4 der Bundesverfassung sind die Landessprachen der Schweiz Deutsch, Französisch, Italienisch und Romanisch. Als wahre Drehscheibe im Zentrum Europas bezeugt die Schweiz der individuellen Mehrsprachigkeit eine hohe Wertschätzung.

Welche Sprache ist in der Schweiz besonders populär?Natürlich Deutsch. Deutsch ist in der Schweiz sehr verbreitet. 63,7 %(dreiundsechzig, sieben Prozent)der Bevölkerung sprechen Deutsch.In 17 (siebzehn ) Kantonen ist es eine offizielle Sprache. Französisch spricht man im Westen des Landes.Italienisch spricht man im Kanton Tessin und im Süden des Landes. Rätoromanisch, das selbst ein Konglomerat der fünf Dialekte ist,sprechen nur die Bewohner einiger Gemeinschaften und Regionen Graubunden.

Das Schweizer Politsystem – Föderalismus und direkte Demokratie mit einer sehr breiten Autonomie für Kantone und Gemeinden, ergänzt durch eine große Sprachenfreiheit – erscheint als Garant für den Erhaltung der Mehrsprachigkeit und den Fortbestand der drei lateinischen Minderheiten. Diese könnten in puncto Anzahl Muttersprachler und Status nicht verschiedener sein.

Sprachliches „Patchwork“

Sind die Schweizer sprachbegabt? Stimmt das wirklich? Eine Studie über dieses Thema stellt heraus, dass die Deutschsprachigen bessere Kenntnisse in Französisch als zweite Sprache haben als die Westschweizer in Deutsch. Es ist demnach die Mehrheit, die sich als kompetenter erweist und mehr Interesse an der anderen Sprachgemeinschaft zu bezeugen scheint. Was die Italienischsprachigen anbetrifft – sie lernen im Laufe ihres Hochschulstudiums nördlich der Alpen Deutsch oder Französisch und fühlen sich im Allgemeinen zur Zweisprachigkeit berufen! Die Romanischsprachigen hingegen werden durch ihre ziemlich ungewöhnliche Muttersprache schlichtweg gezwungen, eine zweite Sprache zu lernen: gewöhnlich entscheiden sie sich für Deutsch oder Italienisch. Insgesamt sprechen alle Schweizer eine zweite Landessprache.

Den Röstigraben überwinden!

Der berühmte Röstigraben teilt die deutschsprachige von der französischsprachigen Schweiz und drückt sich bei Abstimmungen konkret aus, indem er offenkundige kulturelle Unterschiede aufdeckt. Doch die Schweizer wissen genau: die einzige Möglichkeit, andere Menschen, ihre kulturellen Eigenheiten und ihre Lebensart zu verstehen besteht im… Lernen ihrer Sprache!

In der Schweiz gibt es unzählige Argumente für das Lernen von mindestens einer anderen Landessprache. So ist es zum Beispiel auf den Schweizer Straßen empfehlenswert, gewisse Kenntnisse der anderen Landessprachen zu haben – ansonsten man in amüsante Situationen verwickelt werden kann. So wie diese französischen Touristen, die verzweifelt nach der Stadt Sierre im Wallis suchten – obwohl sie sich in Siders befanden (das heißt in derselben Stadt…). Vorsicht ist geboten, denn Bienne wird zu Biel, aus Bâle wird Basel und aus Zurich…. Zürich!

In den Supermarkt zum angewandten Lernen

In der Schweiz kann sich ein Abstecher in einen Supermarkt als sehr nützlich erweisen: das Etikett Ihres Schaumbads vervollständigt auf spielerische Art Ihren praktischen Wortschatz mit *Bainmoussant* und *Bagnoschuma*. Für die Milch fügen Sie *Lait* und *Latte* hinzu, die Butter läuft unter *Beurre* und *Burro*. Das steht auf den Verpackungen und kann im Bad oder beim Frühstück gelernt werden. Praktisch, finden Sie nicht?

Im Paradies der Übersetzer: ein Reisepass in 5 Sprachen

Die Schweiz legt ihre offiziellen Dokumente in den 4 Landessprachen auf. Sie ist zum Paradies für Übersetzer und zum Zufluchtsort für Dolmetscher geworden! Tausende Wörter werden jeden Tag von einer Legion von Spezialisten übersetzt. Zum Glück werden die Tonnen Papier heute durch digitale Dokumente ersetzt – das benötigt weit weniger Platz. Und wer über den dicken Schweizer Reisepass staunt: er wird in 5 Sprachen verfasst und würdigt auch die Sprache, die auch in der Schweiz immer mehr Platz einnimmt: Englisch.  
 Man kann zum Schluss zagen, dass die Einzigartigkeit der Schweiz darin besteht, dass dieses Land mehrsprachig ist. Wenn man auf die politische Landkarte der Welt sieht, liegt es klar auf der Hand, auf welchem gründe die Schweiz so viele Staatsprachen hat.

Laut der historischen Chroniken eroberten die Schweiz die Landräuber in ferner Vergangenheit .Im Norden und im Westen des Landes herrschten die Deutschen, demgemäß spricht man hier Deutch.

Neben Frankreich liegen französische Kantonen .

Im Süden in den Bergprovinzen leben die Muttersprachler der italienischen und rätoromanischen Sprache.Diese Bedingten grenzen werden sogfältig geschützt leider sprechen nicht alle Schweizer vier Sprachen.In der Regel spricht man zwei Sprachen, und zwar die Muttersprache seiner Provinz und English.Trotz der sprachlichen und religiösen Unterscheide der ethnografischen besteht die Stärke der Schweiz in der Einheit ist der Gegenstand des Stolzes und ein gutes Vorbild für die Nachahmung.

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**How British music affects our life?**

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Starting a conversation about British music, we will start with British folk music and its derivatives of folk rock and folk punk. This music was effective to stir up interest in study English language in other countries. People take an interest in meaning words, because of excellent musical transition, pleasant voice and melodious sounds.It is not a surprising fact that speakers acquire vocabulary by watching films or TV, but there is not a great deal of evidence that listening to music has a similar influence.Young adults listen to more music than previously recorded generations and musc has now evolved into widely available mainstream music. It is also one of the most popular video media music genres and there are a number of websites devoted to documenting the slang and ‘urban language’ that is used by different artists.

Folk rock appeared in the mid-1960s. The most successful song "the House of Rising Sun" by The Animals (1964). Folk punk is a synthesis of folk music and punk rock. It was popularized in the early 1980s by the Pogues. Typically include relatively little traditional music in its repertoire the most folk punk musicians perform their own compositions in the style of punk rock, but using additional folk instruments, such as mandolins, accordions, banjos and violins, nevertheless, some folk punk bands have adopted traditional forms of folk music, including sailor songs.

Heavy metal (or simply metal) is a genre of rock music that developed in the late 1960s and early 1970s, largely in the United Kingdom. With roots in blues-rock and psychedelic/acid rock, the bands that created heavy metal developed a thick, massive sound, characterized by highly amplified distortion, extended guitar solos, emphatic beats, and overall loudness. Heavy metal lyrics and performance styles are sometimes associated with aggression and machismo.[1]

Fans of heavy metal music have created their own subculture, which encompasses more than just appreciation of the style of music. Fans affirm their membership in the subculture or scene by attending metal concerts–an activity seen as central to the subculture, buying albums, in some cases growing their hair long, wearing leather jackets and t-shirts with band names and logos and most recently, by contributing to metal websites. Metal fans may also write or take photos for metal zines.Overall the results indicate that people can acquire vocabulary by listening to hip-hop and that this process is influenced by factors including cultural knowledge, social ties and musical preferences.

Some critics and musicians have suggested that the subculture is largely intolerant to other musical genres. The metal scene, like the rock scene in general, is associated with alcohol, tobacco and drug use as well as riding motorcycles and having a lot of tattoos. While there are songs that celebrate drinking, smoking/dipping, drug use, gambling, having tattoos and partying, there are also many songs that warn about the dangers of alcohol, tobacco, gambling, tattoo and drug addictions. The metal fanbase was traditionally white and male in the 1970s, but since the 1980s, more female fans have developed an interest in the style, while popularity and interest continue to grow among African Americans and other groups.

Punk rock (or "punk") is a rock music genre that developed in the mid-1970s in the United States, United Kingdom, and Australia. Rooted in 1960s garage rock and other forms of what is now known as "proto-punk" music, punk rock bands rejected perceived excesses of mainstream 1970s rock. Punk bands typically produced short or fast-paced songs, with hard-edged melodies and singing styles, stripped-down instrumentation, and often political, anti-establishment lyrics. Punk embraces a DIY ethic; many bands self-produce recordings and distribute them through independent record labels and other informal channels.[2]

It produced a new generation of bands. For example: The Sex Pistols (Anarchy in the U.K., God save The Queen and other), the Clash (London Calling. Should I stay or should I go? and other), and the Damned in London.

Progressive rock (shortened as prog; sometimes called art rock, classical rock or symphonic rock) is a broad subgenre of rock music that developed in the United Kingdom and United States throughout the mid to late 1960s.

Hegarty and Halliwell identify the Beatles (which appeared in the "Beatlemania"), the Beach Boys, the Doors, the Pretty Things, the Zombies, the Byrds, the Grateful Dead and Pink Floyd(whose heavy sounding will remind of itself) "not merely as precursors of prog but as essential developments of progressiveness in its early days".

Britpop is a UK based music and culture movement in the mid-1990s, which emphasized "Britishness", and produced bright, catchy pop music, partly in reaction to the popularity of the darker lyrical themes of the US-led grunge music, an alternative rock genre, and to the UK's own shoegazing music scene. The most successful bands associated with the movement are Oasis, Blur, Suede and Pulp; those groups would come to be known as its "big four".[3, 410 с.]

Local identity and regional British accents are common to Britpop groups, as well as references to British places and culture in lyrics and image. Stylistically, Britpop bands use catchy hooks and lyrics that were relevant to young British people of their own generation. Britpop bands conversely denounced grunge as irrelevant and having nothing to say about their lives. Damon Albarn of Blur summed up the attitude in 1993 when after being asked if Blur were an "anti-grunge band" he said, "Well, that's good. If punk was about getting rid of hippies, then I'm getting rid of grunge." In spite of the professed disdain for the genres, some elements of both crept into the more enduring facets of Britpop. Noel Gallagher has since championed Ride and stated in a 1996 interview that Nirvana's Kurt Cobain was the only songwriter he had respect for in the last ten years, and that he felt their music was similar enough that Cobain could have written "Wonderwall".

Drum and bass, is a genre and branch of electronic music which emerged from rave and jungle scenes in England during the early 1990s. The style is often characterised by fast breakbeats (typically 160–180 beats per minute) with heavy bass and sub-bass lines, sampled sources, and synthesizers.

Blues rock is a fusion genre combining elements of blues and rock. It is mostly an electric ensemble-style music with instrumentation similar to electric blues and rock: electric guitar, electric bass, and drums, often with Hammond organ. From its beginnings in the early- to mid-1960s, blues rock has gone through several stylistic shifts and along the way it inspired and influenced hard rock, Southern rock, and early heavy metal. Blues rock continues to be an influence in the 2010s, with performances and recordings by popular artists.[4,46-56с]

In the UK, groups such as the Rolling Stones, the Yardbirds, and the Animals, who managed to place blues songs into the pop charts, popularized the style.

About British popular music in 2010s to present

The success of UK artists in the US during the early 2010s led to some claiming a new British Invasion was taking place, as British musicians took their largest ever share of the US album charts year-on-year between 2011 (11.7% of US market), 2012 (13.7% of US market), 2013 and 2014. Notable British musicians achieving global success at the beginning of the 2010s include One Direction, Adele and Mumford & Sons.

Adele's album '21' became the UK's best-selling album of the 21st Century and its 4th best-selling album of all time in 2011, certified platinum 16 times. During the same year, the Grammy-award winning album Back To Black by Amy Winehouse became the UK's second best selling album of the 21st Century and its 13th best-selling album of all time following her death in 2011, certified platinum 11 times.

In 2013, despite the trend of declining album sales persisting, the British music industry saw a 9% growth in revenue which could be traced to "individual revenues by musicians, singers, composers, songwriters and lyricists",[30] adding £3.8bn to the UK economy. In 2014, the UK's top 10 albums were all by British artists, including releases by Ed Sheeran, Sam Smith, George Ezra, Paolo Nutini, Coldplay and One Direction.

Sam Smith's debut album In the Lonely Hour, released in 2014, peaked at number one in the United Kingdom, New Zealand and Sweden, and number two in Australia, Canada, Denmark, Ireland, Norway and the United States. In the same year, Ed Sheeran's second album X charted at number one in twelve countries, topping both the UK Albums Chart and the US Billboard 200, and reaching the top 5 in eleven other countries. Also in 2014, One Direction's album 'Four' reached number 1 in the UK, became the top charted album on iTunes in 67 countries and debuted at No. 1 on the Billboard 200 chart in the US. As a consequence, One Direction became the first band to reach number one on the US Billboard chart with each of their first four albums, British or otherwise.

Personally, I like music (1960s and later) because the rock musicians wanted to convey different ideas. Mostly something important: about life, about generation, about society, and perhaps something about than knew only they. And they are mainly used in comparisons, metaphors. Groups had "their" sound. For example, the atmosphere in the songs groups, Queen, Venom (mischievous), Pink Floyd (very heavy), The Zombies (as if says: please, don’t stand on ceremony, but feel it ease) and others. And I think it was a great time, the flowering, the emergence of different genres. Some genres have even been the reason for the emergence of subcultures. And I think that is a good thing. for thus they would be easier to convey thoughts. And at all, in average in British music there is something the General. Maybe it's some sort of stiffness, sadness, or rhythm, which sometimes merges with abandon. And speaking of British music, especially rock, it is impossible not to mention The Beatles because they have become a phenomenon. There were even "Beatlemania". I noticed in some of their songs an inseparable love and some hope for tomorrow...

We can’t say that music absolutely bad or good. But it’s worth considering, this music influence on youth and on genres in other countries.

After all, this music as a rule more popular among adults in our country. They even though rather know about The Beatles, Queen. I at loss because I can’t understand why this music not popular in youth. As for me, rock music assist to regard life from another point of view. But nevertheless fanatism it’s not well. And I am not against some subcultures, that don’t admit other musical genres. But try to impose another people in rightness by force. It’s not good. I think music - it’s language, it’s something that we should feel, live for understand. Because, a good example is the best sermon. As soon as people understand this, apple of discount will be eaten.

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**Medieval and the RenaissanceEnglish Literature**

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What do these things have in common?

A king wielding a magical sword named Excalibur

A rude red-haired guy telling a highly-embellished fart joke

Truly righteous jousting tournaments with armored knights

A woman who sees visions of Jesus and warns people to repent their sins

If you guessed "Things I Saw On My Last Trip," you are wrong. These kings, jesters, knights, and maidens fair are all lifted straight from medieval literature.

And you thought you might be in for a real snooze fest with this one. In actuality, the Medieval Period's got something for everyone. Probably because it spanned a really, really long time.

The phrase "Medieval English literature" refers to works that were produced in England from about the fall of Rome (the late 400s CE) to the invention of the printing press in the 15th century. So, we're talking from the end of the Classical period, when people flitted around in togas, to the Renaissance, when women flitted around in cumbersome Elizabethan attire and manly men wore tights.Usually the beginning of English literature is attributed to the beginning of the Anglo-Saxon period.The first major monuments of Anglo-Saxon literature - Latin monuments - belong to representatives of the clergy:Aldelm, who lived in the second half of the VII century, the author of ornate prose and poetryTrouble Honorable (672-735) - author of the famous "Church History of the Angles"Alcuin (died in 804) - a learned monk, a connoisseur of grammar, rhetoric, dialectics, who moved at the age of 60 to the court of Charlemagne.Trouble Honored in the medieval manuscript as for the most ancient monuments of the Anglo-Saxon language, the major poetic works reach us from the XI century, except for documentary monuments, chronicles, texts of laws. Writers from the Christian clergy recycled some pagan poems ("Vidside", "Deor's Complaint").

Once printing started, the oral literary tradition quickly became obsolete. Printing allowed for more people to actually go out and read the stuff coming off the presses for themselves. So stories got (re)produced and disseminated far faster than ever before. Literature became, in a way, much more democratic than before.

Since the manuscripts of the Middle Ages were all written and illustrated by hand—the word "manuscript" literally means written by hand—it was one long process. To make a long story short, lots of hunch-backed monks ruined their eyes and got epic cases of carpal tunnel syndrome so that we can get our Chaucer on.

The most remarkable monument of ancient English poetry is the poem about Beowulf. It describes the events relating to the first half of the VI century, the era of the struggle of the Franks with the Goths."Golden Age" of Anglo-Saxon literature before the Norman invasion of the era of Alfred the Great, the winner of the Danes, for almost two centuries devastated Britain. Alfred did much to restore the destroyed culture, to raise the level of education, he himself was a writer and translator (translated, among other things, into Anglo-Saxon "Church history" of Bede, written in Latin).

In the second half of the eleventh century, England was subjected to a new invasion by the Normans. It falls under the rule of the Normans, who for several centuries affirm in England the dominance of the Norman dialect of French and French literature. Begins a long period, known in history under the name of the period of Anglo-Norman literature.

During the first century after the invasion of the Normans, literature in the Anglo-Saxon language almost disappears. And only a century later, literary monuments of ecclesiastical content appeared again in this language and later secular ones, representing translations of French works. Thanks to this mixture of languages, the Latin language is gaining importance among the educated society again.

The period of French rule left an important mark in the further history of English literature, which, in the opinion of some researchers, is more closely related to the artistic methods and style of the French literature of the Norman period than to the ancient Anglo-Saxon literature from which it was artificially torn away.[1]

With the intensification of the social struggle, literature in the fourteenth century acquires great public interest.By the fourteenth century a new English language was being formed, combining elements of the Anglo-Saxon and French languages. Normans played a big role in the dissemination of Celtic stories ("Tales of King Arthur") in all European poetry. Already about 1300 the English priest Liamon used these legends for his poem "Brutus".

The greatest English writer of the fourteenth century was Jeffrey Chaucer (1340-1400), the author of the famous "Canterbury Tales." Chaucer concludes the Anglo-Norman era and opens the history of the new English literature.

All the wealth and diversity of thought and feeling, the subtlety and complexity of the emotional experiences that characterize the previous era, he expressed in English, completing the experience of the past and catching the aspirations of the future. Among English dialects, he affirmed the dominance of the London dialect, the language spoken in this large shopping center, where the king's residence and both universities were located.

But not only he was the founder of the new English language. Chaucer did a common affair with his famous contemporary John Wycliffe (1320-1384). Wycliffe abuts the diatribe against the clergy, but he, the predecessor of the Reformation, goes further, translates the Bible into English, addresses the people in his struggle against the papacy. Wycliffe and Chaucer, through their literary activities, arouse interest in the earthly nature of man, towards the individual.

In the next century there was a great interest in living folk poetry, which existed already in the 13th and 14th centuries. But in the fifteenth century this poetry shows a particularly active life, and its most ancient examples, preserved to this day, belong to this century.

In the 16th century, the development of capitalism is proceeding rapidly. Landowners prefer the woolen industry to the cultivation of land. Breeding of sheep leads to landlessness of peasants. The discovery of America, the growth of industry and cities are increasingly pushing England into the struggle for primacy on the seas and will soon enable Shakespeare in the "Venetian Merchant" to talk about a rich merchant whose ships export goods all over the world.

At the beginning of the 16th century and at the beginning of the next there are two great literary monuments: the "Utopia" of Thomas More and the "Novum Organum" by Francis Bacon.[2]

Thomas More is a typical representative of English humanism. His "Utopia" is a public organization built in the spirit of the ideals of humanism. Its goal - the happiness of man, the welfare of the whole community. It is alien to medieval spiritualism, those consolations that the Catholic Church offered after the coffin in return for earthly suffering. He wants joy here on earth. Therefore, there is no property in his community, compulsory labor for all its members prevails, work in the city and in the village alternates, complete religious tolerance is established, thanks to the ideal organization of the society there are no crimes, etc.

The work of Bacon is a book from which one can develop a positive thought. The author proceeds from observation and experience as sources of knowledge of the truth, believes that he does not know what lies beyond them.

XVI century - the heyday of English humanism, which arose here later than in Italy, met with the Reformation. Classical literature and Italian poetry have a great influence on English literature.

The shape of the sonnet introduced by Thomas Wyatt and following him more elaborately developed by Earl Surrey blossoms.John Lily wrote the novel "Euphoes", which initiated the euphuism. The best novel in this style is Rosalind by Thomas Lodge.

Characteristic for the Renaissance, the shepherd's novel is widely spread in England. One of the most famous novels of this kind, "Arcadia", is written by Philip Sydney. The glory of Sydney, imitated by dozens of poets for a whole century, was shared by Edmund Spencer, the author of the famous "Queen of Fairies", a poem that attracted his contemporaries not with depth of content, but with a bizarre motley and bright colors, intricate and complex intrigue, an extraordinary fantasy plot, and images.But the greatest luster of English literature of the Renaissance is in the theater. In the fifteenth century, the medieval mystery becomes, as it were, a frozen form and does not reveal a tendency to further development, thanks to the reformation, which supersedes it, contributing to the development of other dramatic genres.Especially popular are:"Moralite", used to fight the papacy and exposing noblemen and traders ("The Satire" Lindsay)scenes on stories from sacred history. The well-known author of such works is Bel,"Interludes", humorous ideas, gradually superseded the mysteries and morality; especially known as the author of interludes by John Gaywood"Masks" are magnificent, very complex representations that connect mythology, allegory and extravaganza, accompanied by symbolic dances and music, the forerunners of ballet and opera ("tales" were written by Samuel Daniel).

The formation of English theater is beginning to be influenced by classical comedy and tragedy. This influence penetrates through schools and universities, where teachers and pupils write and play plays in classical forms, especially in imitation of Plautus and Seneca. The first original classic tragedy was published by Thomas Sackville and Thomas Norton in 1562 (Gorboduk, or Ferreks and Porreks).Thus, the English National Theater has absorbed a wide variety of forms, beginning with the mysteries and ending with classical theater and forms developed in Italy and France. In England the theater was really a national kind of art, open to everyone, was both a newspaper and a club.

At the same time appear professional troupes of actors. These troupes are pursued by the city authorities, who viewed actors as homeless vagrants, for fear of disturbance of the order and congestion of the crowd. The persecution was particularly intensified by the influence of Puritan preachers who campaigned against "sinful" entertainment. Actors who played in taverns, sought protection from noblemen and were attributed to one or another aristocrat. The courtyard and taverns, where the lower strata of the people gathered, were the main consumers of the theater. [3]

To draw the conclusion,I want to add my personal opinion of the literature of these two periods. I think, that medieval literature interpreted the world in absolute theological terms. For example, the end of “Piers Plowman” portrayed a fallen world that spiritual pilgrims had to traverse to reach salvation. Renaissance literature, on the other hand, embraced man’s capacity for change and political reform, precipitating a shift from religious concerns to secular concerns. One of the best examples of this shift is Thomas More’s “Utopia,” a fictional narrative that criticized contemporary society while envisioning a new way of living based on communal property and religious tolerance.

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**Pictorial Art of the Reneissance Epoch**

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The Renaissance included some of the greatest artists we have ever seen from Leonard Da Vinci, to Michelangelo, and Raphael. The Renaissance took place from the late thirteenth to sixteenth centuries and is know as the ‘rebirth’. The idea that the rebirth of the arts after being asleep for a thousand years is an amazing thing to grasp.This time brought back light to liberal arts, which were on the brink of being extinct. At the beginning of the fifteenth century, the Italian painters had asked the Flemish painters for their secret techniques because the Italians felt like the language of painting was one that was always meant for them. The sculptors claimed their inspiration from ancient works. Lastly the Renaissance introduced idea of individualism, which helped the Italians get away from everything that was going on during that time. Art during the Renaissance included painting, sculpting and architecture, all of which were an important part in expressing the idea of individualism and making art what is today.  There were many great artists spread across the time of the Renaissance. Some of them were leading the way in new artistic techniques created during the Renaissance, while others used inspiration from a past artisan to establish their own styles and methods. About a century before the art caught on, a Florentine painter by the name of Giotto was the first to break away from the Middle Age style of painting. "Giotto was the towering artistic genius of the 14th century, so far ahead of his time that no other painter approached his level of work for almost a hundred years". Even though Giotto was ahead, he lacked the awareness of perspective, but he used space, light, and color to create a very strong sense of the human form, along with a storyteller's ability to capture the central moment in a particular scene (Walker 78). One of the important pieces of the revolution that Giotto started was that he established painting as a major art for the next six centuries, and he also founded the method of pictorial experiment through observation. Florence, the shelter for artists in need of wealthy patrons to give them an opportunity to rise to fame, was the center of innovation and creativity in the Italian Renaissance. This renowned city was famous for supplying some of the best artists in the world and for creating the some of the world’s most treasured art. Leonardo da Vinci, possibly one of the greatest painters in the world, was born in Florence and lived his adulthood in Florence, the essence and heart of the Italian Renaissance. Leonardo da Vinci virtually changed the world and the Italian Renaissance by greatly influencing it with his fresh and unique ideas. Leonardo da Vinci, one of the most famous and acclaimed painters of all times was more than a painter. He was a genius, who not only was notably advanced for his time, but also was recognized one of the greatest polymaths of all time. Leonardo’s intellectual capacity surpassed most of the men of his time. Leonardo da Vinci was not only a man who was influenced by the Renaissance, he was the man who influenced and shaped the Renaissance with his paintings and observations. The Renaissance period is indebted to Leonardo da Vinci for defining its culture and embodying the portrait of what we have come to associate as the humanist Italian Renaissance. Leonardo da Vinci was “one of the greatest representative figures of the Italian Renaissance and the most complete universal genius in history.” Michelangelo is a prodigy. He left various kinds of artwork: paintings, sculptures, architectures and so on. Giorgio Vasari repeats a word “divine” in his writing “the Life of the Michelangelo” in order to describe Michelangelo’s artistic talent. As he praises Michelangelo by using the word “divine”, Michelangelo’s art works and techniques surely transcend human natures. Michelangelo’s attitude toward art was industrious and determined but stubborn and grumpy, which came from his childishness. However, he had a delicate heart. Although Michelangelo was diligent and resolute toward art but had a warped personality to get along with as if he were a child, he had made efforts to improve his artistic skills and suffered from harassment by other artists, and his personality and life had produced outstanding artworks as the result. Additionally, many marvelous works Michelangelo left still have kept influencing people living today by giving important messages. Everyone agrees that Leonardo da Vinci (1452-1519) was one of the greatest of all painters. His painting "The Last Supper" is probably the. most famous painting in the world. But Leonardo would be famous if he had never painted a stroke. For he was also a great inventor. He invented the wheelbarrow, the military tank, and roller bearings. He made plans for dozens of weapons and machines. He even experimented with airplane and submarine modes. Besides, Leonardo was great as a scientist and engineer. He was also a poet, a musician, and a sculptor. Perhaps no other person in history has ever learned so much in a lifetime. Certainly no one ever deserved more to be called a genius.Leonardo was born in the village of Vinci in Italy. As a small boy he lived most of the time with his fathers parents. Leonardo was a beautiful boy, with curly hair and bright blue eyes. When his father found out that the boy was interested in painting, he sent him to an excellent painter and teacher. One day Leonardo painted a beautiful angel in one of his teacher's pictures. "You are a greater painter than Г, said the teacher, "I will paint no more". In a few years Leonardo's father decided that he would pay no more to the teacher. His son, he thought, was spending too much time studying rocks and plants, watching birds to find out how their bodies work, and building models of machines. But Leonardo stayed on as his teachers helper. He stayed till he was nearly 25. Then he set out to paint for himself, first in Florence, then in Milan and Venice, and at the end of his life in France.Leonardo had ideas that other painters liked to copy. "Let them" he said, "I will originate. They can copy".Thus great painter left behind only a few paintings, he had many ideas for pictures and made many wonderful pen and ink sketches. But he had so many other interests that he found it hard to sit and paint for hours at a time.Some of his paintings have been lost because he liked to experiment. He used colours mixed with wax to paint a wonderful mural of a cavalry battle, but the wax melted and the picture was ruined."The Last Supper" is on the wall of a chapel in Milan. This picture was famous long before it was finished.There is such beauty in Leonardo's paintings that they are as hard to describe as beautiful music. The faces of his people are full of expression. He used light and shade in a new way to make people look very lifelike.One of Leonardo's paintings is called "Mona Liza". It is the picture of a woman with a faint smile on her face. The painting was ordered by the woman's husband. But Leonardo liked it so muchthat he kept it for himself. He took it to France with him when he went to spend the last years of his life as a court painter to the king of France. Now it is one of the greatest treasures of the Louvre in Paris.Renaissance - translated from French means "Revival". This is the name of the whole era, which symbolizes the intellectual and artistic flowering of European culture. Revival originated in Italy at the beginning of the fourteenth century and reached its peak in the 16th century, announcing the extinction of an era of cultural decadence and stagnation (the Middle Ages), based on barbarism and ignorance. For the first time about the Renaissance, a historiographer of Italian origin, painter and author of works on the life of famous artists, sculptors and architects Giorgio Vasari in the beginning of the XVI century wrote. Originally the term "Revival" meant a certain period (the beginning of the XIV century) of the formation of a new wave of art. But after a while this concept acquired a broader interpretation and began to denote a whole era of development and the formation of culture, the opposite of feudalism.The Renaissance period is closely associated with the emergence of new styles and techniques of painting in Italy. There is an interest in antique images. Secularism and anthropocentrism are inherent features that fill the sculptures of that time and painting. The Renaissance displaces asceticism, which characterizes the medieval era. Interest comes to all worldly, boundless beauty of nature and, of course, to man. Renaissance artists approach the vision of the human body from a scientific point of view, try to work out everything to the smallest detail. The pictures become realistic. Painting is full of unique style. She established the basic canons of taste in art. A new concept of the world view is widely spread under the name "humanism", according to which a person is considered the highest value.

The spirit of flourishing has a wide expression in the paintings of that time and fills with special sensuality painting. The Renaissance era connects culture with science. Artists began to view art as a branch of knowledge, studying thoroughly the physiology of man and the world around him. This was done in order to more realistically reflect the truth of God's creation and the events taking place on their canvases. Much attention was paid to the depiction of religious subjects that acquired earthly content through the skill of geniuses such as Leonardo da Vinci. There are five stages in the development of Italian Renaissance art. **International (court) gothic style**.The court gothic (ducento) originated in the beginning of the XIII century is characterized by excessive color, pomposity and pretentiousness. The main type of paintings is a miniature depicting altar plots. Artists use tempera colors, creating their own painting. The Renaissance is rich in famous figures of the period, for example, Italian painters Vittore Carpaccio and Sandro Botticelli. **Pregnancy Period (Protre-Renaissance).** The next stage, which is believed to have anticipated the Renaissance, is called the Proto-Renaissance (trecento) and falls at the end of the 13th - the beginning of the 14th century. In connection with the rapid development of the humanistic worldview, the painting of this historical period reveals the inner world of man, his soul, has a profound psychological meaning, but at the same time has a simple and clear structure. Religious subjects recede into the background, and secular ones become the leading ones, and the person with his feelings, facial expressions and gestures acts as the protagonist. The first portraits of the Italian Renaissance appear, which take the place of icons. Famous artists of this period are Giotto, Pietro Lorenzetti.**Early Renaissance.** At the beginning of the XIV century, the early Renaissance (quattrocento) begins, symbolizing the flowering of painting with the absence of religious subjects. Faces on icons acquire a human form, and the landscape, as a genre in painting, occupies a separate niche. The founder of the art culture of the early Renaissance is Mozáčcho, whose basis is intellectual. His paintings are of high realism. Great masters explored the linear and air perspective, anatomy and used the knowledge in their creations, on which one can see the correct three-dimensional space. Representatives of the early Renaissance are Sandro Botticelli, Piero della Francesca, Pollayolo, Verocchio. **High Renaissance, or "Golden Age"**. Since the end of the 15th century, the stage of the high Renaissance (cinquecento) began and lasted for a relatively short time, until the beginning of the 16th century. Its center was Venice and Rome. Artists expand their ideological horizons and are interested in the cosmos. Man appears in the image of a hero, committed both spiritually and physically. The actors of this era are Leonardo da Vinci, Rafael, Titian Vecellio, Michelangelo Buonarrotti and others. The great artist of the Italian revival, Leonardo da Vinci, was a "universal man" and was in constant search of truth. Engaged in sculpture, dramaturgy, various scientific experiments, he managed to find time for painting. The creation of the "Madonna in the rocks" graphically depicts the style of chiaroscuro created by the painter, where the combination of light and shadow creates an effect of volume, and the famous "Gioconda" is made using the "smuffato" technique, creating the illusion of haze. **Later Renaissance.** In the late Renaissance, which occurs at the beginning of the XVI century, there was a seizure and pillage of the city of Rome by German troops. This event marked the beginning of the era of extinction. The Roman cultural center has ceased to be the patron of the most famous figures, and they were forced to travel to other cities in Europe. As a result of growing discrepancies between the views of the Christian faith and humanism at the end of the XV century Mannerism becomes the prevailing style that characterizes painting. The Renaissance is gradually coming to an end, as the basis of this style is considered a beautiful manner that eclipses the notion of harmony of the world, truth and omnipotence of the mind. Creativity becomes complex and acquires features of confrontation of various directions. Brilliant works belong to such famous artists as Paolo Veronese, Tinoretto, Jacopo Pontormo (Carrucci). Italy became a cultural center of painting and presented the world with brilliant artists of this period, whose pictures still cause emotional delight to this day. In addition to Italy, the development of art and painting had an important place in other European countries. This current was called the Northern Renaissance. Especially it is worth noting the painting of France of the Renaissance, which grew on its own soil. The end of the Hundred Years War caused the growth of universal self-awareness and the development of humanism. In the French art there is realism, a connection with scientific knowledge, the attraction to the images of antiquity. All these features bring him closer to the Italian, but the presence of a tragic note in the canvases is a significant difference. Renowned artists of the Renaissance in France - Angerran Sharonton, Nicola Froman, Jean Fouquet, Jean Clouet the Elder.

**Interconnection of the Renaissance and “РуханиЖаңғыру”**

“РуханиЖаңғыру” is the modernization of publicconsciousness, which includes 6 areas:

* Competitiveness
* Pragmatism
* Preservation of national identity
* Cult of knowledge
* Evolutionary, not revolutionary development of Kazakhstan
* Openness of consciousness

The Renaissance epoch is a revolution in the culture of Europe, and “РуханиЖаңғыру” is a challenge in the public consciousness of Kazakhstan, which should result in the modernization of society.

The era of revival from nowadays has left an indelible scar on the culture of Europe. The result of this epoch are the brilliant pictures of that time, which are the public domain of the whole world. So in our country the history of Kazakhstan is rich in culture and features that reflect the spirit of the people and convey its uniqueness. The fourth and sixth directions of the “РуханиЖаңғыру”program are the cult of knowledge and openness of consciousness, thus creating a logical chain about the revival of the spirit of the people, and the Renaissance epoch is only a tool to comprehend the program, shows its relevance in modern Kazakhstan. I am, as a future teacher on behalf of youth, should and must realize the importance of studying the culture of a foreign language, and support the ideas of this program.

**21 century’s problem of US - illegal immigration.**

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Do you know how many illegal immigrants live in the US? Nobody really knows.

An estimated 11.5 - 12 million foreign nationals are living illegally in the US, according to the Pew Hispanic Center.  
Let's focus on immigration terms. These are mainly people who have entered the US without the necessary documents or who have overstayed temporary visas.

Illegal immigration has long been a problem in the United States, especially since the latter half of the twentieth century.  
The origins of illegal immigration date to the late nineteenth century. In 1875, a federal law was passed which prohibited entry of convicts and prostitutes. In 1882 President Chester A. Arthur banned almost all Chinese immigration to the United States, and shortly thereafter barred paupers, criminals and the mentally ill from entering. Although this affected only a small percentage of immigrants, there were now distinctions between legal and illegal immigration. Before this, immigration was barely regulated.

The pace of unauthorised arrivals has accelerated over the last two decades. On average, nearly five times as many illegal immigrants enter the country each year now as did in the 1980s. About 40% of illegal immigrants have been in the US five years or less.

The number of unauthorized immigrants in the U.S. has stabilized in recent years after decades of rapid growth. But there have been shifts in the states where unauthorized immigrants live and the countries where they were born.

Today, over 1 million immigrants enter country legally per year, while the illegal alien population grows by about 500,000 per year. Most of those who violate borders and enter illegally come from Mexico and other Latin American countries. Only about 6 percent of the illegals come from Canada and Europe. Close to half of all illegal immigrants now residing in the U.S. did not enter illegally but rather overstayed their visas. Just as the federal government has historically failed to secure its borders, it has concurrently failed to closely monitor visa holders.

**About 7% of K-12 students had at least one unauthorized immigrant parent in 2012**. Among these students, about eight-in-ten (79%) were born in the U.S. In Nevada, almost one-in-five students (18%) have at least one unauthorized immigrant parent, the largest share in the nation. Other top states on this measure are California (13%), Texas (13%) and Arizona (11%).

More than three quarters of illegal immigrants in the US were born in Latin America, with a large proportion of these coming from Mexico.Most enter the US by slipping across the 2,000-mile (3,200 km) southern border - in 2005 more than a million people were arrested trying.Although the typical illegal immigrant is often perceived as young, male and travelling alone, unauthorised migrants range from whole families, including children, to lone women.

Two-thirds of all illegal immigrants in the US are concentrated in only eight states. The large southern states California, Texas and Florida host the biggest populations.

Overall, illegal immigrants account for 3.6% of the total US population.

The states where illegal immigrants make up the largest percentage of the state population are Arizona (8%) and Nevada (7.5%), followed by California (6.9%), Texas (6.3%) and Florida (5.2%), according to Pew Hispanic Center figures.

About two thirds of illegal immigrants in the US work, making up 4.9% of the total US workforce. They tend to be concentrated in occupations which require little formal education and demand no official licence.

Sectors such as agriculture, food preparation, transport and construction attract large numbers of illegal immigrants. Those areas include particular trades, such as insulation installation, roofing, meat and fish processing and garment pressing, in which immigrants account for more than a quarter of the workforce.

The problem of illegal immigration keeps relevant and unsolved till today. The US market has attracted half a million legal and illegal imigrants every year in the last 10 years. 8(according to the other estimates 12) million illegal immigrant despirate to work, to save sent them into the US families and create a welth worth in one year. If we add the work of legal immigrants , sum will rise to 700 billion dollars .The battle for and against the massive influx of new immigration almost overshadows the controversy. This situation shows us a fact, that at the moment US government hasn’tstability in this situation, and the old “ United States immigration systemhas collapsed.

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Zhunus.A

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Almost every person in the world wants to travel. Almost every student of Kazakhstan wants to study abroad.But, there is always “but”, not enough desire and ignorance of the language. Here the question:what connection does it have with "country study"? Okay, firstly, I can say that travelling can be motivation to learn English language that we can develop by studying countries .Thus, a person will want to go to abroad and he or she will study English for it.

Conclusion: Country study is a key factor in learning English language.Therefore, during my practice at school,to prove it I included elements of country study at the lessons of English language.

For this, I havechosen Northern Ireland. Possibly, there will be the question, why exactly Northern Ireland, but not any other country? Let's begin with fact that from all four parts of Great Britain that we had at the lessons of country study, Northern Ireland was remembered in a special way and close to me in spirit.

Northern Ireland is located on the island of Ireland and is administratively part of the United Kingdom.Northern Ireland is the second most sparsely populated part of the UK after Scotland, with 317 people per square mile (122 per square km).

Northern Ireland was a place of conflict between people who wanted to be part of the Republic of Ireland, people who wanted to be part of the UK and people who wanted Northern Ireland to be a separate country. In the 1990s there was an important peace process and the violence and conflict stopped. The Northern Ireland Assembly and the UK Parliament decide on the laws in Northern Ireland.

The red hand is also a symbol of Northern Ireland. The Red Hand is in its flag. According to the myth, there was time when the heir to the throne of Ireland was undecided. And they decided to hold a boat-race and the winner (the first who would reach the shore of Ulster) would be the king. One competitor so much desired the country that when he saw that he was loosing the race, he cut his hand, threw it to the shore and won. The hand is most likely red because it was covered with blood.

The shamrock is the symbol of Northern Ireland. It is also connected to St. Patrick, Patron Saint of Ireland. Saint Patrick's feast day, as a kind of national day, was already being celebrated by the Irish in Europe in the ninth andtenth centuries. In later times he became more and more widely known as the patron of Ireland. How did the shamrock become associated with Saint Patrick? According to Irish legend, the saint used the three-leafed plant as a metaphor for the Holy Trinity when he was first introducing Christianity to Ireland. The shamrock is worn today because apparently St Patrick picked a three leaf clover off the ground to explain the trinity before the druid king. It too became somewhat of a legend although there is actually nothing Irish about shamrocks.

English is spoken throughout the country, and the native language of Gaelic, or Gaeltacht, is disappearing. Many Gaelic speakers died in the Great Famine of the 1840s, and Gaelic was replaced by English, which was needed to achieve social mobility. Gaelic still carries a stigma as the language of the poor. The other regional language is Ulster Scots, a variation of English which is spoken in Northern Ireland and is similar to Scots spoken in Scotland.

Music.You can hear all types of music in Northern Ireland including traditional Irish music, jazz, rock or pop. In summer Belfast has music festivals like ‘Belsonic’ and ‘TennentsVital’. Many international artists play at these festivals, including bands from Northern Ireland like ‘Snow Patrol’, ‘Ash’ and ‘Two door cinema club’.

Sport. Northern Ireland is a popular place to go walking or do outdoor activities such as mountain biking, coasteering (climbing up rocks and jumping into the sea) or zorbing (rolling down a hill in a giant PVC ball). Football, rugby, cricket, Gaelic football and hurling, a type of hockey, are all popular in Northern Ireland. Gaelic football is similar to rugby because players can touch and kick the ball. For most sports, Northern Ireland and the Republic of Ireland join together in the same team when they play in international competitions. However, football is different and Northern Ireland has its own football league.

Belfast ("mouth of the river bank") — the capital and largest city of Northern Ireland. It is also the second largest city on the island of Ireland (after Dublin, the capital of the Republic of Ireland), and the fifteenth largest in the United Kingdom. Shattered by more than three decades of paramilitary conflict, Belfast has undergone a renaissance in recent years and is now a vibrant, modern city. It has been voted the fourth best city in the UK for a city break in the Guardian/Observer travel awards.

Here 10 weird facts about Northern Ireland and especially about Belfast

1. Chinese (Mandarin) is the most widely spoken minority language in Northern Ireland.
2. Northern Ireland’s Tayto crisps are made at a 500-year-old castle. They are sent to Northern Irish people all around the world as a “taste of home”.
3. Game Of Thrones employs more locals than the civil service.
4. There have been three different “Belfast Castles.”
5. East Belfast has got its own waterfalls. That’s right, waterfalls! You can find them in Cregagh Glen. Fortunately this hidden gem should become a more universally enjoyed and accessible place of natural beauty once the Connswater Greenway is completed.
6. There’s an annual bog snorkelling competition. Seriously.
7. Belfast Zoo is home to the only group of purple-faced langurs in Europe – all the more reason to visit.
8. John Boyd Dunlop invented the pneumatic tyre in Belfast in 1887. It was a Goodyear for Dunlop.
9. Women could hold any office at Queen’s University in Belfast, twelve years before they could study at Oxford.
10. Technically, it’s illegal to go to the cinema on a Sunday. The Sunday Observation Act claims you can be fined up to £50.

Belfast is one of the most visited cities in the UK, and the second most visited on the island of Ireland. In 2008, 7.1 million tourists visited the city. Numerous popular tour bus companies and boat tours run there throughout the year

In Northern Ireland you can find beautiful beaches, forests and mountains. You can visit the Giant’s Causeway, a UNESCO World Heritage Site. About 40,000 columns were formed after a volcanic eruption and some of them are 12m tall. Films and TV series such as ‘Dracula Untold’ or ‘Game of Thrones’ are filmed in Northern Ireland.

Belfast Sightseeing

Everyone knows the tragic story of the Titanic on some level, thanks largely to the Hollywood portrayal – but very few know the full story. Titanic Belfast is the biggest Titanic museum on the planet and one of the most impressive architectural masterpieces in Belfast. Only in Belfast you can trace the Titanic story to its source, discover the passion and pride of those who designed and built her and relive the excitement of the Titanic era when the city was at the height of its powers. The Titanic Museum opened in April, 2012 and is Belfast’s newest attraction. It was built to commemorate the 100th anniversary of the building of the Titanic at a cost of £77 million. It is located on the site of the former Harland & Wolff Shipyards where the Titanic was built.

The Palm House at the Botanic Gardens. Botanic Gardens is a public park in Belfast, Northern Ireland.Occupying 28acre of south Belfast, the gardens are popular with office workers, students and tourists. They are located on Stranmillis Road in Queen's Quarter, with Queen's University nearby. The Ulster Museum is located at the main entrance. If you are looking for one of the most beautiful areas in Belfast, the Belfast Botanic Garden and Palm house are a site to behold.

As Northern Ireland’s treasure house of the past and the present, the Ulster Museum is home to a rich collection of art, history and natural sciences and is free to all visitors. The revitalized museum tells the story of the people of the north of Ireland from earliest times to the present day. Impressive galleries and interactive discovery zones bring history, science and art collections to life for visitors of all ages.

Game of Thrones has been based in Belfast throughout its four-year run and has helped to boost Northern Ireland’s production industry. Belfast is home to Titanic Studios where Game of Thrones is shot, and only a stone’s throw away from other filming locations across Northern Ireland including The King's Road, Winterfell, The Wall and Dragonstone. Take a tour around Northern Ireland and discover the dramatic scenery used in the show.

Travel with Stones and Thrones to a magical landscape like no other, where you can indulge your fascination for Game of Thrones or simply enjoy the breathtaking scenery, and marvel at the beauty and splendour of the Causeway Coast & Glens. On this adventure, you will also spend approximately 1.5 hours visiting the Giant's Causeway

The Giant's Causeway

A UNESCO World Heritage site, the Giant's Causeway is a magnificent, mysterious geological formation on the North East coast of County Antrim. It's steeped in myths and legend. The setting is a spectacular, dynamic coastal landscape of Atlantic waves, rugged cliffs, fascinating geographical antiquity, secluded bays and magnificent views.

The Causeway forms a jagged headland of neatly packed columns which point towards Scotland. Visitors can walk along the basalt columns which are at the edge of the sea, just over 1km from the entrance to the site.

Crumlin Road Gaol

The Crumlin Road Gaol is a 19th century Grade A listed jail. It is open to the public for guided tours, concerts and events. Take a tour to experience all aspects of the Gaol from the tunnel linking the courthouse on the other side of the Crumlin Road to the hanging cell, Governors office, hospital and graveyard. Crumlin Road Gaol first opened its gates to prisoners in 1846 and for 150 years was a fully operational prison. On March 31, 1996, the Governor of Belfast's Crumlin Road Gaol walked out of the fortified prison and the heavy air-lock gates slammed shut for the final time. During those 150 years the Gaol has housed murderers, suffragettes and loyalist and republican prisoners. It has witnessed births, deaths and marriages and has been the home to executions, escapes, hunger-strikes and riots.

There had been a castle in Belfast from as early as the 12th century built by the Normans who came as conquerors. The original castle was located in what is today the city center. In 1611 a new castle was erected to replace the obsolete Norman construction. The new one was built of stone and timber and belonged to Baron Chichester. But this castle too was lost, in a large fire in 1708. The only reminder is roads like Castle Street. Belfast Castle Estate is adjacent to one of the highest spots in Belfast, Cave Hill, offering great views over Belfast Lough and the city. The estate contains landscaped gardens and mature mixed woodland and offers superb views of the city from a variety of vantage points. It is home to many different species of wildlife, including long-eared owls, sparrowhawks and Belfast's rarest plant; the town hall clock. Its most famous feature, known locally as Napoleon's Nose, is believed to have been the inspiration for Jonathan Swift's novel, Gulliver's Travels.

The Grand Opera House is a theatre in Belfast, Northern Ireland, designed by the most prolific theatre architect of the period, Frank Matcham. It opened on 23 December 1895. Grand Opera House is Northern Ireland’s premier theatre, presenting a range of drama, dance, opera, comedy, musicals, pantomime, family and West End shows.

So in conclusion, I would like to talk about my research, which was conducted with the sixth grade pupils. At the beginning, I held a test to find out their knowledge about the UK. In which it was found out that only twenty percent from all group has a little knowledge of Great Britain. Also, I held another one test to determine the level of the pupil’s vocabulary on the English language, which also showed a rather low result. Of 300 frequently used words, they knew only 30%. My aim was to increase these results by twenty percent minimum, with keeping students interested in country studying. During the research at every lesson, I provided to students the most interesting facts, videos and tasks about Northern Ireland. And after every studied material, we have worked with vocabulary,tasks (like True or false, matching activity, research tasks), and then discuss and compare all studied materials .After which, class activity increased by thirty percent at the lesson. Some of the students independently studied about the UK and particularly Northern Ireland. Everyone wanted to share information that he learned, and they had to speak in English for it, so at every lesson, they improved their speaking skills and vocabulary was increased.

So, after two weeks of classes, I conducted testsagain . Now students knew not only the general facts about Britain, but even more learned about Northern Ireland, and their previous resultraisedto 60%.

And level of their vocabulary raised to 55 percent. Now, I can confidently confirm my statement that "Country study is a key factor in learning language".

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**Bayanaul is the pearl of the steppes**

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This article is devoted to the national park Bayanaul. The Bayanaul is the pride of the steppes and the pride of our country. The article is about the beauty ofBayanaul nature, about the sights of Bayanaul mountains.Based on our president “Spiritual Renaissance» program, I have decided to write about beautiful place Bayanaul.

**Key words:** Bayanaul, mountains, legend, sculpture, rock

If you dream to spend your holiday in Kazakhstan, to communicate with nature in its pristine form, but you haven`t decided yet where to go. Choose for relax a wonderful place like a national park "Bayanaul", which is 230 km far from Pavlodar city. This trip will be remembered as one of the best days of your life.As Mikhail Prishvin wrote, "in the bosom of nature, we are overcome by a feeling of infinite joy, we find ourselves in them." "Finding ourselves" is the main thing that we get from communicating with nature, isn`t it?Bayanaul`s mountains are mystery, beauty, real fairytale, they fascinate, surprise and amaze. Each mountain, cliff or rock has its own name and its own legend. Also, they are called a museum of stone sculptures. "Only one creator touched these marvelous stone statues, it is the nature, but it did a great job, using her instruments - the sun, the rain, the frost, the wind and time."

The highest mountain is Akbet (White face), the next is Naizatas (Spear), Atbasy (Horsehead), Peak of the brave (the old name is Serketas).The Serke kotergen tas was called after the legend how the leader goat (serke) was carried to his nest by eagle.

The main and the most famous sculpture of the vernissage is the rock Kempirtas (old woman stone), it is surprisingly similar to the head of an evil old woman, but if you look at it from the other side, it reminds another one - a kind old woman, who thinks with a smile: "Oh, how quickly time runs! "You can see the rock Kempirtas from some elevated points of the road from the lake Toraigir to the lake Zhasibay. Involuntarily think did she push the ancient storytellers to the idea of creating in the poem "Kozy-Korpesh-Bayan-Sulu" the image of Mystan-Kempir, an evil old woman who prevented dzhigit on his way to the bride with her tricks. The village Toraigyr, which stands by the picturesque lake was famous for its remarkable horses, they were light and fast-footedtulpars. But once the horses have began to disappear, how the dzhigits did not try to guard it was unsuccessful. Every night the best horse disappeared from the herd. The council of elders was gathered, they conferred and decided that evil spirit was used here.The elders decided to strengthen the watch and catch the thief. And indeed, at night the watchmen saw how the terrible old woman Mistan Kempir grabbed the best horse from the herd and carried it across the sky to her cave. The only thing that the dzhigits could do was to find the lair of a terrible old woman. The next night they decided to ambush this cave. So, the second night is running out. And again, Mistan Kempir rushes through the sky. But the dzhigits are standing by the cave, they do not allow the woman to enter it. From the last forces MystanKempir scattered the dzhigits aside and rushed into the cave. But the first ray of the sunlight made her head fade which wasunable to hide. So there is a rock Kempirtas at the fork in the road between the village of Toraigirov and Berzhanskolem.

The rock Pigeon. The ststue of peace and friendship is the rock «Pigeon». Idris Tuskeev told me a legend about it, which he had heard from elders in his youth. Once in Bayanaul mountain near the guiding rock Shlyapa from Toraigir to the lake Sabyndykol and tracks Akkelin were roads. Through these roads live stocks were gone to summer pasture, the caravans were passed with products, went on a visit for holiday.

It was so before, one case happened there. Very wealthy, rich, greedy and imperious man Tasbas from Karzhas tribe decided to wide the pasture for his own countless herds. So, he found a simple reason and ordered that the villages from Aidabol s tribemust more to south east over the lake Toraigir. But they did not agree with this decision, so the battle between them has started. A lot of swords were used. Tasbas s sister Kogershin (Pigeon) wife of Aidabol, nine sons mother knew about it and hurried to the place of battle to make peace between them. There were not any horses, so she sat on a camel, but it was so slowly. Then Kogershin turned into a pigeon and flew to where she heard the sounds of battle. Where sycophant pigeon flew past hands with swords dropped, the fighters began to fraternize. A miracle was happened on the eyes of the opponents. Big pigeon sat on a rock and turned into a stone. All dead bodies turned into a stone, closed the valley for which the battle was.

People saw meaningless battle. They cursed Tasbas, so he turned into a stone too. On the new road from Toraigir to Zhasibaythere is a lonely stone, which is called Tasbas. Elders go past and curse him. In front of the rock Kogershin people bow their heads. Also near the village Toraigyr there is a stone of a camel, which went from the village Kogershin to make peace.

One of the local sights is the "sacred cave" (konir aulie).According to the beliefs it is believed that anyone who enters the cave and wishes a wish, touching the wall with his hand, and then leaves without turning his head to the exit your dreams and wishes will come true. There is also a belief that the cave helps infertile parents to have a child and a special ritual is performed there for this. Is it true or not we don`t know, but the flow of tourists to the cave in those days when it is open for visiting does not stop. It is located on a fairly significant elevation and a lift length of more than a kilometer so you have achieve it on foot to. In recent time for these purposes was built a special wooden staircase.There is an old pass in the national park, a place of fierce battles. Here in the XVIII century, our soldiers defended the land from the jungars. Zhasybay batyr is buried here. This time in history is called a great disaster "ak-taban shuburundy". According to the legend before his death Zhasybay asked to bury him here, on the top of the pass, which he turned into a formidable fortress for the enemies. Only here you will enjoy the amazing scenery and see two lakes: Zhasybay and Sabyndykol.I want to say a few words about our pine tree, which gives a special luxury to Bayanaul`s landscape. Bayanaul`s pine trees impress with its irrepressible thirst for life, strength and beauty.It grows in the most unexpected places, on the tops of rocks and cliffs, smooth rocks, firmly holding onto its roots for the rocks, "and like it does not want to be carried away by the winds, grows in breadth and breadth".I would like to note that to attract tourists to Bayanaul in 2017 on June 14, the first plane of a small aircraft landed here. In addition, the equipments for a new cable car was delivered to the national park on the Myrzashoki mountain from Turkey.Filled with joy and cheerfulness from the journey through the mountains of Bayanaul you will save an admiration in your soul for a long time receiving from the meetings with the beautiful creations of nature, you will feel the spring.

The reason why I have chosen this theme was that I want foreigners could get acquainted with Kazakhstan from touristic the tourist point of view. Especially with an amazing place Bayanaul. That is why I decided to write in English.

So short summary about Bayanaul…

Dear friends, let`s develop our native tourism, because we have enough amazing and wonderful places. Of course, one of them is Bayanaul. In my opinion to develop tourism of Bayanaul, we have to improve serviceof Bayanaul tourism.

Generally, we are Kazakh, according to the SpiritualRenaissance Program have to care our beautiful places, value them and make them well known all over the world. So we can achieve the success through the tourism, not onlythrough the fossilresources. Let's think about it. In the message of our President, there is no revival unless national code and national culture are preserved.

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**Ecological tourism as a chance to protect nature**

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Tourism began to develop in ancient times. Early travelling was essentially to seek food or to escape danger. It was also undertaken for trade.

The Egyptians travelled for pleasure. The Persians started to travel initially for military use. The Greeks were the first, who shaped the modern day travel. The Romans built excellent roads, transportation and communication systems, rest houses.

The grand tour - a tour to the principal cities and places of interest in Europe, formerly said to be an essential part of the education of the young man of good birth and fortune. Main travelers were diplomats, business people and scholars.

Thomas Cook is the Father of Tourism. His first organized trip was Leicester to Loughborough in 1841. It covered a distance of 22 km for 570 members. He acted as an agent by buying tickets in bulk and selling it to others on a nonprofit basis. This gave him an idea to package tours in a profitable manner. He organized the travel arrangements, accommodations, transport at the destinations and return to the homeland. He organized the first inclusive tour to Paris Exhibition in 1855. Hotel voucher was introduced by Thomas Cook in 1867 andCircular Note in 1873 which made travel easier. First 'Round the world tour' in 1872.

The tourist activity is inevitably changing environment. In particular, the influence on water quality in rivers, seas, lakes and air quality, noise from the activities of various entertainment venues, destruction of wildlife by tourists, the destruction of historical monuments, the changing nature of the mountain slopes.

Earlier studies on the analysis of tourist activity has received little attention and treated the impact of tourism only in certain parts of the globe, or the impact of some of its species. The negative impacts of tourism, unfortunately, often take precedence over the positive.

That's why an ecological tourism has appeared. Ecotourism is any kind of tourism and recreation in nature, which do not affect the natural complexes, promote conservation and improve the welfare of the local population.

To overestimate the usefulness of such tourism is very difficult. It warns and often prevents a negative impact on the environment. It is important that environmental, socio-economic development of host countries promote the principles of ecotourism. Tour operators and tourists are interested in contributing to environmental protection.

Ecotourism is actively developed in different countries now. The aim of this paper is to study this new direction of tourism.

The steps of the work:

1. General information about development of tourism;
2. The definition and characteristics of ecotourism;
3. Theappearanceofecotourism;
4. Thespreadofecotourism;
5. Typesofecotourism;
6. The popularity of ecotourism in the world;
7. Perspectives of development of ecotourism in Bayanaul region;
8. Practical part (working out new routes).

Ecotourism is a special kind of holiday. Ecotourists travel to those corners of our planet, where the wildlife is preserved. This direction of tourism is actively developing in different countries.

Ecotourism combines the features of adventure tourism and quiet ride, it assumes some physical activity, but it is quite calm and measured and does not require special athletic training from participants. Water, forests and mountains routes can be passed by everyone. During trip visitors have the opportunity not only to admire the surrounding beauty, but also learn a lot.

Ecotourism requires achieving harmony with nature, because this type of tourism based on the principle, which implies travel that does not cause any harm to nature.

The world's first continent, where ecological tourism began to be practiced is Africa. Even in the 80s people were puzzled by the fact that nature is harmed. Thus, the Kenyan Maasai tribe was evicted from the lands where they had lived only to organize the national parks here. However, members of the tribe had no opportunity to graze cattle and started to shoot with impunity, and poaching of animals that lived there. This is even more aggravated the situation of natural resources in those regions. The authorities were forced to return the displaced people of their land. It was organized to preserve nature and to be able to combine nature- based tourism with the cultural. And, indeed, the decision was justified.

The geography of ecological tourism is very distinctive. If a major international flows of traditional tourists aim from the developed countries to developed countries (this is France, United States, Spain, Italy), the ecotourists going to developing countries, which are located mainly in the tropics, because nature there is exotic and attractive for residents of developed countries. The leaders are: Kenya, Tanzania, Ecuador, Costa Rica, Nepal, as well as Australia, New Zealand and South Africa.

Europe is the main tourist area of the world. On the European continent are the countries of the most developed tourism, which have favourable climatic conditions and diverse attractions.

In the developed countries of Europe and America ecotourists often travelled within their own countries.

Ecotourists want to deal with untouched nature, but such places on our planet are running out and many people have to settle for the secondary nature of the landscapes, which are significantly altered by human activity.

The classification of ecotourism by mode of transport has its own characteristics.

Thereareecological

* Water
* Backpacking,
* Ski,
* Horse-riding,
* Cycling,

A relatively small part of the tourists are busy purely scientific eco. However, this ecotourism is a source of information about the remote and poorly known areas. Recently, the scientific field studies, which do not require high skills, have become increasingly common for volunteer tourists. Many of them are happy to combine outdoor recreation with such exotic activities as collecting the eggs of rare species of turtles anywhere in Costa Rica or mainstreaming number of ungulates in the reserves of Russia.

Almost every economic journey pursues educational goals. The objects of cognitive and scientific ecotourism are the most interesting animal species, the so-called "star species", such as elephants, lions and other big predators and their prey species in East Africa and Asia.

Special attractions inanimate: geomorphologic, hydrological and other objects (mountains and canyons, caves and waterfalls, lakes and rivers) are often attracting ecotourists. This item is realized ecotourism, sports tourism which includes: mountaineering, skiing, horseback riding, water and hiking and other active and passive activities.

The objects of ecotourism can be exotic plant communities, such as tropical forests, blooming summer tundra and spring deserts. But more tourists are attracted by the unique landscape in general. Finally, in most cases, the number of objects of cognitive ecotourism falls into cultural, historical or ethnographic features which are inseparable from the natural environment.

The most popular types of activities of ecotourists are trekking, bird watching, film and photography, eco safari, tent camps, the mountains and mountaineering, fishing boating, botanical tours, archaeological and paleontological tourism, speleology, the observation of exotic butterflies.

Unfortunately, ecological tourism in Kazakhstan began to develop only recentlyin 2010.Although, our country has extensive territories of untouched nature, which makes it attractive to ecotourists around the world.

One of the most beautiful places in our region is Bayanaulnational park. Bayanaul national park is located one hundred kilometers away from Ekibastuz, city with developed industry. There are four kinds of vegetation present on the territory of the park: forest, forest-steppe, steppe and meadow. In the place, named “Goose flight”, paleontologists have found about one thousand kinds of prehistoric animal remains; they lived from 7 to 10 million years ago.

Bayanaul has about 16 eco routes. It is planned to create and arrange the ecological routes, trails and parks for ecotourists.

The most popular ecotours in Bayanaul:Valley of witches, Konyrauli, National Park.

Three fairly large freshwater lakes are in intermountain valleys. There are also many small lakes. Sabyndykol is the largest of the lakes. This lake is very soft water. In the valley between the ridges of the mountains of the lake Zhasybai is the second largest. With clean water and beautiful views from the beach, this lake is a favorite place for swimming. The third largest is the lake – Toraigyr, it is located highest above sea level. Toraigyr for swimming is not as popular as Zhasybay, but here come those who love the natural beauty. We worked out three eco routes.Ecotourism is the most dynamic sector of tourism. The most common type is hiking.All the routes you can go on foot. They are: the Toraigyr Lake-Aulie Stream, the Toraigyrlake – the Zhasybai lake,the Toraigyr Lake –Kempir Tas. The main tasks were the formation of ecological and physical culture of students and the study of the nature of their native land .

The first route begins from the Toraigyr lake to the Zhasybai lake .

One of the gems of Bayanaul is Toraigyr lake, which is the third largest lake in theNational Park. On the way to Zhasybai is a rocky trail with a slight turn again passes the pine grove through the meadow,there's a lot of strawberries, raspberries, then the descent into a stone gorge. In the gorge ringsthe stream and again on the way alder grove to the lake Zhasybay. Walking distance: 7 km.

The second route: the Toraigyr Lake - Stream Aulie

Not far from the lake there are beautiful rocks called "Peak of the Bravers" and the highest point of the mountain is Akbet/1027. The starting point of the itinerary is spring mountain stream Auliebulak, it has an excellent taste . On the other side of lake Toraigyr there is a recreation center , and not far from the burial mounds of Saxons archaeological times. And at the end of the route is a tomb of S. Toraighyrov. He was a revolutionary poet and a defender of Kazakh people. The total length of the route is 6 km. with stops, the duration of the tour will be a little more than an hour, which will not be tiring for students.

The third route: the Toraigyr Lake –Kempir Tas

The route runs along a mountain range can be combined with outputs to places of interest – the heaps of stones (Camel), rocks Dove, Kempirtas, Nayzatas. Near the Nayzatas is a stream grown with willows , aspen , dogrose and a hawthorn. This route is designed due to the interest of tourists to natural monuments, the unique beauty of the region, in order to improve the level of environmental thinking.

Route length is 8 km .

Toraigyr is one of the most beautiful places in Bayanaul National Park which is rich in legends. And we want to become a protected area in reality, which will save us from unregulated anthropogenic influence.

Ecotourism is very important for our country and the planet in a whole, because it will help us to maintain the natural beauty in its state.

Mountain , green meadows and forest!

I watch them gently from far away…

People , admire this beauty,

But keep it for the future days.

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**The person with great spirit**

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"The qualities that characterized Satpayev were his excellent talent of organization, his amazing skills of attracting like-minded person and students, encyclopedic knowledge from a wide range of fields of science and human activity, from geology to history and literature."

N. A. Nazarbayev

Within the framework of the project "100 new names" in Kazakhstan in the context of the modernization of national values ​​reflected in the article "Orient into the Future" by the head of state Nazarbayev, in the course of studying the history of my educational institution, deepening my knowledge, expanding my horizons, I want to glorify the name of a person with a strong spirit, graduates of our educational institution, doctor of geological sciences, professor, public figure of academician KanyshSatpayev. I will focus on the period of K. Satpayev's training at the teachers' seminar (1903-1922).KanyshImantaiulySatbayev was born in one of the beautiful place of Arka (4th village of former Semey province, Pavlodar uez, Akkelinbolys) Pavlodar region, Bayanauil area, sovkhoz named after K. I. Satbayev in 30 March 1899 in the exemplary Satpayev family.

According to AlkeyKhakanuly, who was a countryman and friend of Kanysh, no other families studied as hard as Satbayev family. His father Imantay was a gentle person who used to think deeply and make decisions with patience.Teacher seminar is located in the Far Eastern part of Semipalatinsk, at the far end of the city. That's why the street was called Steppe.NowadaysShokanUalikhanovstreet is located right in the center of the city. The Seminary's building was one of the most beautiful buildings in the city, decorated with ornaments inside and out, even gates and rooftops were decorated. Behind and in front was a huge square and it stood on a hill.

When it was first built in 1902, it was designed as a building of a religious seminary. But for a number of reasons, the governor general's office opened it in 1903 as a training seminar for teachers. Today historical building has 115-year history. The exterior of the building remained the same. KanyshSatbayev is one of the outstanding figures who contributed to teachers seminar in Semey and who wanted kazakh people to be educated. When his uncle Abikey brought him to the school, the deputy asked him to read one poem by Ovsyannikov.He read in a symbiote with a very rhythmic soundTyutchev's "spring storm" and was admitted to seminary.  
In the years 1914-1918.Kanysh entered Seminaria, where he studied for 4 years. M.Auezov also studied at this seminar. Kanysh said that Mukhtar, Jake, he lived in the same apartment and was together. His brother Abikeiwas one of the most respected people for Kanysh. The contribution of this person in obtaining the education and becoming a specialist of Kanysh is huge.   
KanyshSatpayev performed songs and performances of Zharilgap, Mustafa, Abay and other composers with great skill in musical evenings and concerts. Amir Kashaubaev, highly appreciated his talent for singing.Kanysh studied hard at the teachers' seminar. He finished each course with excellent grades. He spent summer holidays at home. His friends and teachers went with him. One of the most frequented guests in Bayanaulare the brothers Belosludovs, especially Alexei Nikolaevich, who at that time was collecting Kazakh folklore.  
Alexei Belosljudov wrote in a letter to G.N. Potanin in November 1915: "The steppe youth of Semipalatinsk are increasingly entering the educational institution, among them there are many thirsty for knowledge and study with enthusiasm. We know that the city's intelligentsia has opened a circle, they meet once a week, and the students gladly accepted this undertaking. "

This is evidenced by the fact that the couple of Kulzhanovs held a special evening on February 17, 1915 in the Semey club of clerks. In this party KanyshSatpayev played the dombraand the mandala. KanyshSatpayev mostly read a poem from excerpts of poetry and played the mandala. According to many, he masterfully played the songs "TopaiKok", "CosimningKarashy", "Bayanaul".KanyshSatpayev was fond of world news, he was  
an excellent admirer of artas he had just discovered. The seminar itself had its own library, but the student was not satisfied with this, he was a constant reader of the Gogol library. In the pedagogical seminary he studied together with prominent activists like Z. Aymautov and M.Auezov. Being in constant (close) interaction with S.Kudaibergenulu, KanyshSatbayev thought highly of his works in literature. He also supported members of the “Alash” movement.

It was a difficult period in 1917-1918. Then KanyshSatpayev was hospitalized. Doctor S.N.Razumovadvised him to leave the city and offered to breath fresh air, drink kumys. KanyshSatpayev, who has been trained in winter, receivds a certificate of completion of a teacher training seminaria. The young graduate received a referral for a two-year training course for teachers between 1917 and 1918.After graduating from the Seminary in 1918-1919, Kanysh was appointed as a teacher of two year pedagogical courses in Semey, where he taught natural sciences.From that moment he began to write the book "Algebra" in kazakh language.

The scientist wrote this book in Arabic script in 1924 when he was 25 years old. This book was reprinted on the occasion of the 110th anniversary of the scientist. The Alash intelligence wrote a textbook on a wide range of issues, noting that the Kazakh people can quickly become a part of civilization. KanyshImantaevich took up the most difficult subject of mathematics, first he wrote in Arabic graphics in 1925 (592 p.), then he wrote Latin graphics in 1929 (1400 p.). The textbook on algebra is the scientific work of twenty-year-old KanyshSatbayev. The textbook is based on the algebra, taught in Russian schools. Satpayev's textbook was not a significant translation, but rather a new compilation of reports. It is based on the requirements of Kazakh schools at the same time, taking into account the degree of education, thinking of students, simplifying the content of reports and there were counting of cattle, grass and commercial trade. It is also surprising that the terms are worded in Kazakh. For this he creates new words, names (awards, divisions, fractional, root or semi-annual interest rates, weighted interest deposits, interest payments - cuts). At the end of the note, the author offers a total of 220 mathematical terms in Kazakh. These concepts are now deeply imbued with our native language.Another important feature and novelty is that the author's first textbook in the Kazakh language proposed to designate the "international language of mathematics" - equations in Latin letters.Based on Satpayev's story written by Sarsekeev Mеdeu, many new chapters were written. The difference of this issue from previous is that national problems that were not discussed, as well as a full biography of the scientist were reported. The life of KanyshSatpaev, a great man, began from the Semipalatinsk seminary and continued in the geological sciences.

M. Auezov graduate of the seminary described:

"One of the peculiarities of Kanysh is that he can communicate with his chemists, biologists, physicists, and physicians in their scientific language. He has a great deal of advice that he needs in every stage of science, He is an example of a well-known teacher, an exemplary guide to all scientists working in the Academy of Sciences of Kazakhstan.

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**Secrets of Stonehenge**

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This structure is in a field located 13 kilometers from a small village of Salisbury. This is a harsh, not very friendly place. During the Neolithic Age, 5000 years ago, pasture crochet was covered here with scanty plants. Here lived people, of whom little is known. However, what these people and their descendants, the inhabitants of the Bronze Age leftforus after themselves, makes an indelible impression.Mankind has always been interested in ancient structures, because they are so majestic and mysterious.

One of the most interesting archaeological sites to date is the Stonehenge structure that is on the World Heritage List.Ancient observatory, a landing platform for extraterrestrial beings, a portal to another world or a pagan tomb - all this is Stonehenge. For many centuries the best minds of mankind have been fighting over its solution. And much remains unknown ... Despite the fact .we have a lot of information about the Stonehenge, but even this information is not enough to understand finally how ordinary people could raise such a giant riddle of the whole of Europe. Therefore, we still have much to find out in order to solve the mystery of this truly strange structure. Just a few stones, ditches and ramparts, but scientists are constantly talking about it in the fields of history and archeology, sharing their theories with others.Why? Let's dig into the facts and summarize the archaeological research.

Stonehenge…This is a very special, incomparable cult place-the temple of eternity.The construction of Stonehenge took place in several stages, occupying a total of more than 2000 years.Surprisingly, it was built by ordinary people, but Stonehenge has an impeccable design from a geometric and mathematical point of view. It is very accurate and designed to mark the summer solstice.In general, the structure consists of 82 megaliths weighing 5 tons, 30 blocks, each of 25 tonsand 5triliths of 50 tons each. By the method of impact and processing by fire and water, the necessary stones were prepared for transportation. And already on the spot, fine workmanship and grinding was carried out. The process of installing stone stones from Stonehenge in England is also interesting. So before laying the "brick" a pit was dug, sheer from three sides and sloping on the other.

The well was surrounded with stakes and a stone was rolled over them. Then, with the help of ropes, the monoliths were lifted and digged.But if everything is clear with vertical stones, then the question remains, how the crossbeams were installed. It was assumed that for their erection were made embankments, on which the clods were dragged. But such a job would take more time than the construction of the entire complex, and no traces of the constructed embankments were found. Another of the assumptions - the stones were raised with the help of logs. There were logs, and a stone was dragged on them. A taller pile of logs was built nearby, and a stone was raised on it, and so on.Everyone knows that a person can do absolutely everything. This is proved bystudies that showed that a group of only twenty people could drag a block weighing a ton. They could be delivered both on water, and on skating rinks. The heaviest stones were delivered to the right place from a closer place, located 30 kilometers away. All of them form arches with an exact indication of the sides of the world. The ancient English did not in vain call this place "Dance of the Giants".

Between the stones in the north-eastern part was intentionally left a gap, it was here that Heel Stone - the stone of Helios or the sun stone. By the time of the first construction, it is customary to refer to the burials of people found in the seventeenth century by the Aubrey scientist, and therefore named in his honor, but many modern researchers believe that these burials must be dated later. The second stage is usually attributed to the 2900 - 2600 years BC. At this time, within the outer circle of the stones were built wooden structures. Unfortunately, today there is almost nothing left of them.The third stage concerns already to 2300 - 1500 years BC. Around this period, Stonehenge was supplied with dolorite blocks of sandstone and blue stone. These blocks were installed in the center of Stonehenge and formed a circle (its diameter is 33 meters) of thirty stones. The indescribable scale of the restoration, undertaken in 1901-1965, became the subject of sharp criticism and even journalistic investigations at the beginning of the XXI century.

Christopher Chippindale, curator of the Museum of Archeology and Anthropology at the University of Cambridge, claimed that "almost all the stones were affected in one way or another." Stonehenge stones used in construction are completely different: there are dolerite, volcanic lava, volcanic tuff, sandstone and limestone. An analysis of the terrain showed that some of the stones were delivered from a site 210 kilometers from the site of constructionIn honor of John Aubry were named 56 funeral "Aubrey alveolus", located along the outer rampart, inasmuch as John Aubrey first described them in the XVII century. To the north-east of the entrance to the ring stands a huge, seven-meter heel stone. During the construction of Stonehenge II, an earthen alley was erected between the Heelstone and the entrance.

The blue stones were replaced by a circular colonnade of 30 triliths, each consisting of two vertical stones and a horizontal slab resting on them. Inside the ring, there were once 5 separate freestanding triliths forming a horseshoe. Surprisingly, despite all its greatness and antiquity, Stonehenge could not get into the classic list of wonders of the world. Even mentioning the writings of the Greene and Roman scholars about him was not noticed, perhaps some piles of stones did not delight people of that century.

Local residents attributed the construction of both Merlin and antediluvian giants. In 1998, astronomer scientists recreated the original appearance of Stonehenge using a computer and conducted various studies. Their conclusions were shocking to many. It turns out that this ancient monolith is not only a solar and lunar calendar, as was supposed earlier, but also represents an exact model of the solar system in the cross-section. According to this model, the solar system consists not of nine, but of twelve planets, two of which are beyond the orbit of Pluto, and one more - between the orbit of Mars and Jupiter, where the asteroid belt is now located. In principle, this model confirms the assumptions of modern astronomical science and fully agrees with the ideas of many ancient peoples who also believed that the number of planets in our solar system is equal to twelve.

It is estimated that 300 years of continuous work by thousands of people took place. Of course, the question arises as to why Stonehenge was built and why such hard efforts were needed. Some archaeologists assume that the ancient British have a cult of the Sun, while others say only about the use of the complex in astronomical calculations. Legends connected the construction of Stonehenge with the name of Merlin. In the middle of the XVII century, the English architect Inigo Jones put forward the version that Stonehenge was built by the ancient Romans. Some scholars of the Middle Ages believed that Stonehenge was built by the Swiss or the Germans. At the beginning of the XIX century, the version about Stonehenge was established, as the sanctuary of the Druids.

Some thought it was the tomb of Boadicea, the pagan queen.Another authors of the XVIII century noticed that the position of stones can be linked with astronomical phenomena. The most famous modern attempt at interpreting Stonehenge as a grandiose observatory of the Stone Age belongs to J. Hawkins and J. WhiteIn 1995, British astronomer Duncan Steele proposed the theory that Stonehenge was originally used to predict cosmic catastrophes (associated with the effects of the passage of the Earth through the tail of a comet, known as the Taurida Complex). She has no scientific confirmation.It is also often claimed that Stonehenge was used for burial. Indeed, graves were found on the territory of the monument, but they were made much later than the construction of Stonehenge. For example, a skeleton of a young man was found in the moat, dated by radiocarbon method 780-410 years BC. According to news agencies, Professor of Archeology from the University of Sheffield Mike Parker Persson, who leads the Stonehenge Riverside Archaeological Project, noted that in his opinion Stonehenge from the very beginning of its existence to its heyday in the third millennium BC was considered by the inhabitants of England as a territory for burial of the dead.

One of the most famous and recognizable sites in the world, Stonehenge draws more than 800,000 tourists a year, many of whom also visit the region’s numerous other Neolithic and Bronze Age marvels. In 1986 Stonehenge was added to UNESCO’s register of World Heritage sites in a co-listing with Avebury, a Neolithic henge located 17 miles away that is older and larger than its more famous neighbor. Stonehenge has undergone several restorations over the years, and some of its boulders have been set in concrete to prevent collapse. Meanwhile, archaeological excavations and development of the surrounding area to facilitate tourism have turned up other significant sites nearby, including other henges.

In conclusion, I want to say that Stonehenge will somehow remain a mystery of the world. Even if this structure is not included in the classic list of wonders of the world, the relevance of this Stonehenge does not lose.

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**Regional studies / Елтану**

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**"Famous people of Pavlodar"**

Falling in love with this small city -

As it turned out, forever,

I like to look like an eternal wanderer

Where Irtysh water flows.

I like to walk around the streets,

Where autumn rules the ball again,

And to believe that everything will come true,

Because the wish was made in Pavlodar!

Pavlodar is the regional center. The city is rich with historical and cultural traditions. The city admires its guests with parks, fountains, wide avenues and streets. It is clean, light and cozy at any time of the year. Pavlodar is recognized as a center of art and culture in northern Kazakhstan. The city has become a favorite place of holiday for many tourists, there are many beautiful places, which can not leave any person indifferent. Among them there are dramatic theaters, palaces of cultures, parks, museums, monuments of architecture and others. At the beginning of the 20th century, the economy of the city was rapidly developed with navigation of the Irtysh river and the construction of the Kulunda-Pavlodar railway. Pavlodar became the regional center in 1938 and found itself at the crossroads of the Irtysh river and the railway, received a reliable connection with Ekibastuz, Ural, Siberia. This served to develop the economy of the city and the region. In place of small workshops, large industrial enterprises have grown up. From 1949 to 1962, the south of the territory of Pavlodar region was part of the Semipalatinsk nuclear test site.. The profitable economical and geographical position of region, the richest resources, the availability of transport ways, the Irtysh-Karaganda Canal, contributed to the creation of the Pavlodar-Ekibastuz territorial industrial complex in 1957, which included Pavlodar, Ekibastuz and Aksu. On the basis of cheap Ekibastuz coal has been created an energy base and developed new industries as, ferrous and non-ferrous metallurgy, machine building, aluminum, oil refining and chemicals. Pavlodar region is one of the main industrial regions of Kazakhstan. Historically, it has formed one of the largest in the economic space of the CIS territorial production complex with the combination of complex industries and enterprises engaged in the development of mineral and hydrocarbon raw materials. Pavlodar region is the birthplace of outstanding personalities. This land gave many great people to all Kazakhstan, such as Kanysh Satpayev, Zhusipbek Aymauyitov, Alkey Margulan, Shaken Aimanov, Sultanmakhmut Toraygyrov, Shamken Sadyrovich, Shaiman Kadyrbaev, Umit Beisenbaeva, Abilhayir Baimoldin, Zhuldyz Baimoldina, Maria Mudryak, Kappas Idriskhanov.

**Kanysh Imantaevich Satpaev** - geologist, the pioneer of numerous deposits of mineral resources in Kazakhstan, the scientist, the first President of the Academy of Sciences of Kazakhstan.  
Kanysh Satpayev was born on 12 April 1899 in Bayanaul district of Pavlodar region. His father was a nomad, but knew Arabic, could read and write, remembered by heart verses from the Koran. He was even elected Biy - generic judge. He possessed a rare memory, loved to tell stories, fairy tales. Kanysh Imantaevich always remembered with gratitude his father.In infancy Satpayev was not by Kanysh. He was given the name of Abdul-Gani. His mother started to call him Ganesh. When the boy went in Russian-Kazakh school's first teacher wrote a new student in Russian way - Kanysh. Under this name he became known worldwide. After school he entered the pedagogical Seminary, then at the mining faculty of the Tomsk technological Institute.  
K. Satpayev was irrepressible person: constantly aspired to knowledge, interested in everything new and unexplored and not only in his chosen profession of a geologist. In his youth he was a textbook algebra, collected works of folk art. He was interested in archeology, investigated stone sculptures, rock drawings, architectural monuments. An important finding is the slab with the inscription Timur found near ridge Ulytau mountain slope of Altynshoky. Now this plate is in one of the halls of the Hermitage.The future academician, a geologist by profession, had deep knowledge in the Humanities. In 1927 he published the book "Er " Edige"masterpiece of oral national creativity. On his initiative was started two-volume edition, and then a multivolume history of Kazakhstan, the collected works of T. Valikhanov in five volumes.Most of K. Satpayev loved travel on boundless lands of Central Kazakhstan, revealing their secrets. Every geologist wants to open the treasure which for a long time keeps the earth. Dreams K. Satpayev came true: manganese ore deposits Naizatas and Jazdy, open K. I. Satpayev a fully ensured in the years of the great Patriotic war the needs of ferrous metallurgy of Urals mountains and Siberia.Famous historical episode meeting Kanysh Satpayev with Winston Churchill, the famous English Prime - Minister. When U. Churchill presented heroic statue of the Kazakh, he inquired:  
- All Kazakhs as good as You?My people above me decently and with dignity replied Kanysh Imantaevich.His name was known and immortalized in the names of streets, universities not only in his native land, but also in space. In the vastness of the Universe, at the distance of hundreds of millions of kilometers from Earth makes his eternal progress planet 2402 "Satpayev". In his honour called new mineral "Satpaeva". In the 100-year anniversary of the Scientist, academician, the first President of the Academy of Sciences of the Kazakh SSR on the decision of UNESCO 1999 was declared the year of Kanysh Imantaevich Satpaev.

**Zhusypbek Aimauytov**

Zhusipbek Aimauytov is a multi-genre writer, founder of drama and novel in Kazakh language, scientist, educator, teacher, psychologist. Aymauytov has a difficult fate: endless suspicions from the authorities, slander, persecution. Getting education and his creative self-expression was really hard and long. Tragic was the fate of the heritage, which was almost completely crossed out of the history of Kazakh. But some fragments of the conversation between Aimauytov and Kopeev are saved. Despite the troubles of life and seemingly total hopelessness, he worked constantly.

Aimauytov was the founder of the genre of novel and drama in modern Kazakh literature. His writing activity began with the newspapers: journalism, short stories, feuilletons, critical notes. Remarkable is the fact that in 1918 he, together with Auezov published the magazine "Abai". Here Zhusipbek published a wonderful story about Amre Kashaubayev, who was described as an outstanding singer.

Aymauytov is the founder of the stage art. He was the director of his plays on the Kazakh stage. Since 1916, he began to write plays. Aimauytov is the organizer of the first theater groups, their direct participant. On December 17, 1917 he staged his play "Rabiga" in Semipalatinsk. One of his outstanding dramatic works "Sherniyaz" (1925-1926) dedicated to The memory of S. Toraighyrov, that tell us about relations between the city and the village.

**Sultanmahmut Toraigyrov**

Poet and writer, one of the brightest representatives of Kazakh literature of the early XX century Sultanmakhmut Toraigyrov was born in Bayanaul, in the Steppe province. He was reading fiction and historical literature, this contributed to the fact that he began to write poems and stories: poems "Din", "Sarybas", "Sokyr sopy", "Oku", "Kezek kashan keledi", essay "Zarlandym", the novel "Kamar Sulu", the poem "Adaskan omir", "Kedei". In these works, the young akyn shows the shortcomings of the old teaching and the advantages of new teaching methods, as well as raises questions of religious, moral and ethical content. In December 1919, Soviet power was established in Pavlodar. S. Toraigyrov went toPavlodar, where he was became Chairman of the revolutionary Committee. But the disease did not give him the opportunity to work, and after only 2-3 months he left work. During the disease, in early 1920, he began his poem "Aitys", which he did not finish. In the poem criticize the views and program of the party Alash. S. Toraighyrov lived only 27 years. But despite this, he gave us a valuable literary heritage. His works are multi-genre, rich in meaning, deeply informative. Their main feature — realism and nationality. In his works he shows us the lives of people at the time, raises the most topical issues of social and public life. Humanism of Sultanmakhmut Toraighyrov's works was highly appreciated in Kazakh literature.

**Beisembaeva Umit Mukankyzy**

Beisembaeva Umit Mukankyzy graduated from Lebyazhinsk secondary school in 1966 and entered the Moscow polygraphic Institute. Since 1999 – President of LLP "Corporation "Atamura". The Corporation headed by her is a recognized leader of non-governmental publishing and printing business in Kazakhstan. More than 500 people are employed here.The Corporation annually produces more than 20 million units of printing products, a network of branded stores – book houses for retail trade in all regional centers.The President of the Corporation in April 2001 was awarded the Gold medal of the Union of entrepreneurs of France.For the successful implementation of a number of projects in the humanitarian and social sphere, she was awarded an Honorary diploma of the President of the Republic of Kazakhstan.

**Kappas Idriskhanov**

One of the streets of the regional center bears the name of Kappas Idriskhanov. This honor he was awarded thanks to his talent as an organizer of collective production.He was an outstanding leader during the great Patriotic War, and made a hundred thousand rubles of personal savings to the defense Fund.«Moscow. №3171. Governmental. Kolkhoz "Dawn Of October". Lebyazhinsky district. Pavlodar region. The Chairman of the collective farm Idriskhanov Kappas. A Friend Of Idriskhanov. Please accept from me personally and from the red Army greetings and gratitude for your care to the air forces of the red Army. Stalin." reads an invaluable document of those times (the telegram is stored in the regional historical Museum to them. H. G.Potanina).

**Mariya Mudryak**

The popular Opera singer was born in 1994 in Pavlodar. In 2000, she entered the Guinness book of records as the youngest singer on the planet.Since childhood, Maria has attracted the attention of the world with her excellent vocal skills, which allowed her to become a popular Opera singer throughout Europe.Her voice compared to the great Maria Callas (who is an idol for the singer), and experts call it a "dramatic soprano with coloratura".This soprano for a couple of years, as one of the top ten in the world! At the same time, Mudryak does not forget about his native Pavlodar, where he periodically performs, including with charitable purposes.

Pavlodar, one of the oldest and most beautiful cities of the Republic, is located on the Bank of Irtysh - the largest river in Kazakhstan. Sung by poets, he delights his guests with wide avenues, shady parks and alleys, flower beds and fountains, it is clean and cozy at any time of the year.February 4, 1938 anniversary date for all of us, because on this day 80 years ago the city of Pavlodar was approved by the center of Pavlodar region.In Pavlodar Irtysh there is everything: native, boundless steppes, a corner of forest-steppe with birch flowers, a pine forest, mountains, a great many lakes.Almost on two equal than half cuts area to an ancient Irtysh.Unique and generous to its floodplain. Most of the area is a steppe plain that the Kazakhs were called "Saryarka" - "the Golden steppe".She really keeps a huge wealth. On the territory of the region is Bayanaul-pearl of Pavlodar region, one of the most beautiful places of the Republic of Kazakhstan.This is a unique creation of nature among the boundless steppes, deserves to admire its beauties.Mountains, pine forests, wildlife, lakes Zhasybay, Toraigyr, Sabyndykol make an indelible impression. Here is the largest recreation area and a place of pilgrimage for thousands of tourists from all over Kazakhstan and other countries.

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**Great Britain : Way of life**

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“*Where there is a will there is a way”*Proverb

The United Kingdom of G.B. and Northern Irelands is situated on the British Isles/ The British Isles consists of two large islands, G.B. and Ireland, and about five thousand small islands. Their total area is over 244,000 square kilometers.

The UK is made up of four countries: England, Wales, Scotland and Northern Ireland. GB consists of England, Scotland and Wales and doesn't include Northern Ireland. The capital of the UK is London.

The British Isles are separated from European continent by the North Sea and the English Channel. The western coast of GB is washed by the Atlantic Ocean and the Irish Sea.

The surface of the British Isles varies very much. The north of Scotland is mountainous and is called the Highlands, while the south, which has beautiful valleys and plains, is called the Lowlands.

There are a lot of rivers in GB, but they are not very long. The Severn is the longest river, while the Thames is the deepest and the most important one.

The mountains, the Atlantic Ocean and the warm waters if Gulf Stream influence the climate of the British Isles. The weather in GB is very changeable. A fine morning can change into a wet afternoon and evening and the wrong side out. The English people say: "Other countries have a climate; in England we have weather." The English also say that they have three variants of weather: when it rains in the morning, when it rains in the afternoon or when it rains all day long.

The weather is the favorite conversational topic in GB. After they greet each other they start talking the weather.

The best time of the year in GB is spring (of course, it rains in spring too). The two worst months in Britain are January and February. They are cold, damp and unpleasant. The best place in the world then is at home by the big fire. Summer months are rather cold and there can be a lot of rainy days. So most people who look forward to summer holidays, plan to go abroad for the summer.

The most unpleasant aspect of English weather is fog and smog. This is extremely bad in big cities especially in London. The fog spreads everywhere so cars move along slowly and people can't see each other. They try not to be run over by a car but still accidents are frequent in the fog.

**English as a world language**

People always wanted to communicate with each other: to understand and to know more about other countries and nations and collaborate with them. That’s why people have been looking for a “unique” language to communicate. Today this place belongs to English.

  Today English is represented in every continent and in the three largest oceans: the Atlantic, Indian and Pacific. At the moment English is internationally recognized by the world community as one of the languages more often spoken in various parts of the world. People speak English in Canada, the United States of America, Bahamas, Barbados, Trinidad, Jamaica, Guyana, the UK, Ireland, Australia, New Zealand. It is known that English is spoken as a first language in Great Britain, USA, Canada and New Zealand. These countries are situated in different parts of the world and differ in many ways.  English is the only solution to their communication problems. Doctors and scientists try to answer the same questions all over the world. They find it easy to exchange their ideas in English.

  Approximately 375 million people speak English as their first language. English today is probably the third largest language by number of native speakers, after Mandarin Chinese and Spanish. However, when combining native and non-native speakers it is probably the most commonly spoken language in the world, though possibly second to a combination of the Chinese languages, depending on whether or not distinctions in the latter are classified as "languages" or "dialects."

Because English is so widely spoken, it has often been referred to as a "world language", the lingua franca of the modern era. While English is not an official language in most countries, it is currently the language most often taught as a second language around the world.

English is the language most often studied as a foreign language in the European Union (by 89% of schoolchildren), followed by French (32%), German (18%), and Spanish (8%). A large fraction of the population reports being able to converse, to some extent, in English in the European Union. Among non-English speaking countries, a large percentage of the population claimed to be able to converse in English in the Netherlands (87%), Sweden (85%), Denmark (83%), Luxembourg (66%), Finland (60%), Slovenia (56%), Austria (53%), Belgium (52%), and Germany (51%). Norway and Iceland also have a large majority of competent English-speakers.

The English language is now

·        the first language of about 450 million people

·        the native language of 12 nations

·        the official or semiofficial language of 33 more nations

·        That means 1 in every 7 people in the world speaks English.

·        About 20% of the world's population speaks English

·        Most vocabulary in the modern computer science is in English

·        English is the language of rock and pop music

·        Most of world known singers sing their songs in English.

It is the standard language for communication

·        80% of all information in the computers’ world is English.

·                 75% of all international letters and telexes are in English.

·         More than half of the world’s periodicals are printed in English

·        50% of all the companies in Europe communicate with one another in English

·        a billion websites in the Internet are in English

Today English is the language of the world!

**The British way of life**

The way of life in Great Britain is very different from ours. It is the result of the different social and historical development of Britain as an island country. They enjoy being British and see themselves as a different nation. The British don´t like to show their emotions and feelings in public like the Americans do. In America, on St. Patrick´s day, everything is green while in Britain it is not. The British hide their emotions. This is what we call their being conservative and reserved. British people are very polite, too. From my point of view, you cannot meet more polite people in the world. If you listen to a conversation between two British people, there are a lot of expressions like “Thank you”, “I am sorry”, or “Excuse me.” If you have ever been in Britain, don´t be afraid to use these phrases when you ask for something. If you don´t use these phrases, the British people will think you are rude. As far as shaking hands goes, it´s necessary to say that people in Britain shake hands only when they are introduced for the first time or after they see each other after a long time.

British people try to preserve their old traditions and customs. One of them is celebrating festivals. Some of the festivals are state holidays such as X-mas and Easter, while others are ordinary working days such as Halloween or Guy Fawkes’s Night. I like the St. Valentine’s Day. On this day people send Valentines cards. There are Valentines wishes on these cards. The cards are not signed and you are to guess who the card is from.

The social life in Britain is very different as well. The British people are the English, Scottish, Welsh, and Irish. All of them speak English besides their native languages of Wales, Scotland, and Ireland. These countries are bilingual.

In Britain we can also hear a number of different dialects. For example, in the East End of London, we can hear Cockney English. In fact, the term is commonly used to denote people who come from a wider area of the innermost eastern suburbs of London and also the adjoining area south of the Thames.

Cockney is also used to describe a strong London accent and, like any such local accent, is associated with working-class origins. A feature of Cockney speech is rhyming slang, in which, for example “wife” is referred to as “trouble and strife” and “stairs” as “apples and pears”.

For centuries, people from many parts of the world have come to settle in Britain. Long before Ireland became independent, Irish people had been immigrating to England. Now there is a very large Irish community in Liverpool. In Britain, there are about four million black Britons now, who have been coming to Britain since the 1950s. Most came from India, Pakistan, or China, and live in big cities like London, Liverpool, etc. Some found the life they were looking for in Britain. Many did not however. Young people, especially from ethnic communities, find it hard to get jobs and to be accepted.

As far as living in Britain, it´s necessary to say that a lot of the British population lives in houses or flats that they own or buy as installments. The idea of a good life is to live in a house with a front and a back garden. There are three types of houses in Great Britain. Terraced houses are several houses, usually two stories, joined together in a row. They often have a small garden in the front and in the back they either have a small garden or a paved yard. Semi-detached houses are a pair of houses joined together but detached. It is a single house.

An average house usually has two floors: the ground floor with a kitchen, dining room, living room and toilet, and the first floor with bedrooms. From the dining room or the kitchen, you can get to the garden. Unlike our gardens, there are no vegetables. Here you can see the flowers and trees as well as well-kept lawns. The gardens are arranged in the traditional English style. English houses are usually made from bricks but they are not usually covered by plaster. Instead, they are either painted or they have a natural color.

About 20% of the population lives in flats. The flats are largely in cities and large towns, rather than in rural areas. Elder people prefer living in bungalows. It is a one story house, so there aren´t any stairs.

It´s interesting to know that British houses are terribly cold. This is for three reasons. Firstly, there is a warmer climate in Britain, so there aren´t so many differences between the temperatures in the winter and the summer, so there isn’t such a great need for heating.

It´s interesting to know that Britain is a constitutional monarchy. This means that the head of the state is the Queen, but she can act only on the advice of the prime minister and ministers. The queen is the head of the Church, too, and commander-in-chief of the army and the judicial system. The foundation of government in Great Britain is made by the Constitution. The Constitution in Great Britain is one of the oldest in the world. It is unwritten and based on customs, tradition, and common law. The country is really governed by the Prime minister and the Cabinet.

There is a system of two main political parties in G.B. - there is the Labour party and the Conservative party. The Prime minister is the leader of the political party which wins the general election. The government is formed by the party which has a majority in Parliament and the Queen appoints its leader as the Prime Minister. Today´s Prime minister is Tony Blair. He is the leader of the Labour Party. The supreme law-making body in the country is the Parliament. It consists of two chambers: The House of Commons (it is a representative assembly of the Members of Parliament, who are elected by voters in one constituency) and the House of Lords whose membership is hereditary.

The British national flag symbolizes the Union of England, Scotland, and Ireland. The flag is something called the Union Jack. Each country has its own cross in the flag: England has St. George´s Cross, Scotland has St. Andrew´s Cross, and Ireland has St. Patrick´s Cross. Each part of Britain also has its own symbol, England has the red rose, Wales has the leek and the daffodil, Scotland has the thistle, and the Ireland has the shamrock.

As for meals in GB it´s necessary to mention that eating habits are different from those on the continent. It is the result of the different development Britain as an island country. Britain has its own national cuisine depending on the traditional ways of preparation. Traditional 5 o´clock tea sticks with only a few people, but it is customary. The day in Britain starts later than our days. After getting up, people in GB usually have breakfast. The term “traditional English breakfast” means a rich meal in the morning. People are very busy today though. A lot of women go to work and that´s why eating habits have changed too. People usually only have a light breakfast instead of the traditional English breakfast, which is a big morning meal. A light breakfast consists of orange juice, cereals or musli or cornflakes with milk followed by buttered toast with jam or marmalade. Then people have a cup of tea with milk and without sugar. This is a typical English drink. Today more people drink coffee with milk instead tea in the morning. The traditional English breakfast is eaten during weekends or on holidays. It is sometimes called brunch. This breakfast is quite big and hot. It´s a very big meal: first we have orange juice, cereal, fried eggs and tomatoes, bacon, sausages, and the very popular baked beans. Then there´s toast and marmalade which is made from oranges, and tea with milk. I think this breakfast is very unhealthy, but people like it. During the morning, people in work have a cup of tea and some biscuits. This small snack is called ”elevens”

Between 12 and 1 o´clock, it is usually lunch time. It´s very common to have something light - like sandwiches, pizza, hamburgers, or pies. In cities, there are a lot of sandwich bars, where the office workers go. Sandwiches usually have a traditional triangular shape. Each sandwich consists of two slices of bread with different fillings inside.

In the afternoon, British people have a traditional snack. It is called 5 o´clock Tea. People usually drink quite strong tea with milk and eat some cakes or biscuits. The British are known to be great tea drinkers: they drink tea from the morning till late at night before going to bed. They have a cup of tea before meals, after meals, and between meals. This is called the British manic for tea. In GB, dinner is the main meal of the day. At the time of dinner between 6 and 8 p.m. the whole family meets and has it together. Each dinner consists of a few courses: the main meal (meat and chips, potatoes and cooked vegetables) followed by a cake or a pie, then by fruit with cream (cherries, strawberries), or by ice-cream and some juice. Our evening meal may be either warm or cold. A cold and quick dinner may be similar to the breakfast and consist of some slices of bread or rolls, kippers, or some spread. Later at night, after the theatre or cinema, you can have the last meal of the day - supper. It consists of something light like cheese and biscuits. Great Britain is wonderful place. A lot of tourists visit Great Britain every year to see a lot of historical monuments, not only in London, but for example the ancient spas in Bath, etc. I regret not having visited Britain yet. I wish to travel to this country in the future.

**Tea in England**

English tea drinking traditions have a long history. Tea was brought to England in the seventeenth century by a Portuguese princess, who married king Charles II of England, and has been popular in the country ever since.   
When the first clippers began to bring tea to England from China and India, it was very expensive. The reason was that the members of the church called it a “sinful ii drink” because it was coming from a non-Christian country. So it was taxed to 119%iii and therefore tea became a drink for the elite. A drink for the rich, the aristocracy, tea was locked up in the households in enamel containers.

Tea is traditionally served with lemon or milk. Tea used to be drunk black without anything in it, but as people became more in a hurry they added milk to drink it more quickly. It is possible that milk was used to cool the tea down when the hostess did not want to have her guests for too long. Another explanation of milk in tea is the fear to break the delicate porcelainthat tea cups were made of. Real porcelain does not normally break but early examples of British porcelain cups sometimes fell apart. Because porcelain was very expensive at that time, it was safer to put in some milk first to reduce the temperature of the tea so the cups did not break. This is how the habit of putting milk in tea remained.

These days much is being done to restore old traditions. Tea rooms and museums that carefully store anything associated with tea are very popular. For a long time the Cutty Sark – thelast of the tea clippers – stood at Greenwich and was visited by thousands of tourists interested in the history of tea.

Unfortunately, it was destroyed by a fire in 2007. The ship was 138 years old.

The essence of tea-drinking has not changed. Tea is drunk with milk, usually from china cups. The atmosphere is more important than quality of the food and the tea. Finally, tea should not be drunk in a hurry and should be accompanied by friendly conversation.

In conclusion I would like to say a few words. I hope one day I will visit this country and see everything.

And I’d like to say that Great Britain may be small, but it's full of a variety of amazing places.

It has a wealth of history, culture, wildlife and its own unique eccentricities’ own eyes. I’m sure that you enjoyed it and got much knowledge about Great Britain .I Love Great Britain .

Respect the traditions and customs of other countries; learn their history, culture, geography.

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**Landeskunde als Motivation der Schüler zum Erwerb der Fremdsprache**

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Die Fremdsprache spielt eine besondere Rolle in der modernen Gesellschaft, in der Erziehung einer harmonischen vielseitigen Persönlichkeit. Der heutige Mensch soll nicht nur die Fremdsprachen lernen, sondern auch in der modernen multikulturellen Welt leben und sich orientieren. Deshalb kann man sich kaum den heutigen Fremdsprachenunterricht ohne Landeskunde vorstellen. Die Landeskunde umfasst die ganze Menge von verschiedenen Themen, zu denen Politik, Wirtschaft, Kultur und Ökonomie gehören. Es wurde bewiesen, dass „die Sprache als Kommunikationsmittel nicht ohne Bezug zu der Gesellschaft, in der die Sprecher dieser Sprache leben, vermittelt und erlernt werden kann, dass der Lerner Informationen über die natürlichen Bedingungen und das Leben der Bewohner eines Landes, seine politischen, wirtschaftlichen, kulturellen Gegebenheiten und Entwicklungen benötigt” [1, 47].

In unserem Artikel möchten wir die Rolle der Landeskunde im Fremdsprachenunterricht betrachten und bestimmen, wie die Benutzung der landeskundlichen Information im Fremdsprachenunterricht die Schüler motiviert die Fremdsprache zu erlernen.

Fremdsprachenunterricht ohne landeskundliche Inhalte ist heutzutage undenkbar. Wer heute eine Fremdsprache lernt, erfährt viel über die Menschen und das Land oder die Länder, in denen diese Sprache gesprochen wird. Denn Sprache als Kommunikationsmittel kann nicht ohne Bezug zu der Gesellschaft, in der die Sprecher dieser Sprache leben, vermittelt und erlernt werden [1, 47].

Landeskundliche Inhalte wecken nicht nur die Interessen der Lernenden und fördern die interkulturelle Kompetenz, sie werden im Unterricht außerdem auch eingesetzt, um die Motivation der Lernenden zu erhöhen [2, 67].

Wollen wir die Rolle der Landeskunde im Fremdsprachenunterricht betrachten. Es ist klar, dass der Fremdsprachenunterricht ohne landeskundliches Wissen kaum möglich und erfolgreich ist. Dieses Wissen ermöglicht, die Sprache als Kommunikationsmittel adäquat zu verwenden, ohne jemanden z.B. zu beleidigen und hilft gleichzeitig potentielle Sprachfehler zu vermeiden. Damit der Unterricht erfolgreich realisiert werden kann, muss es zur Verbindung von Sprache und Landeskunde kommen und als eine solche Einheit sollen die beiden im Unterricht vermittelt werden [3, 78].

Es gibt viele Gründe, warum es wichtig ist, landeskundliche Kenntnisse im Fremdsprachenunterricht zu vermitteln. Um erfolgreich mit den Muttersprachlern zu kommunizieren, braucht man nicht nur den Wortschatz sondern auch die Mentalität der Menschen, ihre Gewohnheiten und Verhaltensweisen in konkreten Alltagssituationen kennen zu lernen. Es ist selbstverständlich, wenn man eine Fremdsprache lernt, so möchte man auch Informationen über die Menschen, die diese Sprache sprechen und über die Kultur des Landes erwerben. Das betont noch mal die wichtigste Rolle der Landeskunde im Fremdsprachenunterricht. Die Landeskunde unterstützt die Motivation der Schüler zum Erwerb einer Fremdsprache. Wenn diese Informationen über das Zielsprachenland dem Lernenden näher gebracht und vertrauter gemacht werden, dann werden auch gleichzeitig das Interesse an der Sprache und die Lernmotivation größer [4, 51].

Die Vermittlung der neuen, interessanten und vielfältigen landeskundlichen Themen führt zur Steigerung der Aufmerksamkeit, der Aktivität und des Interesses der Schüler sowohl am einzelnen Thema als auch generell an der Sprache als solcher. Damit kann man auch die Vermeidung der Langeweile im Unterricht und Kreativitätslosigkeit bei den Schülern erreichen. Außerdem soll es beachtet werden, dass der landeskundliche Ansatz für jede Ausbildungsstuffe unabhängig von Alter und Schwierigkeitsgrad aktuell ist. Die Wichtigkeit von Landeskundeeinführung im Fremdsprachenunterricht ist offenbar. Die landeskundlichen Inhalte tragen zur Herausbildung und Weiterentwicklung der kommunikativen Fähigkeit bei. Indem die Schüler landeskundliche Inhalte kennen lernen, lernen und üben sie zugleich fremdsprachliche Strukturen oder neue Vokabeln. Die Landeskunde beeinflusst und unterstützt im großen Maße die Wortschatzvermittlung.

Es gibt verschiedene Methoden für Einführung der landeskundlichen Materialen im Fremdsprachenunterricht. Es ist immer interessant für uns Schüler über die deutschsprachigen Länder neue Information zu erfahren, Kultur, Sitten und Bräuche von Deutschen mit unseren zu vergleichen. So machten wir beispielsweise in einer von unseren Deutschstunden die Festkalender, in denen wir verschiedene Feste und Traditionen von deutschsprachigen Ländern mit unseren verglichen. Die Projektarbeit im Fremdsprachenunterricht gehört auch zu einer der Methoden der Landeskundeeinführung. Diese Methode ermöglicht nicht nur mehr Schüler zur Arbeit heranzuziehen, sondern auch das ausgewählte Thema besser zu untersuchen und interessant es zu präsentieren. So bereiteten wir uns die Projekte „Meine Reise nach Deutschland“, „Bildungssystem in Deutschland und Kasachstan“, „Welche Aberglauben haben die Deutschen?“, „Sehenswürdigkeiten von Deutschland“ etc. vor. Die kreative Arbeit mit der Landeskunde im Fremdsprachenunterricht kann absolut verschiedenartig sein. In unseren Deutschstunden lösen wir zum Beispiel Kreuzworträtsel, vergleichen deutsche, kasachische und russische Sprichwörter, arbeiten mit der geographischen Karte, schreiben die illustrierten Aufsätze oder die Geschichten über die Heimatstadt mit Fotos, lesen verschiedene Texte aus deutschen Zeitungen oder Zeitschriften, übersetzen die deutschen Gedichten, bereiten Glückwunschkarten, Wandzeitungen, Broschüren vor, arbeiten an Referate und Präsentationen zu den landeskundlichen Themen. Häufig werden Musik und Filme in unserem Deutschunterricht eingesetzt. Diese beiden Medien spielen bei uns Jugendlichen auch in der Freizeitgestaltung eine zentrale Rolle. Darüber hinaus transportieren Musik und Filme auch immer landeskundliche Inhalte – und das ist ein weiterer wichtiger Grund für die Beliebtheit. All das macht uns wirklich spaß und motiviert uns Deutsch zu lernen.

Die Aufgabe dieser Arbeit war zu bestimmen, welche Rolle die Landeskunde im Fremdsprachenunterricht spielt und wie die landeskundliche Information die Schüler motiviert, die Fremdsprache zu erlernen. Die Landeskunde vermittelt nicht nur die Kenntnisse, über die der Schüler verfügen muss, um erfolgreich zu kommunizieren, sondern auch zahlreiche Informationen über die Mentalität, Verhaltensweise oder Gewohnheiten der Bewohner des Zielsprachenlandes. Die landeskundlichen Kenntnisse können nicht nur die Kommunikationsfähigkeit entwickeln. Sie helfen den Lernenden, die Situationen richtig zu erfassen und zu interpretieren. Sie sind auch Voraussetzung für Aufnahme der Kontakte und für die Verständigung mit den Muttersprachlern [5, 31]. Die Landeskunde trägt im großen Maße auch zur Entwicklung der Persönlichkeit der Schüler, zur Steigerung ihrer Motivation beim Erwerb der Fremdsprache sowie zur Bewusstmachung der Gemeinsamkeiten und Unterschiede zwischen den Kulturen und vor allem zur Herausbildung der offenen Haltung den fremden Kulturen gegenüber. Die Landeskunde befriedigt die Neugier und das Interesse der Schüler an verschiedenen Themen, wodurch sie die Schüler zur selbständigen Arbeit mit der Sprache anregt.

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**Women’s March**

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I’ve always wondered why all these awful things happen: discrimination against women and LGBTQ+, race discrimination, violence, rapes and kills because of undeserved hate and intolerance. That’s why one event attracted my attention. It’s called Women’s March and first time it was on the 21st of January in 2017.

Mostly women worldwide were going out into streets to advocate legislation and policies regarding human rights and other issues, including women's rights, reproductive rights, the natural environment, LGBTQ rights, racial equality, freedom of religion and worker’s rights. Most of the rallies were aimed at Donald Trump, immediately following his inauguration as President of the United States, largely due to statements that he had made and positions that he had taken which were regarded by many as anti-women or otherwise offensive. It was the largest single-day protest in U.S. history. Between 3 and 5,3 million people participated in the Women's March in the United States and over 5 million people in the world, in total.

**Organizers**

On November 9, 2016, the day after Donald Trump was elected President of the United States, in reaction to Trump's election campaign and political views, and his defeat of female presidential nominee Hillary Clinton, Teresa Shook of Hawaii created a Facebook event and invited friends to march on Washington in protest. Similar Facebook pages created by Evvie Harmon, Fontaine Pearson, Bob Bland (a New York fashion designer), Breanne Butler, and others quickly led to thousands of women signing up to march. Harmon, Pearson, and Butler decided to unite their efforts and consolidate their pages, beginning the official Women's March on Washington. To ensure that the march was led by women of differing races and backgrounds, Vanessa Wruble, co-founder, and co-president of Okayafrica, served as Head of Campaign Operations and brought on Tamika D. Mallory, Carmen Perez and Linda Sarsour to serve as National Co-Chairs alongside Bland. Former Miss New Jersey USA Janaye Ingram served as Head of Logistics. Filmmaker Paola Mendoza served as Artistic Director and a National Organizer.

Organizers claimed that they were "not targeting Trump specifically" and that the event was "more about being proactive about women's rights". Sarsour called it "a stand on social justice and human rights issues ranging from race, ethnicity, gender, religion, immigration and healthcare". Still, opposition to and defiance of Trump infused the protests, which were sometimes directly called anti-Trump protests.

Seven women coordinated marches outside the U.S. The women were: Brit-Agnes Svaeri, Oslo, Norway; Marissa McTasney, Toronto, Canada; Karen Olson, Geneva, Switzerland; Kerry Haggerty, London, United Kingdom; Rebecca Turnbow, Sydney, Australia. The women organized the international marches through social media and had weekly Skype meetings to plot strategy.

**Preparation and planning**

Wruble renamed the event, which had originally been billed as the "Million Women March", after the March on Washington for Jobs and Freedom, the historic civil rights rally on the Mall where Martin Luther King Jr. delivered his "I Have a Dream" speech. The rally also paid tribute to the 1997 Million Woman March in Philadelphia, in which hundreds of thousands of African American women are said to have participated.

Because of scheduling conflicts at the Lincoln Memorial, a permit was secured on December 9 to start the march on Independence Avenue at the southwest corner of the Capitol building and continue along the National Mall. By January 20, 2017, 222,000 people had RSVP'd as going to the Washington, D.C., march and 251,000 had indicated interest. On January 16, 2017, Fox News reported that authorities were expecting "a crowd of almost 500,000 people", and the permit for the march issued by the National Park Service was revised by the head of D.C.'s Homeland Security department to half a million people —significantly more than the estimated attendance at President Donald Trump's inauguration ceremony the previous day.

In late December, organizers announced that over 100 organizations would provide assistance during the march and support the event across their social media platforms. By January 18, more than 400 organizations were listed as "partners" on the March's official website. Planned Parenthood and the Natural Resources Defense Council were listed as the two "premier partners".

**Participation**

**Washington**

The official list of speakers included Gloria Steinem, America Ferrera and Scarlett Johansson. Other speakers were Sophie Cruz, Angela Davis, and Michael Moore, as well as Cecile Richards etc.

Steinem commented "Our constitution does not begin with 'I, the President.' It begins with, 'We, the People.' I am proud to be one of thousands who have come to Washington to make clear that we will keep working for a democracy in which we are linked as human beings, not ranked by race or gender or class or any other label."

The youngest presenter at the Washington D.C. march, 6-year-old Sophie Cruz, said, "Let us fight with love, faith, and courage so that our families will not be destroyed," and ended her speech saying, "I also want to tell the children not to be afraid, because we are not alone. There are still many people that have their hearts filled with love. Let's keep together and fight for the rights. God is with us."

**Participation by well-known people**

U.S. Senator Cory Booker, former U.S. Secretary of State John Kerry, and civil rights activist Jesse Jackson attended the Washington march. Anne-Marie Slaughter, president of New America and former Director of Policy Planning at the U.S. State Department, attended the New York City march. John Lewis attended the Atlanta rally, which saw more than 60,000 march to the Georgia State Capitol. Senator Bernie Sanders of Vermont delivered a speech at the march in Montpelier in front of the Vermont State House, as did other Vermont political figures, such as former Governor Madeleine Kunin and current Lieutenant Governor David Zuckerman. Jacinda Ardern, who is currently the prime minister of New Zealand, joined the marchers in Auckland.

Also many celebrities participated in marches. Some of them: Halsey, Clark Gregg, Emma Watson, John Legend, Julia Roberts, Katy Perry, Kristen Stewart, Madonna, Rami Malek, Rihanna, etc.

**Other locations**

Marches occurred worldwide, with 198 in 84 other countries. Organisers of the event reported 673 marches worldwide, including 20 in Mexico and 29 in Canada. Women in India also organized a nationwide march on January 21, 2017 called I Will Go Out to demand women's right to safe public spaces.

**Messaging and visual imagery**

**Pussyhat Project**

The Pussyhat Project was a nationwide effort initiated by Krista Suh and Jayna Zweiman, a screenwriter and architect located in Los Angeles, to create pink hats to be worn at the march for visual impact. In response to this call, crafters all over the United States began making these hats using patterns provided on the project website for use with either a knitting method, crocheting and even sewing with fabrics. The project's goal was to have one million hats handed out at the Washington March. The hats are made using pink yarns or fabrics and were originally designed to be a positive form of protest for Trump's inauguration by Krista Suh. Suh, from Los Angeles, wanted a hat for the cooler climate in Washington, D. C. and made herself a hat for the protest, realizing the potential: "We could all wear them, make a unified statement". Jayna Zweiman, stated "I think it's resonating a lot because we're really saying that no matter who you are or where you are, you can be politically active." Suh and Zweiman worked with Kat Coyle, the owner of a local knitting supply shop called The Little Knittery, to come up with the original design. The project launched in November 2016 and quickly became popular on social media with over 100,000 downloads of the pattern to make the hat. The name refers to the resemblance of the top corners of the hats to cat ears and attempts to reclaim the derogatory term "pussy", a play on Trump's widely reported 2005 remarks that women would let him "grab them by the pussy".

**Signage**

In Richmond, Virginia, attendees of the March on Washington participated in an "Art of Activism" series of workshops at Studio Two Three, a printmaking studio for artists in Scott's Addition.

In Los Angeles, the voice actor Amir Talai was carrying the sign "I'll see you nice white ladies at the next #blacklivesmatter march right?" to express frustration at the lack of participation by white Americans in the Black Lives Matter movement, and simultaneously hopeful of encouraging them to do so. The photo of Talai with the sign went viral over the internet.

**Response**

**Academics**

While the march aims to create a social movement, Marcia Chatelain of Georgetown University's Center for Social Justice commented that its success will depend on the marchers' ability to maintain momentum in the following weeks. "One of the goals of any type of march or any type of visible sign of solidarity is to get inspired, to inspire people to do more. And the question is, at the march, what kind of organizational structures or movements will also be present to help people know how to channel their energy for the next day and for the long haul?" Historian Michael Kazin also commented on the importance of a long-term strategy: "All successful movements in American history have both inside and outside strategy. If you're just protesting, and it just stops there, you're not going to get anything done."

In the aftermath of the protest, museum curators around the world sought to gather signs and other cultural artifacts of the marches.

**Media**

On January 4, 2017, columnist Shikha Dalmia called the protest "a feel-good exercise in search of a cause".

The New York Post Editorial Board asked if the event might be "cursed", writing, "The three white feminists who thought up the idea felt obliged to change that title after they faced charges of 'cultural appropriation'".

Us Magazine noted social media posts and a Change.org petition criticizing the march for having left Hillary Clinton's name off a list of 27 honorees who "paved the way" for equal rights.

**Politicians**

Many members of the U.S. House of Representatives announced that they would not attend Trump's inauguration ceremony, with the numbers growing after he made disparaging remarks about veteran House member and civil rights leader John Lewis. Some of them said they would attend the Women's March.

Maine Representative Chellie Pingree said she would instead visit a Planned Parenthood center and a business owned by immigrants on Inauguration Day before going to Washington to appear on stage with other politicians who refused to attend. "We need to do everything we can to let the incoming administration know we are not happy about their agenda. I've had unprecedented numbers of my constituents calling me worried about healthcare, the environment, public education, and they feel disrespected," she said.

Senator Bernie Sanders, who attended the March in Montpelier, Vermont, said Trump should listen to the protesters: "Listen to the needs of women. Listen to the needs of the immigrant community. Listen to the needs of workers. Listen to what's going on with regards to climate change ... Modify your positions. Let's work together to try to save this planet and protect the middle class."

Hillary Clinton, the 2016 Democratic presidential candidate, offered her support on Twitter, called the march "awe-inspiring" and stated, "[I] hope it brought joy to others as it did to me".

**Follow-up**

Following the march, the organizers of the Women's March on Washington posted the "10 Actions for the first 100 Days" campaign to keep up the momentum from the march. The first action included contacting senators about concerns, with an option of using "Hear Our Voice" postcards. A new action was provided every 10 days.

In October 2017, leaders of the decentralized Women's Marches across the country formed a new organization, March On, and launched a Super PAC called March On's Fight Back PAC. Led by Vanessa Wruble, one of the co-founders and chief architects of the Women's March On Washington, March On announced the goal of creating political change through their "March On the Polls" campaign, including marching people to voting booths for the November 2018 midterms for a March On the Midterms. March On aims to coordinate actions at the federal, state, and local level.

Citing certain figures in communications has created controversy. In July 2017, the Women's March official Twitter feed celebrated the birthday of Assata Shakur, an African-American revolutionary who was convicted of murder, leading to criticism from conservative media outlets. In an August 1, 2017, editorial, Bari Weiss criticized three co-chairs for their association with Louis Farrakhan, and for failing to reject anti-Semitism.[183] In a reply letter, co-Chair Bob Bland dismissed critics as "apologists for the status quo, racist ideology and the white nationalist patriarchy."

**2018 Women’s March**

The 2018 Women's March held on January 20, 2018, on the anniversary of 2017 Women's March, was a reprise protest march with coordinated mass rallies, attracting hundreds of thousands of participants, in hundreds of cities, towns and suburbs in the United States, with sister rallies in Canada, the UK, Japan, Italy and other countries. Some of the largest rallies in the United States were held in New York, Washington, Los Angeles, Dallas, Philadelphia, Chicago, San Francisco, and Atlanta.

By 2018, Women's March U.S., along with protesting Donald Trump and his administration’s policies on "immigration, healthcare, racial divides" and other issues, new themes gained momentum including "Power to the Polls". Power to the Polls carries a new message with a focus on increasing voter participation through new voter registrations, encouraging more women, as "strong advocates for women’s rights", to run for office. By January 2018, the #MeToo movement had become "a galvanizing force at many of the rallies". The Women's March Global, under the theme of "Look Back, March Forward" included at least 38 rallies in Canada on January 20 with some in major cities such as Toronto and Calgary, attracting thousands. More events are planned by Women's March for January 21, 2018 including the launch of the national voter registration tour in Las Vegas, a "key battleground state in the 2018 midterm congressional elections." The march took place the day after the shutdown of the federal government when Senators were unable to reach a "compromise regarding a short-term spending bill or an immigration proposal". President Trump said it was a "perfect day for all Women to March" and "we are with you all the way."

As you can see, Women’s March is a protest with very important ant and actual reasons and aims. Perhaps, it will be repeated next year, and the next, until participants’ claims and requests are satisfied or Donald Trump leaves his post of President of USA. I have viewed several contradictory standpoints and hold the march's participants' opinion.

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**National idea of ​​Kazakhstan**

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Last time the discussion of the national idea and the doctrine of national unity of Kazakhstan has become more acute in society.In this article, I would like to express my point of view about it.Firstly, I will formulate as far as the descriptive parts of the national idea, as I understand it, and in the light of such definitions. I would like to consider the situation with the national idea in Kazakhstan.The key questions that need to be answered are: what is a national idea as an element of social organization, what characteristics should it possess, how is it created and how is it realized.

**Key words:** "Mangilik El" ("Eternal Country"), national idea, secular State, high Spirituality, a nationwide unity, one country - one destiny.

What is the national idea?

The national idea is a unifying, rallying start for the development of society and an indicative vector of its development. It is for this that the national idea is needed - this is the ideal, the values ​​in which members of society derive their inspiration, that is common to those who share the idea, that gives energy, stimulus and direction to the activities of the individual.The desire to develop, improve, expand is an internal property of human society. Otherwise, it begins to rot and disintegrate. However, the question what is the development is globally open. The national idea is the answer to this question. It becomes a beacon that sets the direction of this development on the one hand, and on the other hand it sets a certain system of measurements and comparisons of the changes that are taking place. By setting the system of measurements and comparisons, it thus lays the system of values ​​in each member of the society that shares the idea.An important point is that there are no permanent national ideas. They change, evolve with the development of society. Society and people do not know how to think with historical scales, so the national idea should be understandable for one, two, or three generations.The national idea is designed to consolidate society. For its development, it is necessary to rally all Kazakhstan without dividing anyone by ethnicity. One of the basic documents, the principles ("One country - one destiny", "Different origins - equal opportunities", "Development of the national spirit") which formed the basis for the formation of the national idea, was the "Doctrine of National Unity of Kazakhstan" adopted in 2010.In early 2014, President NursultanNazarbayevaddressing the people, called them to work to achieve the goals of the "Kazakhstan-2050" strategy, aimed to creating a welfare society based on a strong state, a developed economy and opportunities for universal labor and the republic's entry into the 30 most developed countries in the world. One of the features of the speech of the Leader of the nation was that he said: "We are the people of Kazakhstan, we are one nation! In addition,the common fate for us is our Mangilik El ("Eternal Country"). Our worthy and great Kazakhstan! "Mangіlіk El" is the national idea of ​​our nationwide home, the dream of our ancestors ". Thus, N. Nazarbayev proposed to develop and adopt the Patriotic act "Mangilik El" ("Eternal Country").

On the base ofMangilik El (Eternal Country) are simple, understandable and the most valuable truths for each of us: well-being of our families, hospitality and diligence, stability, security and unity, confidence in the future.

We call for strengthening, storing and transferring from generation to generation

Seven inviolable foundations of Mangilik El:

*The1st base.*Mangіlіk El (Eternal Country) is Independence and Astana.

We will be faithful to the great historic mission of strengthening Independence.

We will always be proud of Astana as a bright symbol of the prosperity and strength of our people.

*The 2nd base.*Mangіlіk El (Eternal Country) is a nationwide unity, peace and harmony.

We have one Motherland - Independent Kazakhstan, we have One country - One destiny.

People who is faithful to the great cause of peace and harmony will exist for thousands of years.

*The 3rd base.*Mangіlіk El (Eternal Country) is a Secular State and High Spirituality.

The unity of civil and spiritual values ​​allowed us to find our own way and proudly declare ourselves to the whole world.

We will continue to develop in every possible way a global dialogue of religions and civilizations that determine the unique spiritual image of our country.

*The 4th base.*Mangіlіk El (Eternal Country) is a sustainable economic growth based on innovations.

We will develop the industrial and innovative power of the state, take care of natural resources and the environment, approve the cult of learning and education as an intellectual foundation of the nation in society.

*The 5th base.*Mangіlіk El (Eternal Country) is the Society of General Labor.

All achievements and successes of the country are the result of everyday, hard work of all Kazakh people.

We will strengthen our values ​​of diligence and responsibility, respect for the Human Laborer, creating the conditions for realizing the creative potential of every citizen of the country.

*The 6th base.*Mangіlіk El (Eternal Country) is a community of History, Culture and Language.

We will cherish our common historical heritage.

We will multiply the cultural diversity of the people of Kazakhstan.

We will follow the principle of the development of the state language as the basis for the consolidation of society, trilingualism as the main condition for the competitiveness of the nation.

We are a Great Country - Big Family.

*The 7th base.*Mangіlіk El (Eternal Country) is National security and global participation of Kazakhstan in solving global and regional problems.

We must protect our achievements.

Strengthening national security is a responsibility of every citizen, patriot of his country.

We will strengthen the recognized authority of the country in the international arena, promoting the ideas of peace and harmony.

We will follow the sacred values ​​of Mangіlіk El (Eternal Country).

We will proudly carry the heavenly banner of our Motherland, raise it on the new heights of achievements of our country.

This is our conscious choice for the sake of future generations, prosperity of the people of Kazakhstan!

According to our president, thanks to these values, Kazakh people always won, strengthened the country, multiplied great successes. The ideological basis of the New Kazakhstan Patriotism is in these state-forming, nationwide values. .

Thus, the president called all Kazakhstan, especially the youth, to make every effort to achieve a great common goal, a unified future. At the same time, instructions were given to organize the development and adopt the Patriotic Act "Mangilik El"(Eternal Country).

In fact, this document is a national idea of ​​Kazakhstan, which has its own peculiarity. It relies on polyethnicity. Only the observance of the interests of all citizens of the republic will lead to a transition to civil society and the formation of a single nation, which is the basis of the national idea. Only together, Kazakhstan will be able to build a successful and prosperous Kazakhstan. Therefore, "Mangilik El" is a state ideology.

The main task of our society is the upbringing of a new generation of specialists, socially active members of society with a high level of development of national self-awareness, national spirit and the spirit of patriotism, historical consciousness and social memory. Formation of the individual must correspond to the modern needs of the renewed Kazakh society.

Thus, the national idea is based on the values ​​that allowed the Kazakh people to achieve historical success. Following it will allow Kazakhstan to become a participant in the decisions of all significant regional and global issues. As N. Nazarbayev noted, national unity, peace and harmony, history and culture, the integrity of the language are a guarantee of unity and stability in the state, as the basis for the new patriotism is based on these values.

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**Historical places of the uk**

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Kazakhstan should be recognized as a highly educated country which uses three languages: the Kazakh language - state language, Russian - the language of interethnic communication and the English language - the language of successful integration into the world economy [1].

N.A.NAZARBAYEV

English is the language of international communication, and it becomes the first universal language of the world. I think that this was facilitated by: intensive development of the economy in English-speaking countries; business; education; and most importantly - accessibility [2, 23-26].

One of my main goals as a future teacher of English, I consider, that we should not only educate our students in English, but also explain them culture, traditions, national composition, the history of the emergence of national self-consciousness in The United Kingdom, other English-speaking countries through the knowledge of the English language, with the help of linguistic space.

To learn more about the culture and traditions of the UK, I decided to study the “Historic Sites of the United Kingdom”.I think this is an interesting, informative and exciting topic that contributes to understanding the way of life and culture of the peoples inhabiting the United Kingdom, as well as an arena for disputes and comparative analysis.

As an impressionable man, I was frightened, and beckoned with his extraordinary and rich history of Tower of London. The story of this tower begins with a Roman fort located on the north bank of the Thames. In 1066, King William I erected a square stone building on the site of the wooden structure, later called the White Tower. London grew rapidly, and around the Tower began to appear poor neighborhoods, so the royal family moved to Westminster Palace.

For 900 years of the Tower existence, legends and historical facts have been inseparably intertwined. On the south side of the outer wall is the Tower of St. Thomas, and in it – “Gate of the traitors”, overlooking the Thames.The convicts at the Westminster Palace for treason were taken to this entrance to the Tower by boat, which was considered a great disgrace. The first prisoner appeared in the fortress in 1190. From that moment the fortress for many years becomes a prison for high-ranking persons. Here the kings of Scotland, and the kings of France, and members of their families, and fallen into disgrace priests also languished. The Duke of Orleans, the nephew of the French king, spent about 25 years in the Tower, until he was redeemed for an incredible sum. Here in 1483, immediately after the death of King Edward IV, the heir to the throne of Prince Edward and his younger brother Prince Richard were brought by order of their uncle Richard, the Duke of Gloucester. No one beyond the walls of the Tower saw more boys, and “hunchback Dick” was in the same year crowned as Richard III. In 1674, the skeletons of two boys were extracted from the ground nearby, which gave even more grounds for talking about the fact that the ambitious duke ordered the death of his nephews. They were not the only royal blood people killed here. Perhaps it is their father who ordered the death of his predecessor, Henry VI, who was suffering from a mental illness. In 1471, Henry VI was deposed, sent to the Tower and executed, and the people were informed that the king died of sorrow.

The last decapitation happened in 1747, and since then they practically ceased to be executed. However, in the First and Second World Wars, the tower contained German spies. The last prisoners in 1952 became the gangsters brothers Cray.

However, the Tower of London is an amazing place. Here prisoners were kept, even when the king lived in the castle. From the XIII century to 1830 there were cells with monkeys, elephants and lions. And under Elizabeth I the menagerie becomes public, but later the animals were sent to the zoo [3, 13-15б].

It is believed that if you had been to Scotland and did not visit the ancient Edinburgh Castle, your journey was incomplete. This impregnable fortress, proudly towering on top of a huge volcano, extinct millions of years ago, is connected with all historically significant events of the country. Edinburgh Castle is the heart of Scotland, the key to the country - such definitions underscore the special significance of this place. It was believed that the owner of the castle owns the whole country.

This fortress surpasses by its size a small medieval town. On its territory there is a royal palace, a chapel, barracks, warehouses with weapons, a prison and many other premises.

The founder of the castle is the Norwegian king Edwin, who lived in the 7th century. In his honor the castle was named Edinburg, which was later renamed Edinburgh. History says that in the struggle for Scotland's independence, Edinburgh Castle changed its owners four times, but it was never able to take it by storm, the victory was achieved only by cunning.

The history of Edinburgh and the whole of Scotland is inextricably linked with the history of this castle. Many crossings of the fortress from one source to another are due to the long reluctance of Scotland to be part of the United Kingdom. Territorially Edinburgh Castle is located on the Castle Hill, on top of an extinct volcano. The fact that in the 1st millennium BC people settled here was first mentioned by the medieval historian and poet Andrew Winston in his works. Now these previously unconfirmed reports have found evidence in the finds of archaeologists, who periodically work on the castle grounds.

An important page in the history of the castle is connected with the opposition of the English and Scots. In 1296, the ruler of England Edward I began military operations against Scotland. Already two months after the outbreak of hostilities, the Edinburgh Castle was taken by the British.

*The most “black” days for the Edinburgh Castle were in 1573. The fortress was already considered impregnable, but the great commander V. Drury long began to prepare for the attack. A lot of guns fired the castle for several days. The castle lost a huge number of buildings, including the tower of David. When one of the shells hit the well, depriving the soldiers of the source of drinking water, the defenders of the fortress preferred to surrender.*

The battles and attacks continued until 1707, when Scotland finally became part of the United Kingdom. The British authorities strengthened the castle, erected some structures using high-strength stone. The last battle near the fortress of Edinburgh took place in 1745 with the failed attempt by the Jacobins to seize the castle.

After its military history, Edinburgh Castle became a place of imprisonment for criminals, but it was quite easy to escape from this prison, which was done by several prisoners in 1811. They did not strengthen the castle in any way: they moved the prison to another place, and the fortress was made a historic landmark.

*The second time, here were prisoners during the Second World War, and here they did not contain ordinary soldiers, but pilots-aces. Perhaps, that is why the castle was not bombed by the German side.*

*In 1818, the castle was found the crown of Scotland. A group of patriots of Scotland under the leadership of Walter Scott, who was officially allowed to explore the Edinburgh Castle, was searching for the search.*

*Since 1830, the fortress was opened to tourists, which led to the growth of their number in both Edinburgh and throughout Scotland. In the chapel of St. Margarita began to hold divine services. In 1880, restoration work began on the castle grounds, and the fortress acquired the appearance that has survived to this day [4, 4-5 б].*

The capital of Wales, the city of Cardiff, has one remarkable castle. It is in the park, where the squirrels freely jump. Cardiff Castle is one of the best architectural landmarks in Wales. Inside the castle resembles a complex decorative box, artfully painted and decorated with many decorative elements. This is the creation of Burges. Colorful stained-glass windows, complex stucco molding, fireplaces with sculptures, graceful bas-reliefs, painted walls, carved ceilings, Moorish ornaments, astrological symbols - and everything is bright and surprisingly detailed.

The origins of the history of Cardiff Castle originate in the distant past, when the Roman legions of Emperor Nero came to Wales. The first Roman fort, built at the strategically important point of the confluence of the Tuff River in Bristol Bay, occupied an area even larger than the modern castle. In that era, barracks, warehouses, workshops and artisans' dwellings were located in the fortified wooden fort. Around 75 AD the Roman fort was rebuilt and reduced in size, and at the beginning of the 4th century a new fortress was built in its place, surrounded by thick stone walls and backed by earthen ramparts. The fort was abandoned by the Romans at the beginning of the 5th century, after which the fortifications were practically not used for several centuries

A new page in the history of the castle began in the era of the Norman conquests when, at the end of the 11th century, a fortress surrounded by a moat and a palisade was built on the remnants of a Roman fort by order of Lord Robert Fitz-Hamon. In 1122 Robert of Gloucester, the son-in-law of Fitz-Hamon and the illegitimate son of the English King Henry I laid the foundation stone for a new, stone castle. At the beginning of the 13th century, Cardiff Castle for almost a century passed into the hands of a noble family of barons de Kler, during which the castle was improved defensive wall, built the Black Tower and the South Gate. The castle itself also underwent a number of improvements in order to make the home more comfortable for the de Claire family. In the eastern part of the courtyard, housing was created for the knights of Glamorgan County, their stables and squires.

In the 14th and 18th centuries, a series of dynastic marriages led to the fact that the owners of Cardiff periodically changed their names, including the names of many noble aristocrats - Despenser, Beauchamp, Neville, Herbert, Windsor. In 1776 Cardiff Castle passed into the possession of the Bute family, which brought power and prosperity to the city, turning Cardiff from a sleepy backwater into one of the world's largest ports for the export of coal. Several generations of the Marquis of Bute made efforts to revive the castle, which began in the 1770s with the modernization of the landscape. Famous gardener-decorator Lancelot Brown nicknamed “Possibility” cleared the ancient Norman castle and Shir-Hall from ivy, cut down old trees on the rampart and filled the ditch with water.

The largest reconstruction in the castle occurred under John Patrick Crichton-Stewart, 3rd Marquise Bute, who in 1865 hired the illustrious architect William Burgess. For many years, the restoration of the ancient castle continued, which gradually turned into a real gem of the Neo-Gothic style. During the construction work, even the remnants of the Roman fort were found, on the foundation of which in 1875 they decided to build the Clock Tower. The pentagonal tower of the 15th century was restored, to which a wooden spire was added above the battlements, and new towers were built-the Guest and the Water Tower. At the far end of the medieval residential block, Burgess created the Library and Banquet Hall.

After the death of Burgess in 1881, the work was continued by his student and assistant William Fram, who among other things built the Wall of Animals, which became one of the striking features of Cardiff Castle. In the 1920s and 1930s, the Bute family sold most of their possessions in South Wales, but Cardiff Castle still belonged to them. During the Second World War, the castle was not severely damaged, although two neighboring buildings were destroyed during the air raids. In the tunnels of the castle was equipped with an air-raid shelter, which could accommodate about 2 thousand townspeople. In 1947, the 5th Marquis of Bute presented the city with the castle of Cardiff and the surrounding land. In 1974, the Welsh Association for the Protection of Monuments, which now owns the right to manage the castle, opened Cardiff Castle for visits.

Today Cardiff Castle is surrounded by a large beautiful garden, and inside it are rich museum collections. Here you can see the luxurious interiors of the second half of the XIX century. On the territory is also preserved the wall of the ancient Roman fort[5, 46-47 б].

In the minds of most people Belfast is associated with the infamous Titanic liner, which was launched at the local shipyard Harland and Wolff in 1911. However, I'm talking about the castle, which is located in the capital of Northern Ireland. However, the castle in place of Belfast was erected by John de Courcy back in 1177. It was this castle, together with the surrounding land, that was handed over to Sir Arthur Chichester, who remade the castle in 1611, and later a small town appeared around the castle. The town's crosses preserved ancient settlements and other evidence of ancient people living here. However, the castle in place of Belfast was erected by John de Courcy back in 1177. It was this castle, together with the surrounding land, that was handed over to Sir Arthur Chichester, who remade the castle in 1611, and later a small town appeared around the castle. The present Belfast castle was built in 1870 by the third MarquessDonegall, in the style of the Scottish barons. The construction was led by the architect Charles Lanion and his son. At the same time, the cost of building the castle so exceeded the expected that the family of Donegall was in financial decline, and the castle was never completed during the life of the Marquis. The project was completed by Lord Ashley, the eighth Earl of Shaftesbury, the son-in-law of the Marquis, who took over the castle. Earl Shaftesbury and his wife Harriet Augusta, as well as their descendants, were genuine philanthropists and supported many charitable undertakings. In 1894, the ninth Earl of Count Shaftesbury became Mayor of Dublin. In 1934, the family transferred the castle to Belfast and its fortune as a gift to the city. In 1978, the Belfast Municipal Council began an extensive reconstruction of the castle, which lasted more than ten years and at a cost of more than two million pounds.

The legend says that the inhabitants of the castle will be happy as long as there is a white cat in the castle. This legend is reflected in the beautiful garden of the castle of Belfast, where there are nine images of white cats - in mosaic, painting, sculpture and garden furniture [6, 23-27б, 48-51 б].

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**The comparison of the education system of Great Britain and Каzakhstan**

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The aim of our work is to know more about educational system in the UK and Каzakhstan

To achieve this aim, are put forward the following tasks:

* to describe the education system in each country;
* to tell about the advantages and disadvantages;
* to compare these two systems.

The educational system of Great Britain has developed for over hundred years. It is a complicated system with wide variations between one part of the country to another. Three partners are responsible for the education service: central government – the Department of Education and Science (DES), local education authorities (LEAs), and schools themselves.

The compulsory education system of Great Britain includes:

Primary school which lasts for six years and consists of infant and junior schools. The duration of infant school: two years (from 5 to 6 years old) and junior school: four years (from 7 to 10 years old).

Secondary school lasts for five years (from 11 to 15 years old).

College (sixth form) lasts for two years (from 16 to 17 year old).

Required education begins from 5 years, and children enter school for the little-ones. From 7 years old they pass into the junior school, while from 11 years - from the junior into the secondary school. Government is planning to rise the age of compulsory education to 18. This law will take place in 2013.

In the country the system of free general formation acts for all children, independent of social position, national origin. In England education is compulsory for all children between five and sixteen years old inclusive. Education is provided by state school, private school and homeschooling. Studying in private school is paid. These schools separate for boys and girls, and the biggest and most important of them are private schools charging high fees and training young people for political, diplomatic, military and religious service. The doors of Oxford and Cambridge, the best English universities, are open to the private school - leavers. Other non-state schools,which charge fees, are independent and preparatory schools. Many of the independent schools belong to the churches. Schools of this type prepare their pupils for public schools.

In infant schools (ages 5-7), the main emphasis is on basic literacy and numeracy - learning to read and write and basic arithmetic.

In junior schools are required to teach: English, Mathematics, Science, Information Technology (Computers), Religious Education, Design and Technology, History, Geography, Art, Music and Physical Education. And, the National Curriculum (NC) lays down what is to be taught in each subject.

When pupils come to the junior school for the first time, they are still often divided into three “streams” - А, В and С - on the basis of their infant-school marks or sometimes after a special test. The brightest children go to the A-stream and the least gifted to the C-stream.

In recent years, the government has encouraged schools to specialize in certain areas, e.g. science and technology. Parents who want their children to get a more specialized education can choose one of these schools. Specialized schools still have to teach the NC, but give more emphasis to their specialty. The government has encouraged these schools to get funding from industry and business. Most state secondary schools in England are now for boys and girls. Until the 1960s and 70s, there were separate schools for boys and girls. The National Curriculum at Secondary schools includes: English, Mathematics, Science, Design and Technology, IT, History, Geography, Modern Foreign Languages, Art, Music and PE.

Children are required to study a foreign language for only 3 years. The most popular are French, German and Spanish. Some schools offer other languages, but many teach only French and German. Most children do not study a foreign language for more than 3 years.

When pupils are 16 years old they have to take GCSEs (General Certificate of Secondary Education) examinations. They can stay on at school to study for more exams, usually in academic subjects, to qualify for higher education, or they can leave and go to college to study for more exams or to get the skills and qualifications they need for work.

The school year runs from September to July and is 39 weeks long.

For many areas the year is divided into six terms: September to October, October to December, January to February, February to March, April to May, June to July.

(Some countries in England still follow the traditional three terms a year.)

The dates for school terms and holidays are decided by the local authority or the governing body of a school, or by the school itself for independent schools.

The main school holidays are: Christmas- 2 weeks, Spring - 2 weeks, Summer - 6 weeks

There are also one week holidays: end of October, mid of February, end of May

Next level of education system is high education. Higher education typically begins with a

3-year of Bachelor's Degree. Postgraduate degrees include Master's Degrees, either taught or by research, and Doctor of Philosophy, a research degree that usually takes at least three years.

As for the [Education](http://en.wikipedia.org/wiki/Education)al System in Kazakhstan, it is provided predominantly by the state and is regulated by the Ministry of Education and Science.

Education system in Kazakhstan divides into five stages:

Elementary school which lasts for four years (from 7 to 10 years old);

Incomplete secondary school which lasts for five years (from 11 to 15 years old);

Complete secondary school which lasts two years (from 16 to 17 years old).

Elementary education in Kazakhstan usually provided by state schools, but besides that children can receive education in gymnasiums and lyceums. Gymnasiums and lyceums also include all levels of general school system: elementary school, incomplete and complete secondary school.

In elementary school pupils required to teach: Base Mathematics, Nature Study, Calligraphy, Reading, Physical Education, Music, Art, Foreign language (from 1st year of study) and Kazakh language.

Incomplete secondary education in lyceums, gymnasiums and state schools lasts for five years. When children finish 9th class they get the certificate of incomplete secondary education. Then they can continue education in the state school or they can go to the specialized colleges.

The National Curriculum at incomplete secondary schools includes: Geography, Biology, Physics, Chemistry, History, Literature, Drawing, Algebra, Geometry, IT, foreign languages.

At the end of getting education in 10 and 11 grades of school, gymnasium and lyceum schoolchildren have the level of complete secondary education and get the certificate. Also they have a permission to enter to the university. Permission is extended also to students who finished professional colleges.

Kazakh educational system has two kinds of examinations. First examination is called “GIA” (the state final certification). Children pass “GIA” when they finish 9th grade. This certification has two main exams: Kazakh language and Math. Third exam pupil has to choose from following subjects: Physics, Chemistry, Biology, Geography, English, History, Literature, IT. Second examination is called “CNT” (the Common National Testing). Pupils pass “CNT” when they finish 11th year of study.

The main school holidays are:

Autumn - 1 week Winter - 2 weeks

Spring - 1 week Summer - 3 months

Extra holidays for the first-graders - one week in February.

Kazakhstan has four types of institutions:

Universities: responsible for education and research in a variety of disciplines. There are "classical" and "technical" universities with special attention paid respectively to social sciences and humanities or natural fundamental and applied (engineering) sciences. Unofficial ratings also distinguish old "classical" universities and "new" universities, former pedagogical or technical institutions which have acquired their university status quite recently;

Academies: responsible for education and research. They differ from universities only in that they restrict themselves to a single discipline;

Institutes: multi-discipline oriented. They can be independent structural units, or part of a university or academy and usually specialize in one field. However pedagogical institutes are responsible for all spectrums of disciplines taught at schools;

Private institutions: present in increasing numbers. They offer degrees in non-engineering fields such as business, culture, sociology and religion.

There are four levels of tertiary education in Kazakhstan:

Bachelor's degree- typically a four-year degree

Specialist Degree - typically a five-year degree and more intensive than the Bachelor's

Master's degree- typically a two-year degree, roughly corresponding to the Western Master's.

Now we would like to describe common and different facts of English and Kazakh educational systems.

The structure of both educational systems almost the same. English educational system like Kazakh has primary, secondary and high levels. However children in England go to school when they are five years old and primary school has two levels: infant and junior schools. While in Kazakhstanchildren go to school when they are 6-7 years old.

As it was mentioned above Kazakheducational system has such type of schools as gymnasium and lyceum where pupils pay attention to some special subjects. As far as English system is concerned they have special subjects during study in colleges (six form) after completion of secondary school.

One of the important differences of English education system is selection pupils to “A”, “B”,“C” streams in primary school.

Examination systems are very similar in Kazakhand English schools. The GCSEs and “GIA” examinations have the same idea. Pupils can stay on at school to study for more exams, usually in academic subjects, to qualify for higher education, or they can leave and go to college to study for more exams or to get the skills and qualifications they need for work.

If we compare Kazakhand English school holidays, we can see that in Kazakhstan pupils have longer holidays than pupils in England because Kazakh children have 3 months summer holidays and in English children have only 6 weeks.

To draw the conclusion, one [can](http://study-english.info/modal.php) say that any education system in general is to develop to the full the talents of both children and adults for their own benefit and for the society. It is a large-scale investment in the future. We should know that getting education is very important for our future socialization.

Working on this project work we had the possibility to know more about the educational system of Great Britain and had the chance to compare it with Kazakh one and estimate the pros and cons of these two systems.

This table summarizes the results of our work.

|  |  |
| --- | --- |
| **Kazakh** | ENGLISH |
| Children start to go to primary school at the age of 6-7 years old. | Children start to go to primary school when they are five. |
| There is no selection of pupils to groups, which depends on their knowledge. | There is selection of pupils to «A», «B», «C» streams in primary school, which depends on their knowledge. |
| Primary school doesn’t consist of levels. | Primary school has two levels: infant and junior schools. |
| In Kazakhstan children have 3 months of summer vacations. Also they have holidays in autumn, but only 1 week in spring. | In Great Britain pupils have 2 weeks of holiday in spring, but only 6 weeks in summer and they have no holidays in autumn. |

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**Geographical Names as Cultural Heritage**

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Pedagogical colledge named after M.O. Auezov, Semey

An enormous role in maintaining the motivation for learning a foreign language is played by the introduction of the elements of regional studies in the lessons. Texts of regional character take an increasingly important place in the process of teaching foreign languages. Thanks to such texts, students get acquainted with the realities of the country of the studied language, get additional knowledge in the field of geography, education, culture and so on.

The geographical names, by the understanding of their origins and motivations, allow us to establish numerous relations with the cultural, social, political, economic and natural aspects of the area they refer to. Because they are symbolic spatial forms they allow us to retrieve cultural aspects related to groups of individuals which sometime in history lived and took part in the construction of a given place. In this sense, therefore, geographical names have the ability to present the cultural heritage inherent in the place they identify.

English place names are really fascinating to research. With the two thousand years of history England has seen, many different peoples have left their marks on the map.  
  
Some of the oldest place names date back to Roman times. Any town ending -chester or -caster, such as Cirencester, Chester, Tadcaster, Doncaster, was once a Roman fortification or *castra*.  
  
After the Romans left, Anglo-Saxons and Vikings found England to their liking. Many Saxon place names are found along the east and south coasts of England.  
  
The Saxons often named places after geographical features close to their homes. Towns ending in -hill, -ford, -dale, -thorn are typical.  
  
And towns ending in -wick or -wich, such as Norwich or Ipswich, were once Anglo-Saxon trading settlements.   
  
Christianity - saints, monasteries and nunneries - also left its mark on English place names. Bury St Edmunds is named after Edmund, the martyred king of the East Angles. And many villages and towns are named after St Mary, St Paul, St Peter or St Augustine.   
  
After the Norman victory at the Battle of Hastings in 1066, another set of place names was introduced. Many villages and towns whose name start with Bel- or Beau-, meaning beautiful or fair, are Norman in origin. Well-known examples are Belvoir in Leicestershire, or Beaulieu in Hampshire.

Place names may be said to represent the oldest living part of human cultural heritage, in the sense that they have been handed down orally from generation to generation for hundreds or thousands of years at the place where they were coined. They are a special part of our cultural heritage in that they tell us something about the place to which they refer and about the name givers.

In our work we studied the names of the area associated with the names of people, the history of our people.

**Konyraulie**

In Kazakhstan, the name of two cave saints, located on the right bank of the Shagan River in the western part of Shyngystau in the Semipalatinsk region and near the Lake Zhasybai in the Bayanaul area, Pavlodar region.

The height of Konyr sacred canyon in Chingistau can reach from 3 meters to 25 meters, length is over 100 meters. The cave has a narrow mouth just like a man. The narrow cavity extends to the right of the tall, reaching a length of 12 meters in height and about 5 meters high. On the Syrian side there is a water lake on the other side of the room with a dome-like ceiling. Lake water is considered to have healing properties.

The cave itself and the lake inside it are considered sacred and have become the victim of the country's centuries-old sacrifice. There are many burial mounds around the cave. It is said to be a tomb of soldiers killed in the past. In the cave there are legends about how many people have died. M. Auyezov's novel "The Way of Abai" shows a story about the name of Daraboz by performing the task of Abylay Khan on KabanbayBatyr because of the KonyrauAuezov.

According to the legend, the appearance of the Konyr cave is as follows: when the world floods and falls on the fishing rocks, there is no room for some of the animals to ride. Among them, Kulan, Kyran, and Konyr seculars have no place in the tree, and they are made of wood and recorded on the ark. As the stream went down, three of the saints had gone to three places. When the floodwaters returned and the mountains became visible, the mountains fell into three mountains: the Holy Mountain on the Red Mountain, and the Akan-eagle on the Euphrates. Thelastofthecamouflageisthecave.

**Kushikbay**

Kushikbai is a Kazakh man who lived in the XVIII century, who was distinguished by his exceptional qualities and was known for his heroic deeds in the war against the Kalmyks. Even though the heroin facts were insignificant, the legend of the country was attacked by surprise attacks on the place where he had been expelled from the countryside. Despite the fact that he was in a critical condition, the horse, though returning the horse, had a wound that was heavier than the age of 20, when he mounted his spear on his back. Our great Kazakh writer MukhtarAuezov says: "Kushikbaibatyr died at the age of 21. He received the title of Hero of early date. When he becomes a commander, he gets upset and can not move for a long time. The enemies who knew this would take it away. The revenge was thrown into a bare naked body and thrown at the enemy. The winner of this rainy horse captured the spear in this rope. " A monument to the head of KushikbayBatyr was opened and a great deal of good deeds were done. Semipalatinsk city akimAibekKarimov, who took part in the celebratory event, noted that the celebration of KushikbayBatyr is not only a one-sided task, but a manifestation of respect for the Kazakh heroes.

**Shilikty Fortress**

Shaly plain is located in the territory of Zaisan district of the East Kazakhstan region.

The Chilikty steppe was inhabited by Saki tribes. There are more than two hundred monuments of Saka-Eisen epoch in the Chilikty steppes. About 50 of them were royal and noblemen.

There are 1675 barrows at 72 points at the Shilikty valley. The first information about the monuments of the valley will be found in 1869 in the "Tomsk Regional Branches" and in 1887 in the "Siberian Newspaper".

524 golden items were found in the quail number 5. More than three hundred smaller holes. The golden decorations with the image of the arch is 59 (29 - leopards, 14 deer, 9 eagle, 5 boar, 1 fish, and 1 bird). They include 13 bronze arrows.

In 2003-2006 scientist Abdura Tuleubaev, who studied the Kara-Abba-Baigetobe in Shilikty valley, found the 3rd Golden Man and made world sensation in archeology.

**Yrgyzbay's mausoleum**

Yrgyzbay's mausoleum was built in 1956 by his family in the village of Kindi, near Aksuat. According to locals, there are those who are suffering from illness, not only those who seek a cure for the disease, but also those who wish to open their way and even raise livestock.

Yrgyzbay sauce is a darling of the eighteenth century. Yearbook births are dated 1787. The herbs that grow on the Tarbagatai Mountains have been healed, breathed, and respected.

KunanbayHajy, who was ill at age, was taken by his mother, Zere, into Yrgyzbay. Kunanbay Khan after healed the patient was completely healed. Spouse Yrgyzbay, who has been commemorated throughout his life, died at the age of 63 in 1850.

They told their children, "Do not bury me in this Barkytbel, do not bury me, my descendants will raise me up."

Thus, the use of regional information in the learning process ensures an increase in the cognitive activity of students, considers their communicative opportunities, favors their communicative abilities and skills, as well as positive motivation, provides an incentive for independent work on the language and contributes to the solution of educational tasks.

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**Mythology as a form of worldview**

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How are Greek , Roman and Egyptian mythology alike and different?

Have you ever thought of importance of mythology in our life? Myth is a traditional story consisting of events that are ostensibly historical, supernatural, explaining of the origins of a cultural practice or natural phenomenon.[[3]](https://en.wikipedia.org/wiki/Myth#cite_note-3) Many great artists were in spirited of mythology and gave us a wonderful masterpieces such as a `Amor Vincit Omnia` by Michelangelo Merisi da Caravaggio, `The rage of Achilles` by Giovanni Battista Tiepolo, many poets, writers such Rick Riordan and producers of a big movie such Chris Columbus borrowed some ideas of it to their works. Mythology is historically the first form of spiritual culture. People was always interested in answers to questions about death and life, kindness and evil, wisdom and knowledge.

When I was younger I was interested of Greek mythology also I heard that it had analogs in Egypt. Of course, I had only one question `what is the difference between them?`

Greek mythology is the body of myth and teaching that belong to the ancient Greeks, concerning their Gods and heroes, the nature of the world, and the origins and significance of their own cult and ritual practices. It was a part of religion in ancient Greece.[[1]](https://en.wikipedia.org/wiki/Greek_mythology#cite_note-Helios-1)

The ancient Greek conception of the afterlife and the ceremonies associated with burial were already well established by the sixth century BC in the Odyssey. Homer (Great Greek scholar and writer) describes the Underworld, deep beneath the Earth where Hades, the brother of Zeus and Poseidon, and his wife, Persephone, reigned over countless drifting crowds of shadowy figures – the `shades` of all those who had died. It wasn`t a happy place. Indeed, the ghost of the great hero Achilles told Odysseus that he would rather be a poor serf on earth than lord of all the dead in the Underworld. [4]

In Greek mythology considered that Zeus is the main God, because he won a great war between Titans and Olympians called Titanomachy. Cronus, who controlled time ,was a main Titan ,a father of Zeus and other Gods. A motif of father-against-son conflict was repeated when Cronus was confronted by his son, Zeus. Because Cronus had betrayed his father, he was feared that his offspring would do the same, and so each time Rhea (his wife) gave birth, he snatched up the child and ate it. Rhea hated it and she tricked him by hiding Zeus and wrapping a stone in a baby`s blanked, which Cronus ate. When Zeus was full grown, he fed Cronus a drugged drink which caused him to vomit, throwing up Rhea`s other children and the stone, which had been sitting in Cronus`s stomach all along. Then Zeus challenged Cronus to war for the kingship of the Gods. At last, with the help of the Cyclopes (whom Zeus freed from Tartarus), Zeus and his siblings were victorious, while Cronus and the Titans were hurled down to imprisonment in Tartarus.

In [ancient Greek religion](https://en.wikipedia.org/wiki/Ancient_Greek_religion) and [mythology](https://en.wikipedia.org/wiki/Greek_mythology), the twelve Olympians are the major deities of the [Greek](https://en.wikipedia.org/wiki/Greek_mythology) [pantheon](https://en.wikipedia.org/wiki/Pantheon_(gods)),commonlyconsidered to be [Zeus](https://en.wikipedia.org/wiki/Zeus), [Hera](https://en.wikipedia.org/wiki/Hera), [Poseidon](https://en.wikipedia.org/wiki/Poseidon), [Demeter](https://en.wikipedia.org/wiki/Demeter), [Athena](https://en.wikipedia.org/wiki/Athena), [Apollo](https://en.wikipedia.org/wiki/Apollo), [Artemis](https://en.wikipedia.org/wiki/Artemis), [Ares](https://en.wikipedia.org/wiki/Ares), [Aphrodite](https://en.wikipedia.org/wiki/Aphrodite), [Hephaestus](https://en.wikipedia.org/wiki/Hephaestus), [Hermes](https://en.wikipedia.org/wiki/Hermes), and either [Hestia](https://en.wikipedia.org/wiki/Hestia). They were called 'Olympians' because they were considered to reside on [Mount Olympus](https://en.wikipedia.org/wiki/Mount_Olympus).

Although [Hades](https://en.wikipedia.org/wiki/Hades) was a major ancient Greek god, and was the brother of the first generation of Olympians: Zeus, Poseidon, Hera, Demeter, and Hestia, he resided in the [underworld](https://en.wikipedia.org/wiki/Greek_underworld), far from Olympus, and thus was not usually considered to be one of the Olympians. Besides the twelve Olympians, there were many other cultic groupings of twelve gods.[[2]](https://en.wikipedia.org/wiki/Twelve_Olympians#cite_note-2)

Zeus can control sky and thunders, Poseidon is a King of Water, can control it, and also he was called a `Father of horses` because he made them under the sea. As I mentioned, Hades is a Underworld`s lord.

Hera is a goddess of sky and marriage,a wife of Zeus. Demeter is the goddess of the harvest and agriculture, who presided over [grains](https://en.wikipedia.org/wiki/Grain) and the [fertility](https://en.wikipedia.org/wiki/Fertility_(soil)) of the earth. Athena is a Goddess of wisdom, handicraft, and strategic war. Apollo is a God of music, poetry, art, oracles, archery, plague, medicine, sun, light and knowledge. Artemis is a Goddess of the hunt, forests and hills, the moon, and archery. Ares is a God of war, and Aphrodite is a Goddess of love and beauty. Hermes is a Messenger of the gods, god of trade, thieves, travelers, sports, athletes, border crossings, [guide to the Underworld](https://en.wikipedia.org/wiki/Psychopomp). Hephaestus is a God of [fire](https://en.wikipedia.org/wiki/Fire), [metalworking](https://en.wikipedia.org/wiki/Metalworking), [stone masonry](https://en.wikipedia.org/wiki/Stone_masonry), [forges](https://en.wikipedia.org/wiki/Forge), the art of [sculpture](https://en.wikipedia.org/wiki/Sculpture) and [blacksmiths](https://en.wikipedia.org/wiki/Blacksmith). Hestia is a virgin goddess of the hearth, architecture, and the right ordering of domesticity, the family, the home, and the state.

Egyptian mythology is the collection of [myths](https://en.wikipedia.org/wiki/Myth) from [ancient Egypt](https://en.wikipedia.org/wiki/Ancient_Egypt), which describe the actions of the [Egyptian gods](https://en.wikipedia.org/wiki/Egyptian_pantheon) as a means of understanding the world. The beliefs that these myths express are an important part of [ancient Egyptian religion](https://en.wikipedia.org/wiki/Ancient_Egyptian_religion). Myths appear frequently in Egyptian [writings](https://en.wikipedia.org/wiki/Ancient_Egyptian_literature) and [art](https://en.wikipedia.org/wiki/Art_of_ancient_Egypt), particularly in short stories and in religious material such as hymns, ritual texts, [funerary texts](https://en.wikipedia.org/wiki/Ancient_Egyptian_funerary_texts), and [temple](https://en.wikipedia.org/wiki/Egyptian_temple) decoration. These sources rarely contain a complete account of a myth and often describe only brief fragments.

The stories in Roman mythology are often concerned with politics and morality, and how an individual's personal integrity relates to his or her responsibility to the community or Roman state. Heroism is an important theme in mythology. When the stories illuminate Roman religious practices, they are more concerned with ritual, [augury](https://en.wikipedia.org/wiki/Augur), and institutions than with [theology](https://en.wikipedia.org/wiki/Theology) or [cosmogony](https://en.wikipedia.org/wiki/Cosmogony).

In contrast to Egyptian mythology, Greek mythology has a more enlightened theme. As the Egyptians had a large appeal to the Duat (Egyptian underworld), the Greeks mainly focus on the Cosmos, Mount Olympia, and the Olympian Gods/Heroes.

Also Greek Gods have equivalents in Egyptian and Roman mythologies:

Zeus –Shu - Jupiter ,

Hades – Osiris - Pluto,

Poseidon – Sobek - Neptune,

Demeter - Ceres,

Apollo - Amon Ra - Apollo,

Ares – Horus - Mars,

Athena – Neith - Minerva,

Artemis – Bast - Diana,

Aphrodite – Qetesh - Venus,

Hermes – Thoth - Mercury,

Hera – Isis - Juno,

Hestia – Wadjet - Vesta,

Hephaestus –Ptah - Vulcan.

Differences between Greek and Roman mythology is only in their names.

The major difference is that the Egyptian gods lived on the Earth with their worshippers. Meanwhile, the Greek gods regularly traveled from heaven to theEarth. The Egyptians were heavily into life after death; the Greeks were mostly existentialists believing their gods created the world.

Of course, Greek mythologyis more richer than other two because it appear earlier. If Greek mythology is aimed at creation of the world and cosmos, Egypt mythology show us more information about Underworld and death. Roman mythology glorifies heroism and teach us how we can be braver, wiser and kinder.

I really appreciate all mythologies and it is really good that people can improve their mental mind in different ways. All of this Gods take important place in our history.

“There are times in our lives when we have to realize our past is precisely what it is, and we cannot change it. But we can change the story we tell ourselves about it, and by doing that, we can change the future” said E.Brown. At first we should know our history, our past then we will be able to change our future.

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**Differences in culture of the United States of America and Kazakhstan**

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**Goal:**description of culture between the United States of America and Kazakhstan.

**To achieve this goal it is necessary to solve the following tasks:**

1. Open the image of culture between two countries (mentality, historical sources, inter-ethnic relations and
2. Similarity of two culture
3. Nomadic lifestyle of Kazakhstan, influence nomadic life.

***Subject of research are the image of culture between two countries.***

**Hypothesis:** if we analyze culture of this two country, we will find similarities and differences in this project.

**Practical significance :** have concluded that the result of the research can be applied in the practice of the operation schools, the work of the circle and electives, for example, when studying the theme *«culture of the united states of America» , «culture of Kazakhstan».*

***American culture***

The culture of the United States of America is primarily Western, but is influenced by African, Native American, Asian, Polynesian, and Latin American cultures. It also has its own social and cultural characteristics, such as dialect, music, arts, social habits, cuisine, and folklore. The United States of America is an ethnically and racially diverse country as a result of large-scale migration from many countries throughout its history. Many American cultural elements, especially from popular culture, have spread across the globe through modern mass media.

American culture encompasses the customs and traditions of the United States. "Culture encompasses religion, food, what we wear, how we wear it, our language, marriage, music, what we believe is right or wrong, how we sit at the table, how we greet visitors, how we behave with loved ones, and a million other things," said Cristina De Rossi, an anthropologist at Barnet and Southgate College in London.

In addition to Native Americans who were already living on the continent, the population of the United States was built on immigration from other countries. Despite recent moves to close the U.S. borders to new immigrants and refugees, a new immigrant moves to the United States every 33 seconds, according to the Census Bureau.

Because of this, the United States is one of the most culturally diverse countries in the world. Nearly every region of the world has influenced American culture, most notably the English who colonized the country beginning in the early 1600s. U.S. culture has also been shaped by the cultures of Native Americans, Latin Americans, Africans and Asians.

The Northeast, South, Midwest, Southeast and Western regions of the United States all have distinct traditions and customs. Here is a brief overview of the culture of the United States.

***Language***

There is no official language of the United States, according to the U.S. government. While almost every language in the world is spoken in the United States, the most frequently spoken non-English languages are Spanish, Chinese, French and German. Ninety percent of the U.S. population speaks and understands at least some English, and most official business is conducted in English. Some states have official or preferred languages. For example, English and Hawaiian are the official languages in Hawaii.

***Religion***

Nearly every known religion is practiced in the United States, which was founded on the basis of religious freedom. About 71 percent of Americans identify themselves as Christians, according to information gathered by the Pew Research Center, a nonpartisan research group, in 2017. The research also found that about 23 percent had no religious affiliation at all and around 6 percent of the population is made up non-Christian religions.

The number of people who identify with no religion seems to be decreasing. According to the Pew Research Center, this category is expected to drop from 16 percent in 2015 to 13 percent in 2060.

***American style***

Clothing styles vary by social status, region, occupation and climate. Jeans, sneakers, baseball caps, cowboy hats and boots are some items of clothing that are closely associated with Americans. Ralph Lauren, Calvin Klein, Michael Kors and Victoria Secret are some well-known American brands.

American fashion is widely influenced by celebrities and the media, and fashion sales equal around $200 billion per year, according to a paper published by Harvard University in 2007. More and more Americans are buying fashion, electronics and more online. According to the Census Bureau, U.S. retail e-commerce sales for the first quarter of 2017 totaled around $98.1 billion.

***American food***

American cuisine was influenced by Europeans and Native Americans in its early history. Today, there are a number of foods that are commonly identified as American, such as hamburgers, hot dogs, potato chips, macaroni and cheese, and meat loaf. "As American as apple pie" has come to mean something that is authentically American.

There are also styles of cooking and types of foods that are specific to a region. Southern-style cooking is often called "American comfort food" and includes dishes such as fried chicken, collard greens, black-eyed peas and corn bread. Tex-Mex, popular in Texas and the Southwest, is a blend of Spanish and Mexican cooking styles and includes items such as chili and burritos, and relies heavily on shredded cheese and beans.

***The arts***

The United States is widely known around the world as a leader in mass media production, including television and movies. According to the U.S. Department of Commerce, the United States comprises one-third of the worldwide media and entertainment industry.

The television broadcasting industry took hold in the United States in the early 1950s, and American television programs are now shown around the world. The United States also has a vibrant movie industry, centered in Hollywood, California, and American movies are popular worldwide.

The United States' arts culture extends beyond movies and television shows, though. New York is home to Broadway, and Americans have a rich theatrical history. American folk art is an artistic style and is identified with quilts and other hand-crafted items. American music is very diverse with many, many styles, including rhythm and blues, jazz, gospel, country and western, bluegrass, rock 'n' roll and hip hop.

***Sports***

Since 1820, American schools focused on gymnastics, hygiene training, and care and development of the human body.[citation needed][dubious – discuss] In the 1800s, colleges were encouraged to focus on intramural sports, particularly track, field, and, in the late 1800s, American football. Physical education was incorporated into primary school curriculums in the 20th century.

The United States is a sports-minded country, with millions of fans who follow football, baseball, basketball and hockey, among other sports. Baseball, which was developed in colonial America and became an organized sport in the mid-1800s, is known as America's favorite pastime, although its popularity has been eclipsed by football for the past three decades, according to the Harris Poll.

***American holidays***

Many holidays are celebrated only in the United States. Americans celebrate their independence from Britain on July 4. Memorial Day, celebrated on the last Monday in May, honors those who have died in military service. Labor Day, observed on the first Monday in September, celebrates the country's workforce. Thanksgiving, another distinctive American holiday, falls on the fourth Thursday in November and dates back to colonial times to celebrate the harvest. Presidents' Day, marking the birthdays of George Washington and Abraham Lincoln, is a federal holiday that occurs on the third Monday in February. The contributions of veterans are honored on Veterans' Day, observed on Nov. 11. The contributions of civil rights leader Martin Luther King Jr. are remembered on the third Monday in January.

***Cuisine***

The cuisine of the United States is extremely diverse, owing to the vastness of the continent, the relatively large population (1/3 of a billion people) and the number of native and immigrant influences. Mainstream American culinary arts are similar to those in other Western countries. Wheat and corn are the primary cereal grains. Traditional American cuisine uses ingredients such as turkey, potatoes, sweet potatoes, corn, squash, and maple syrup, indigenous foods employed by American Indians and early European settlers, African slaves and their descendants.

The types of food served at home vary greatly and depend upon the region of the country and the family's own cultural heritage. Recent immigrants tend to eat food similar to that of their country of origin, and Americanized versions of these cultural foods, such as American Chinese cuisine, Tex-Mex (Mexican-American cuisine) or Italian-American cuisine often eventually appear; an example is Vietnamese cuisine, Korean cuisine and Thai cuisine. German cuisine has a profound impact on American cuisine, especially mid-western cuisine; potatoes, noodles, roasts, stews, cakes, and other pastries are the most iconic ingredients in both cuisines. Dishes such as the hamburger, pot roast, baked ham, and hot dogs are examples of American dishes derived from German cuisine.

Americans generally prefer coffee to tea, and more than half the adult population drinks at least one cup a day. Marketing by U.S. industries is largely responsible for making orange juice and milk (now often fat-reduced) ubiquitous breakfast beverages. During the 1980s and 1990s, Americans' caloric intake rose 24%; frequent dining at fast food outlets is associated with what health officials call the American "obesity epidemic." Highly sweetened soft drinks are popular; sugared beverages account for 9% of the average American's daily caloric intake.

***Kazakh culture***

Kazakhstan has a well-articulated culture based on the nomadic pastoral economy of the inhabitants. Islam was introduced to Kazakhstan in the 7th to 12th centuries. Besides lamb, many other traditional foods retain symbolic value in Kazakh culture. Kazakh culture is largely influenced by the Turkic nomadic lifestyle.

Because animal husbandry was central to the Kazakhs' traditional lifestyle, most of their nomadic practices and customs relate in some way to livestock. Traditional curses and blessings invoked disease or fecundity among animals, and good manners required that a person ask first about the health of a man's livestock when greeting him and only afterward inquire about the human aspects of his life.

The Kazakh people are rich in traditions. From birth through old age and death, every step of their lives has historically been marked with celebration. Even their funeral ceremonies have their own special symbolism.

Unfortunately, many rich and interesting traditions and customs of the Kazakh people have been forgotten throughout the past century. Real sovereignty is just now being reestablished in Kazakhstan due to the process of democratization. These abandoned traditions are just now being rediscovered by the Kazakh people. These traditions include being respectful to old people; being patriotic to the motherland; being honest; and learning to love mankind.

***Language***

The main language spoken in Kazakhstan is Kazakh, a Turkic language closely related to Nogai and Karakalpak. Other languages spoken in Kazakhstan include Russian, which is using as official in Kazakhstan.

***Religion***

Islam is the largest religion in Kazakhstan, followed by Russian Orthodox Christianity. By tradition the Kazakhs are Sunni Muslims, and the Russians are Russian Orthodox. Approximately 70% of the population is Muslim. The majority are Sunni of the Hanafi school, including ethnic Kazakhs, who constitute about 60% of the population, as well as by ethnic Uzbeks, Uighurs, and Tatars. Less than 25% of the population is Russian Orthodox, including ethnic Russians, Ukrainians, and Belarusians. Other religious groups include Judaism, the Bahá'í Faith, Hare Krishnas, Buddhism, and The Church of Jesus Christ of Latter-day Saints.

***Cuisine***

Traditional Kazakh cuisine revolves around lamb and horse meat, as well as a variety of dairy milk products. For hundreds of years, Kazakhs were herders who raised fat-tailed sheep, Bactrian camels, and horses, relying on these animals for transportation, clothing, and food. The cooking techniques and major ingredients have been strongly influenced by the nation's nomadic way of life. For example, most cooking techniques are aimed at long-term preservation of food. There is a large practice of salting and drying meat so that it will last, and there is a preference for sour milk, as it is easier to save in a nomadic lifestyle.

Besbarmak, a dish consisting of boiled horse or lamb meat, is the most popular Kazakh dish. Besbarmak is usually eaten with a boiled pasta sheet, and a meat broth called shorpa, and is traditionally served in Kazakh bowls called kese. Other popular meat dishes are kazy (which is a horse meat sausage that only the wealthy could afford), shuzhuk (horse meat sausages), kuyrdak (also spelled kuirdak, a dish made from roasted horse, sheep, or cow offal, such as heart, liver, kidneys, and other organs, diced and served with onions and peppers), and various horse delicacies, such as zhal (smoked lard from horse's neck) and zhaya (salted and smoked meat from horse's hip and hind leg). Pilaf (palaw) is the most common Kazakh rice dish, with vegetables (carrots, onions, and/or garlic) and chunks of meat. The national drinks are kumys (fermented mare's milk) and tea.

***Art***

Each year Kazakh artisans participate in the “Sheber” competition. The competition is part of the program "Development of crafts and the revival of folk arts and crafts in Kazakhstan", which began in 2006 to increase the competitiveness of Kazakh artisans’ products domestically and internationally. This program is conducted by the Union of Artisans of Kazakhstan, “Chevron,” the Eurasia Foundation of Central Asia, Kazakh Ministry of Culture and Information and the UNESCO Cluster Office in Almaty.

***Sports***

Kazakhstan has cultivated a strong interest in sports, physical education, and extracurricular activities. Kazakhstan has achieved some success in international competitions in weightlifting, ice hockey, and boxing. Kazakhstan won eight medals in the 2004 Summer Olympics, the largest tally for any nation in Central Asia.

Football is the most popular sport in Kazakhstan. The Football Federation of Kazakhstan (FFK) is the sport's national governing body. The FFK organises the men's, women's, and futsal national teams. The Kazakhstan Super League is the top-level competition for the sport in the country.

Cycling is Kazakhstan's most successful sport. A lot of professional cyclists that compete on the European circuit come from Kazakhstan. Most notable is Alexander Vinokourov, whose achievements include two Paris–Nice's, third place in the 2003 Tour de France, and the Amstel Gold Race. Vinokourov leads Astana which is supported by a coalition of Kazakh companies.

Rugby union is a popular sport in Kazakhstan, with over 10,000 fans consistently turning up to watch the Kazakhstan national rugby union team play. Kazakhstan has yet to qualify for the Rugby World Cup tournament.

The family and cultural values of Kazakhstan and the United States are very different. However, those values in Kazakhstan differ dramatically among different countries. Therefore, you would have to choose between these two cultures and differing it with the United States culture.

             Many Americans travel to Kazakhstan each year for business related purposes, whatever the case, Americans would spend part of their life in Kazakhstan. Because I know from my experience, that American people even don’t know where is located Kazakhstan. Americans must know that their cultures are different of those in Kazakhstan. For example, the family in Kazakhstan is considered closer than that compared to families in the United States, and marriages are also different from those in America. Also, certain behaviors that are of everyday use differ between these two countries. Weddings in America are different from those in Kazakhstan in some forms and comparable in others.

The best way for anybody to become educated about the world around him is to experience the world first hand; to see the different cultures and lifestyles up and close. This allows the person to step out of their box; out of their shelter that they know and have learned to be what life is and see a completely different world that might show them how different life can be and how different cultures value different things that might have a big impact on that persons life.

             A person is going to become more educated in the fact that they will have been exposed to different ideas and has learned to see the world though different eyes. They can asses a situation differently with the knowledge that it can be done differently. It can also change the types of decisions that they make, due to what they have learned while in a different country.

             In cases where people are trying to learn a second language the best thing to do, is to visit the country who's language they are studying and stay there for a month or so. This is the best way to learn a new language because they are exposed to this language all day everyday for the next part of their life. People have to adapt hence they learn the language so they can communicate with the people there and they can get what they want to get. They learn the language as it is spoken and not the way that it is taught in a classroom. It's the first hand experience that helps people learn something knew. They have a deeper knowledge of why certain this are said a certain way and they pick up the informal way of speaking the language, which is not taught in a classroom or in any textbooks.

However, I found similarities between this countries- people! We are Kazakh people – hospitable to guests, always open nation. And I can truly say, that American people are also hospitable, always can say «Hi!» help you, even you can heard good words to your address! Definitely it’s so pleasant for any kind of nation!

Anyway, different country – different culture!

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**Flora and fauna of Kazakhstan and the USA**

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The paper is concerned with flora and fauna two countries. Over ten thousand kinds of plants are growing in this countries , on its open spaces it is possible to meet about two thousand kinds of birds, one thousand kinds of animals, two hundred kinds of reptiles, fifty kinds of amphibians, and in the rivers and lakes – tree hundred kinds of fishes.

A variety of invertebrate animals in these countries is even more: not only there are more than thousand kinds of insects. Mollusks, worms, spiders, crustaceous and others living in these countries are not less than 50 thousand kinds.

Northern Kazakhstan is fertile chernozem forest-steppe; to the south - steppe, behind them semi-deserts and sandy deserts with saxaul thickets. On slopes of mountains are located the coniferous woods.

The plateau Usturt of Kazakhstan, located between Caspian and Aral seas, is a slightly hilly deserted plain, faintly covered by wormwood; only in widely widespread hollows are black saxauls. Unique beauty of a landscape give steep benches - chinks. Western chink is especially picturesque, which height achieves 340 meters; the breakages, destroyed by a wind, accept him whimsical form.

Only in Kazakhstan live such rare animals as Transcaspian urial, long-needle hedgehog and some wild cats: caracal and desert cat. Here is a lot of slim goitred gazelles, deserted birds - black-tailed sand grouse, Pallas sand grouse, wheatear and larks.

The slopes of Northern Tien Shan are covered with fur-tree woods, and Western Tien Shan - with the low bushes and meadows; the gorges have apple- and nut-trees with woods, the tops are covered with eternal snows and glaciers.

Only here it is possible to meet fury ounce, Tien Shan brown bear, Siberian ibex, and from birds - famous lammergeyer, the scope of which wings reaches more than three meters, Snow cock (it calls also mountain turkey), snow vulture, griffon vulture, favorite of the Kazakh hunters - golden eagle, high-mountainous finches, chough and Alpine chough.

In the Altai Mountains of Kazakhstan, covered with taiga woods you will meet a giant moose, beautiful maral, our smallest deer - musk deer, famous sable, chipmunk.

Here is possible to see capercaillie, hazel grouse, and partridges. On high-mountainous lake Markakol in Southern Altai of Kazakhstan was founded a national park for protection of flora and fauna, especially of fishes. On lakes there are a lot of waterfowl birds. And in the woods on its coast were kept nesting-places of such rare birds as fish hawk and black stork; at tops are living very rare here snow cock.

The steppes of Kazakhstan are magnificent. The special charm to them is given by fresh and salty lakes, on which are thousands of waterfowls and coastal birds submitted tens kinds of ducks, geese, gull, sea swallow, herons.

Besides lakes most southern here in Kazakhstan is protected unique pine wood. A lot of predatory birds are living in Kazakhstan steppes - imperial eagle, falcons.

The deserts of Kazakhstan are rather original. Basically, it is extensive clay plains, covered by bushes and marmot. For Kazakhstan deserts are most typical reptiles - Central Asian turtle, the largest lizard - grey monitor lizard (lives only in Kyzyl-Kum desert), sand- and toad agama, many kinds of gecko and 17 kinds of the snakes, from which only three are poisonous: steppe and ordinary adder and moccasin.

If we compare Kazakhstan other country, with such as the USA. We can see another type.

At least 7,000 species and subspecies of indigenous US flora have been categorized. The eastern forests contain a mixture of softwoods and hardwoods that includes pine, oak, maple, spruce, beech, birch, hemlock, walnut, gum, and hickory. The central hardwood forest, which originally stretched unbroken from [Cape Cod](http://www.nationsencyclopedia.com/knowledge/Cape_Cod.html) to Texas and northwest to Minnesota—still an important timber source—supports oak, hickory, ash, maple, and walnut. Pine, hickory, tupelo, pecan, gum, birch, and sycamore are found in the southern forest that stretches along the Gulf coast into the eastern half of Texas. The Pacific forest is the most spectacular of all because of its enormous redwoods and Douglas firs. In the southwest are saguaro (giant cactus), yucca, candlewood, and the Joshua tree.

The central grasslands lie in the interior of the continent, where the moisture is not sufficient to support the growth of large forests. The tall grassland or prairie (now almost entirely under cultivation) lies to the east of the 100th meridian. To the west of this line, where rainfall is frequently less than 50 cm (20 in) per year, is the short grassland. Mesquite grass covers parts of west Texas, southern New Mexico, and Arizona. Short grass may be found in the highlands of the latter two states, while tall grass covers large portions of the coastal regions of Texas and Louisiana and occurs in some parts of Mississippi, Alabama, and Florida. The Pacific grassland includes northern Idaho, the higher plateaus of eastern Washington and Oregon, and the mountain valleys of California.

The intermountain region of the Western Cordillera is for the most part covered with desert shrubs. Sagebrush predominates in the northern part of this area, [creosote](http://www.nationsencyclopedia.com/knowledge/Creosote.html) in the southern, with salt brush near the Great Salt Lake and in Death Valley.

The lower slopes of the mountains running up to the coastline of Alaska are covered with coniferous forests as far north as the Seward Peninsula. The central part of the Yukon Basin is also a region of softwood forests. The rest of Alaska is heath or tundra. Hawaii has extensive forests of bamboo and ferns. Sugarcane and pineapple, although not native to the islands, now cover a large portion of the cultivated land.

Small trees and shrubs common to most of the United States include hackberry, hawthorn, serviceberry, blackberry, wild cherry, dogwood, and snowberry. Wildflowers bloom in all areas, from the seldom-seen blossoms of rare desert cacti to the hardiest alpine species. Wildflowers include forget-me-not, fringed and closed gentians, jack-in-the-pulpit, black-eyed Susan, columbine, and common dandelion, along with numerous varieties of aster, orchid, lady's slipper, and wild rose.

An estimated 432 species of mammals characterize the animal life of the continental United States. Among the larger game animals are the white-tailed deer, moose, [pronghorn](http://www.nationsencyclopedia.com/knowledge/Pronghorn.html)antelope, bighorn sheep, mountain goat, black bear, and grizzly bear. The Alaskan brown bear often reaches a weight of 1,200–1,400 lbs. Some 25 important furbearers are common, including the muskrat, red and gray foxes, mink, raccoon, beaver, opossum, striped skunk, woodchuck, common cottontail, snowshoe hare, and various squirrels. Human encroachment has transformed the mammalian habitat over the last two centuries. The American buffalo (bison), millions of which once roamed the plains, is now found only on select reserves. Other mammals, such as the elk and gray wolf, have been restricted to much smaller ranges.

Year-round and [migratory birds](http://www.nationsencyclopedia.com/knowledge/Bird_migration.html) abound. Loons, wild ducks, and wild geese are found in lake country; terns, gulls, sandpipers, herons, and other seabirds live along the coasts. Wrens, thrushes, owls, hummingbirds, sparrows, woodpeckers, swallows, chickadees, vireos, warblers, and finches appear in profusion, along with the robin, common crow, cardinal, Baltimore oriole, eastern and western meadowlarks, and various blackbirds. Wild turkey, ruffed grouse, and ring-necked pheasant (introduced from Europe) are popular game birds.

Lakes, rivers, and streams teem with trout, bass, perch, muskellunge, carp, catfish, and pike; sea bass, cod, snapper, and flounder are abundant along the coasts, along with such shellfish as lobster, shrimp, clams, oysters, and mussels. Garter, pine, and milk snakes are found in most regions. Four [poisonous snakes](http://www.nationsencyclopedia.com/knowledge/Venomous_snake.html) survive, of which the rattlesnake is the most common. Alligators appear in southern waterways and the Gila monster makes its home in the Southwest.

Laws and lists designed to protect threatened and endangered flora and fauna have been adopted throughout the United States. Generally, each species listed as protected by the federal government is also protected by the states, but some states may list species not included on federal lists or on the lists of neighboring states. (Conversely, a species threatened throughout most of the United States may be abundant in one or two states.) As of August 2003, the US Fish and Wildlife Service listed 987 endangered US species (up from 751 listed in 1996), including 65 mammals (64 in 1996), 78 birds (77 in 1996), 71 fish (69 in 1996), and 599 plants (432 in 1996); and 276 threatened species (209 in 1996), including 147 plants (94 in 1996). The agency listed another 517 endangered and 41 threatened foreign species by international agreement.

Threatened species, likely to become endangered if recent trends continue, include such plants as Lee pincushion cactus. Among the endangered floral species (in imminent danger of extinction in the wild) are the Virginia round-leaf birch, [San Clemente Island](http://www.nationsencyclopedia.com/knowledge/San_Clemente_Island.html) broom, Texas wild-rice, Furbish lousewort, Truckee barberry, Sneed pincushion cactus, spineless hedgehog cactus, Knowlton cactus, persistent trillium, dwarf bear-poppy, and small whorled pogonia.

Endangered mammals included the red wolf, black-footed ferret, jaguar, key deer, northern swift fox, San Joaquin kit fox, jaguar, Florida manatee, ocelot, Florida panther, Utah prairie dog, Sonoran pronghorn, and numerous whale species. [Endangered species](http://www.nationsencyclopedia.com/knowledge/Endangered_species.html) of rodents included the Delmarva Peninsula fox squirrel, beach mouse, salt-marsh harvest mouse, 7 species of bat (Virginia and Ozark big-eared Sanborn's and Mexican long-nosed, Hawaiian hoary, Indiana, and gray), and the Morro Ba, Fresno, Stephens', and Tipton Kangaroo rats and rice rat.

Endangered species of birds included the California condor, bald eagle, three species of falcon (American peregrine, tundra peregrine, and northern aplomado), Eskimo curlew, two species of crane (whooping and Mississippi sand hill), three species of warbler (Kirtland's, Bachman's, and golden-cheeked), dusky seaside sparrow, light-footed clapper rail, least tern, San Clemente loggerhead shrike, bald eagle (endangered in most states, but only threatened in the Northwest and the Great Lakes region), Hawaii creeper, Everglade kite, California clapper rail, and red-cockaded woodpecker. Endangered amphibians included four species of salamander (Santa Cruz long-toed, Shenandoah, desert slender, and Texas blind), Houston and Wyoming toad, and six species of turtle (green sea, hawksbill, Kemp's ridley, Plymouth and Alabama red-bellied, and leatherback). Endangered reptiles included the American crocodile, (blunt nosed leopard and island night), and San Francisco garter snake.

Aquatic species included the short nose sturgeon, Gila trout, eight species of chub (humpback, Pahranagat, Yaqui, Mohave tui, Owens tui, bony tail, Virgin River, and Borax lake), Colorado River squawfish, five species of dace (Kendall Warm Springs, and Clover Valley, Independence Valley, Moapa and Ash Meadows speckled), Modoc sucker, cui-ui, Smoky and Scioto mad tom, seven species of pupfish (Leon Springs, Gila Desert, Ash Meadows Amargosa, Warm Springs, Owens, Devil's Hole, and Comanche Springs), Pahrump killifish, four species of gambusia (San Marcos, Pecos, Amistad, Big Bend, and Clear Creek), six species of darter (fountain, watercress, Okaloosa, boulder, Maryland, and amber), totoaba, and 32 species of mussel and pearly mussel. Also classified as endangered were two species of earthworm (Washington giant and Oregon giant), the Socorro isopod, San Francisco forktail damselfly, Ohio [emerald](http://www.nationsencyclopedia.com/knowledge/Emerald.html) dragonfly, three species of [beetle](http://www.nationsencyclopedia.com/knowledge/Beetle.html) (Kretschmarr Cave, Tooth Cave, and giant carrion), Belkin's dune turbaned fly, and 10 species of butterfly (Schaus' swallowtail, lotus, mission, El Segundo, and Palos Verde blue, Mitchell's satyr, Uncompahgre fritillary, Lange's metalmark, San Bruno elfin, and Smith's blue).

Several species on the federal list of endangered and threatened wildlife and plants are found only in Hawaii. Endangered bird species in Hawaii included the Hawaiian dark-romped petrel, Hawaiian gallinule, Hawaiian crow, three species of thrush (Kauai, Molokai, and puaiohi), Kauai 'o'o, Kauai nukupu'u, Kauai 'alialoa, 'akiapola'au, Maui'akepa, Molokai creeper, Oahu creeper, palila, and 'o'u.

Endangered plants in the United States include: aster, cactus, pea, mustard, mint, mallow, bellflower and pink family, snapdragon, and buckwheat.

Threatened fauna include the grizzly bear, southern sea otter, Newell's shearwater, eastern indigo snake, bayou darter, several southwestern trout species, and Schaus swallowtail butterfly. Species formerly listed as threatened or endangered that have been removed from the list include (with delisting year and reason) American alligator (1987, recovered); coastal cutthroat trout (2000, taxonomic revision); [Bahama](http://www.nationsencyclopedia.com/knowledge/The_Bahamas.html) swallowtail butterfly (1984, amendment); gray whale (1994, recovered); brown pelican (1984, recovered); Rydberg milk-vetch (1987, new information); Lloyd's hedgehog cactus (1999, taxonomic revision), and Columbian white-tailed Douglas County Deer (2003, recovered).

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**National Health Service in Kazakhstan, Russia and the UK**

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By the decree of the President of the Republic of Kazakhstan dated January 15, 2016 the State program of health development of the Republic of Kazakhstan "Densaulyk" for 2016-2019 was approved. Program objective: to promote public health for the sustainable socio-economic development of the country. Tasks: development of the public health care system. Improving disease prevention and management. Improving the management and financing of the health system. Ensuring rational use of resources and infrastructure optimization. Target indicators: by 2020-increase in life expectancy of the population of the Republic of Kazakhstan to 73 years.

According to the analysis of the current situation, for the period of the implementation of the State Program for Development of Health Care of the Republic of Kazakhstan "Salamatty Kazakhstan": increase in the population in the republic to 17,417.7 thousand people (01.01.2015) with an annual population growth rate of 1.24% ; a decrease in the overall mortality of the population by almost 15.3% (2010 -8.94 per 1000 population, 2015-7.57); an increase in the birth rate by 2.6% (2010 -22.54 per 1000 population, 2015 - 23.13); reduction of infant mortality by 1.7 times (2010 - 16.58 per 1000 live births, 2015 - 9, 72);reduction of the incidence of tuberculosis by 30.3% (2010 - 95.3 per 100,000 population, 2015 - 66.4) and mortality more than 2 times (2010 - 10.6 2015 - 4.9).Despite the positive dynamics of health indicators, the life expectancy of Kazakhstanis is almost 10 years lower than in other developed countries: mortality in men of working age is 24% higher than in women.

In the structure of total mortality, the leading cause is circulatory system disease (22.3%), the most frequent is ischemic heart disease, vascular brain damage, from which about 30,000 people die annually. The second reason is the death rate from malignant neoplasms (12.1%), from which about 17,000 people die every year, of which 16.9% is lung cancer. The incidence of malignant neoplasms increased by 9.7%. In third place – the death rate from accidents, injuries and poisoning (11.3 per cent), which annually kills about 16 thousand people. Among the reasons for the burden of chronic disease in 87.5% of the are 4 risk factors (high blood pressure, cholesterol, tobacco Smoking and alcohol consumption).

In order to strengthen the preventive orientation at the primary level, the national screening program for 11 types of diseases was introduced in 2011, the Institute of social workers was created (by the end of 2014, 10,000 people account for 1.2); the number of General practitioners increased by 30%.

Independent experts of the International Bank for Reconstruction and Development in December 2014 was published a Report on the implementation of the state Program "Salamatty Kazakhstan", according to which the implementation of the 6 main areas evaluated by international experts as follows: Strengths - political government support at the highest level, an effective system of sanitary protection of borders from the introduction and spread of especially dangerous infectious diseases and hazardous goods; - developed infrastructure of organizations that provide medical assistance; the successful experience of the transfer of modern medical technology and highly specialized medical care; the present tariff system of health care financing; creation of conditions for development of domestic manufacturers of medicines and medical devices.

**Weaknesses:** low life informatization in industry; lack of mechanisms of joint responsibility for health; insufficient quality of pre - and post-graduate education; low level of management efficiency in the healthcare system; low motivation of medical personnel; insufficient provision of medicines at the outpatient level.

**Opportunities:** positive dynamics of the main demographic indicators; creation of a single market within the Eurasian economic space; attraction of direct investments (including foreign ones) in health care and development of public-private partnership; introduction of social health insurance on the basis of the implemented market mechanisms, increase of competitiveness in the regional health market; transfer of technologies, knowledge and best practices through intensive cooperation with international partners.

**Threats:** further deterioration of the global and regional economic situation; emergence of new and return of previously known infectious diseases; presence of natural hotbeds of especially dangerous infections in the territory of the country; growth of non-communicable diseases; increase in demand for medical services; growth of imports of medical services and goods; obsolete ineffective management technologies; fast-wearing and obsolete infrastructure and equipment; inefficient development and use of human resources of the industry; growing frustration and dissatisfaction with the quality and availability of health care.

***The situation in the health care system in Russia:*** in recent years, the healthcare system of Russia has experienced. This is primarily due to economic crises and ever-increasing inflation. The state of the health system is estimated due to such factors as the number and level of medical institutions, the percentage of mortality from disease and the presence of innovation. According to official statistics, in the period from 2000 to 2015 the number of state medical institutions in the Russian Federation decreased by 2 times (from 10700 to 5400). Incredible pace reduced the number of rural health facilities: out of 4.5 million, there are only 400 hospitals in the whole of Russia. Thus, access to health care for rural and rural residents, has been reduced to almost zero. Also during this period reduced the number of hospital beds in hospitals up to 1,200 thousand (a decrease of 27.5%). Worst of all, things are in rural areas - here the decline reached a critical level of 40 However, the reduction of hospital beds does not affect the availability and quality of health care in the country. Experts insist that the key indicator is the number of hospitalizations. He, ironically, is growing. So, in 2016 in Moscow was hospitalized almost 100 thousand people more than in 2015.

**Reduction in mortality from diseases:** According to the Russian research center, in 2016 the number of deaths from major diseases decreased by 1.2% compared to 2015. This confirms the fact that the level of medical care in Russia, despite all the problems, is at a high level. In 2016, mortality from the following groups of diseases decreased: \* Respiratory system-7,9% • Digestive system - by 3.4%. \* Circulatory systems-2.6%. \* From malignant neoplasm - to 0.6% • From external causes – by 6.5%.

**1. I Hematologist.** This is an expert system that allows you to completely decipher the blood test, thereby diagnose dozens of types of diseases. To do this, a person does not even have to leave the house. All you need is to enter your blood test data on the site. In return, the service will provide comprehensive information about the state of health.

**2. Life button.** This is a kind of mobile phone, which has only one button – emergency assistance. The gadget is equipped with a GPS Navigator, which determines the location of a person with high accuracy. The data received by a 24-hour service center, which communicates with the MOE and other services. This systemis designed to help older persons and persons with disabilities who are not adequately cared for.

**3. VitaVallis**. This antimicrobial sorption material developed by Tomsk company "Aquelit". Its main purpose is to protect the body from various infections and viruses. This is a potential alternative to antibiotics. The principle of operation is based on the natural mechanism of suppression of microbes inside the bandage. In other words, the infection is destroyed not toxic (under the influence of antibiotics) but due to physical processes.

**4. Oriense.** It is a device to help people with impaired vision. It is installed on the chest of a person in order to analyze the environment. The built-in voice adapter instantly tells the person about the obstacles that occur in his way, and options how to get around them.

**5. 3D Bioprinting solutions.** The Russian laboratory, which for many years has been developing a technology that allows to produce three-dimensional bioprinting. This is a technology that allows you to print organs on high-tech 3D-printers. The first demonstration of this project in the work was carried out.

**Healthcare in the UK**: Every UK resident has the right to free service in the country's public health institutions. The only exception is dental treatment: for the services of dentists will have to pay out of their own pocket, although the cost of these services will be much lower. Than in a private sector. Only women during pregnancy and 12 months after the birth of the child have the right to treat the teeth free of charge under state insurance. Pregnancy and childbirth insurance are also free.

In order to receive medical care, you must register with the therapist in your local medical practice. For registration, it is sufficient to have an identification document with you confirming your residency in England, and proof of address. In case of diseases, the cold is more serious, you can count on full-fledged medical care. Which in any case begins with a visit to the therapist. With life-threatening conditions, English medicine acquires amazing efficiency: they treated quickly and extremely efficiently (not for nothing that patients with serious illnesses from all over the world flock here). The term "first aid" exists only for critical cases, when a real threat is threatened by life.

The health care system works reasonably well and clearly. Women are examined every three years for cervical cancer, and upon reaching a certain age they receive invitations to a free mammogram. Men, of course, also receive their portion of care from the state. Children are given free vaccinations, all medicines for them are issued in pharmacies also free of charge, according to a doctor's prescription.

Recently, medical tourism in the UK is gaining popularity. Many women come especially from abroad to give birth to a child here. If desired, childbirth can be organized even in the clinic where the heirs of the throne Kate Middleton gave birth. This is not cheap, but the quality of medical care will be at the highest level. Private health insurance in the UK: a good alternative to commercial medicine, it may be the purchase of a private medical insurance - it helps to reduce the waiting time for the admission of the right specialist.

As for our region - Pavlodar region, according to the results of the latest research and reports, one of the leading diseases of the region are: tuberculosis, stroke, infertility and breast cancer. Although the disease of people with tuberculosis has declined, there are cases of foci of this disease: the last case in mid-February is the discovery of a 15-year-old student in a city school with a closed form of tuberculosis. Very often patients aretreated with a diagnosis of breast cancer in the hospital, both in young and older and middle age. This is the result of environmental disruption in the city, and the influence of existing industrial plants. In the last outgoing year of 2017, two computer tomographswere acquired from a stroke for 2 billion tenge and distributed to the hospital№1 and to the city of Ekibastuz. As doctors say, without these tomographs, treatment is no longer possible. Our doctors have already passed special courses for stroke centers. Also 72 anesthetic respiratory apparatus for medical centers, an endoscopic device for 500 million tenge were purchased and installed in the regional hospital named after Sultanov. In the field of infertility, in the last three years, 41 patients have benefited from IVF services - extracorporeal fertilization.

Concluding my article, I want to say that it is best not to get sick at all, and to stay in good health. Fortunately, all conditions for these: clean air, sports and positive emotions - a pledge of your health and longevity.

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**British people**

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In 2001 the British people took part in a census. A census has been held every ten years since 1807 some of the questions on the census form have remained the same for two hundred years because the information gathered from the answers is always necessary. Government need to know how many people live in this country, and in what parts of the country they live in order to plan their policies properly. At each census a few new questions and asked (and some old ones dropped) because society is never static. In 1991 people were asked for the first time to describe themselves in terms of their ‘ethnic origin’. This was a new question about ‘identity’. In the 2001 Census this exploration of ‘identity’ was developed through further questions. For the first time, people were being asked what they thought it meant to be British.Forty years ago such questions were almost ignored, since the answers seemed so obvious, but now the situation is more complicated. First, however, here are a few facts to explain the background.

The country in which sixty one million other people live is officially called ‘The United Kingdom of Great Britain and Northern Ireland’. ‘Great Britain’ is the larger of the two big islands off the north-west coast of Europe, a long straggling triangle about 1200 kilometres in length. ‘Ireland’ is the smaller, more-or-less rectangular island to the west of Great Britain. The territory of Great Britain is divided into three countries: England, Scotland and Wales. The territory of Ireland is divided into the Irish Republic (an independent and separate country) and the ‘Province of Northern Ireland’. England, Scotland, Wales and the province of Northern Ireland are a ‘United Kingdom’ and their Head of State is the British monarch – a Queen Elizabeth II who has reigned since1952.

A British citizen has one passport only, a passport for foreign travel. Unlike Kazakhstan citizen, the British have no internal passport because they can move anywhere in their own country, and unlike most European citizens, they do not have an identity card.

Their passport tells they are British, ‘official’ country is the United Kingdom of Great Britain and Northern Ireland. That is too long and formal, so simplify to ‘Britain’. ‘The United Kingdom’ is a legal term. British citizens whose grandparents came from France or Poland or Australia have different origins but they were all born and brought up in England so they think of themselves as English. If Englishman moved to Scotland, He would continue to think of himself as an Englishman living in Scotland. Scottish people who come south to live in England still think of themselves as Scottish. But if their children are born and brought up in England, they will probably think of themselves as ‘English with Scottish roots’.

The idea of ‘nationality’ within Britain until recently did not have a legal status; it seemed to be a matter of personal feeling. Who are English? What do they share which is distinctively English?

They have clear and longstanding borders with Scotland and Wales, and a very definite coastline. They have no doubt at all that they are in England: the land stops when you reach the sea. Since the territory is not very large, they can be in easy contact with those who live farthest away from them within the country. You can drive at a sensible speed along good motorways in nine or ten hours from the southwest corner of England to the north east corner of England – although it would need another five or six hours to drive to the north eastern corner of Scotland.

English people speak English, but the English language is spoken by millions of the world’s population who are not English. A minority of them speak another language as their first tongue; recent immigrants have more than one language; those of who have lived there for generations are monolingual apart from any knowledge of other languages they have picked up in school lessons.

They share their history in the sense that the people who were living in England a thousand years ago, five hundred, two hundred, one hundred years ago have all contributed to the story in which they now take apart. Most of them are convinced that their ancestors lived in Britain hundreds of years ago, so that they think of themselves as having *inherited* that story. However about 8% of them are fairly recent immigrants who know that although they share the story of England today, they haven’t *inherited*it.

In their social life they certainly share institutions such as Parliament, the legal system, the BBC and so forth. They know, for example, how their Post Office works, they know more-or-less how to use their Health Service, and they have been through a particular school system which is distinctive and not quite like that of any other country. On the other hand most of those institutions also belong to the other countries of the United Kingdom.

Historically Britain was, like the rest of Europe, a Christian nation, and our national ceremonies, such as our commemoration of those who died in their wars, draw on Christian rituals. Many people would argue that England rests on Christian foundations, and that their attitudes values are basically Christian. Surveys, on the other hand, suggest that millions of British citizens, nearly half of us, seem to have either no religious belief or vague feeling of spirituality unconnected with any named religion. Among the religious believers, a small but often devout minorities are Muslims, and among Christians there are many different groups whose beliefs and practices vary so mush that an observer might think they belonged to different religions.

Culture is a ‘typical’ way of behaving or the manner in which British entertain themselves or it is something political. How do their arts contribute to it – arts such as poetry, painting, sculpture, and music?The popular arts (rock music) more or less important in creating a culture.

International football competitions require national teams, and their team is English, not Scottish or Welsh. But until recently, supporters used to carry the Union Jack, the flag of the United Kingdom Now the English sally forth to beat their rivals carrying the flag of St George which is the English national flag. In the 1980s and even in the 1990s the flag of St George was scarcely ever used or indeed known by most English people. The red cross on the white background was suddenly ‘rediscovered’ about fifteen years ago and is now deliberately used for uniting the English, at least during the World Cup tournament.

So it is not easily explain what it is to be English. In England they are unwilling to be very explicit. Their personal feelings are not acknowledged in their passports where they are simply British citizens.

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**The education system of the Czech Republic**

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The article is about the education system of the Czech Republic. And about its features. And of course about what we need to learn from them, in order to improve the quality of education.

Especially I like the conditions of getting Higher education. So if you know native Czech language you can study free. I t will be good if we have such education system in our country. If you want to get free education, learn Kazakh language. Rating of Kazakh language would increase immediately. So, now let me introduce you

Key words: Czech Republic, education, Primary schools, compulsory education, Bachelor

The Czech Republic is distinguished by a high level of education of the populationand the development of the education system. The traditions of the Czech education system go far into the centuries. Since 1348 the Czech King Charles IV opened the first university in Central Europe, known as Charles University, in Europe well known as Charles University, for the inhabitants of the whole Europeeducation in the Czech Republic has become a symbol of prestige.Nowadays education in the Czech Republic is a combination of a historical tradition with modern technologies. If earlier for many Czechs was perceived only as a great place for an unexpensive vacation, then since January 1999 after the introduction of free education for foreign students who knows the Czech language, this country has become attractive from the point of getting a quality education.Preschool education in the Czech Republic begins at the age of 3 years. Children attend day care centers or kindergartens, where teachers and psychologists work with them, developing skills that will later help children integrate into peer society and successfully study at primary school. The learning process , working with children of this age is built in the form of games, special types of creative activity, which are designed to arouse the interest of the leaners. This level of education is not compulsory, but in spite of this, about 86% of Czech children enter pre-school educational institutions.School education. At the age from 6 to 15 years education is compulsory at primary school (základní škola).After passing the school-set exams, children have the option to apply to 6 or 8-year gymnasiums either after their 5th or 7th year of elementary education. Elementary schools in the Czech Republic are divided into several types:

·Primary schools, where students receive compulsory education within 2 cycles.

· Primary schools with a humanitarian focus, where students study subjects deeply.

· Conservatories are dance schools, after graduation students can continue their studies at secondary school.

· Schools for children with disabilities.

· Schools for mentally disabled children

The first stage contains first 5 years of education. Students receive general knowledge in various subjects such as native and foreign language, Mathematics, Basics of Sciences.The number of lessons is 22-25 per week. Children are taught by only one teacher for all subjects.During the second stage, lasting 4 years (from 6 to 9 grade), subjects are given by different teachers, and the number of classes reaches 27-30 per week. During the first stage of primary education, students are not assessed, the teacher only gives oral characteristics.During the second stage, students are already graded, Czech school system consists of a scale from 1 (best) to 5 (worst) that is used to evaluate the students’ work.

The school year lasts from 1stSeptember to 31stAugust and it is divided into semesters and each semester is deduced by performance over this period. Students who demonstrated an unsatisfactory level of knowledge at the end of the year have to remain for the second year for the second course.

Institutions of secondary education in the Czech Republic are divided into 3 main types: secondary schools (gymnázium), secondary technical schools (střední odborná škola - SOŠ) and secondary professional schools (střední odborné učiliště - SOU).Secondary schools (gymnázium) offer to their students a general education corresponding to the level of ISCED 3A (International Standard Classification of Education), deepening of the knowledge gained in the course of compulsory education in all subjects. The main task of schools of this type is to prepare graduates for admission to higher educational institutions. On the territory of the country currently operates about 350 educational institutions of this type, about 20% of which are in private hands. The duration of education in general secondary schools is 4 years.Secondary technical schools offer to their students full professional education in the framework of full (4 years) or reduced programs (2-3 years) more than 260 specialties related to a wide range of activities. At the end of the course, students take the final exam (maturita). Only about 40% of the school time is occupied by teaching the general education program, while 60% is devoted to practical studies in laboratories. In the Czech Republic today there are about 800 secondary technical schools, the fourth of them are private.Professional schools, which are more than 500 in the country, offer professional education in various working specialties more than 280. About 50% of the school time is devoted to the teaching of general subjects, and the second half is devoted to practical classes. Duration of training is from 1 to 3 years - depending on the course. There are also 4-year programs, at the end of which graduates take the final exam (maturita).

High educational institutions in the Czech Republic are divided into institutions of the university and non-university type, although they are all called the higher schools (vysokáškola). The university sector includes higher technical schools and universities, the non-university include colleges. High education in this country is free. Even for foreign students. The law equalizes the rights of students among the citizens of the country and foreigners, so that only indirect expenses will have to be paid.Higher technical schools (ISCED 5B) allow to deepen the knowledge gained in secondary technical schools and increase the level of professional skills.The term of study in these institutions varies from 2 to 3.5 years, at the end of which graduates become graduates (DiS) in the chosen sphere. To enter you must have complete secondary education and pass the final exam (maturita). Education in higher technical schools is paid.To enter university you must have complete secondary education, a successful passing of final, and entrance examinations. Each particular higher education institution determines the procedure for conducting and evaluating the results of entrance examinations separately. All universities offer three stage training Bachelor-Master-Doctor.

Bachelor's degree study (ISCED 5B) implies the acquisition of basic knowledge by the student from the areas of specialization in higher education. At the end of the three-year term, graduates either leave the school or supplement their degree by defending the scientific work of a bachelor or they continue their studies to obtain a master's degree (ISCED 5A). This period takes 2-3 years after receiving a bachelor's degree and implies a deepening of knowledge in selected fields of knowledge, obtaining a narrower specialization. At the end of graduation, graduates take final exams and defend the master's scientific work. Obtaining a doctorate (ISCED 6) is possible only after obtaining a master's degree, 3 years of active activities and defenseresearch work.The Czech Republic, whose education is available to foreigners, has been listed as a signatory to the Bologna Agreement and it is a member of the Single Higher Education Area in Europe. According to the law“On Higher Education” on the 1st Januaryin 1999, education in public universities in the Czech Republic has become free for all students, including foreigners, provided they study in the Czech language. Thanks to the innovation, foreign applicants had a unique opportunity to get a quality European education for free.

I like the education system of the Czech Republic, especially if you know the Czech language you can get free high education. If we use such system of education in our country, increase the number of speakers in Kazakh language. Even I write about education system of the Czech Republic in my article, through it I want to say that our system of language is not under good condition.I worry about language system of our country. Kazak provers says, “Learn many language but do not forget your native language.”

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**The functioning of the English language in the educational space of Kazakhstan**

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**Subject of our article:** «The functioning of the English language in the educational space of Kazakhstan”.

**Actuality:**The main goals of the education system in the Republic of Kazakhstan are the formation of general scientific and cultural training of students; social adaptation of students for life in society; civic education and love for the motherland; meeting the needs of society for skilled workers and professionals, retraining and skills development.

**Aim:** The aim of article is to analyze the current state of the English language in the educational space of the country. The determination of the place and role as well as the specifics of functioning of English in Intermediate education (in particular, the determination of the ratio of students to the Kazakh-English switching code).

To achieve this goal we have set the following research questions:

1) The perception of Educational switching codes;

2) Switching codes and the emotional state of the students;

3) Switch of codes and its impact on language learning;

4) Switching codes and social orientation of students.

**Purposes:**

1. To conduct among students.
2. The [*results*](http://context.reverso.net/перевод/английский-русский/results)of the [*research*](http://context.reverso.net/перевод/английский-русский/research) on the opinion of students.

**Research technique:** questionnaire.

The study based on a survey conducted among students in Irtysh agrarian technical college with different levels of knowledge of the English language.

The interest of the students of our college dictated by the fact that this age is characterized by the formation of their own social, ethnic, political, ideological views, and a single-minded and fast-paced group unit of society. For the study was designed questionnaire, which consists of three blocks distributed as follows:

Block A - Information about the participants;

Block B - definition of the role and status of the English language;

Block C - the ratio of students to switch codes.

Each question has several answers, drawn up in accordance with a 5-point Likert scale that ranged from 1 - strongly agree, 2 - agree, 3 - disagree, 4 - strongly disagree, and 5 - Hard to tell. The results were analyzed using SPSS 16.The survey involved 100 students of 1-3 courses, studying English as a foreign language. All participants in the survey are the Kazakhs and Russian live in Irtysh district. The average age of 17 years respondents. Coverage of respondents curriculum evenly distributed: 30% of students are studying in the first year, 30 - second, 40 - in the third. The native languages for all participants are the Kazakh and Russian languages. Distribution of respondents by level of English language proficiency is presented in Table 1.

**Table 1.Level of proficiency in English language**

|  |  |
| --- | --- |
| **Level** | **Percent (%)** |
| Beginner | 40,0 |
| Pre-Intermediate | 50,0 |
| Intermediate | 10,0 |
| Upper- Intermediate | 0 |
| Advanced | 0 |

As can be seen from Table 1, most students rated themselves according to the degree of proficiency as the Pre-Intermediate-users (50%) and Upper-Intermediate-users (0%). It should be noted that the question "Do you think that you need to improve your current knowledge of English?" 99% of respondents answered positively. The English language is of interest to 96% of the respondents said that the relevance of the study. Analysis of the data showed that 83% of respondents have a positive attitude to switch codes, 17% related to the phenomenon under consideration is negative.

**Table 2.The perception by students of switching of codes and its influence on the English and Kazakh languages**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Statement** | **Answers of students (in percent)** | | | | |
| **Strongly agree** | **agree** | **disagree** | **strongly disagree** | **Hard to tell** |
| The simultaneous use of the Kazakh \Russian and English languages in speech leads to a weakening of the Kazakh \Russian languages | 10 | 37 | 37 | 5 | 11 |
| The simultaneous use of the Kazakh \Russian and English languages in speech leads to a weakening of the English language. | 7 | 20 | 40 | 21 | 12 |
| The simultaneous use of the Kazakh \Russian and English languages in speech leads to improvement of English | 10 | 35 | 26 | 16 | 13 |
| I prefer that exercise was conducted in English only | 17 | 26 | 20 | 18 | 19 |
| I prefer that exercise was conducted only in English and Kazakh \Russian | 28 | 28 | 15 | 16 | 13 |
| The simultaneous use of the Kazakh \Russian and English languages in speech promotes productive mastering of language | 20 | 36 | 18 | 13 | 13 |
| The simultaneous use of the Kazakh\ Russian and English languages in speech indicates a high level of proficiency two languages | 20 | 35 | 20 | 15 | 10 |
| The simultaneous use of the Kazakh\ Russian and English languages in speech indicates insufficient knowledge of two languages | 13 | 29 | 33 | 10 | 15 |

As can be seen from Table 2, 47% of respondents believe that switching codes leads to a weakening of the Kazakh language, the same number of respondents (42%) disagree with this statement, 11% were undecided. 27% of students agreed with the statement that the switching of codes leads to a weakening of the English language, 61% disagree with this statement, and 12% were undecided. 45% of respondents indicated that switching codes leads to an improvement of the English language and 42% of respondents disagree with this statement. On the question of the language of instruction 43% of respondents said they prefer to exercise was conducted in English only, and 56% more likely to switch codes during class. For example, 56% of respondents believe that switching codes in question contributes to a productive language acquisition. For 55% of students switching code indicates a high level of proficiency, 35% of respondents disagree with this statement, 45% of the students referred to switch codes to underserved language proficiency, while half of the respondents (43%) disagree with this statement.

**Table 3. Switching codes and the emotional state of the students**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Statement** | **Answers of students (in percent)** | | | | |
| **Strongly agree** | **agree** | **disagree** | **strongly disagree** | **Hard to tell** |
| I like, when speaker uses Kazakh \Russian and English languages at the same time | 28 | 33 | 19 | 8 | 12 |
| I irritate, when speaker uses Kazakh \Russian and English languages at the same time | 19 | 38 | 23 | 10 | 10 |
| The simultaneous use of the Kazakh\ Russian and English languages in speech gives me pleasure | 14 | 25 | 24 | 20 | 17 |
| The simultaneous use of the Kazakh Russian and English languages in speech helps me to feel satisfaction in my study. | 20 | 30 | 17 | 20 | 13 |
| It is much more comfortable learn, when I switch from English into the Kazakh language | 10 | 46 | 20 | 15 | 9 |
| The simultaneous use of Kazakh / Russian and English in speech helps me to feel less tense in the classroom | 20 | 28 | 20 | 15 | 17 |
| I feel less lost during classes, when I switch from English into the Kazakh / Russian language and vice versa | 30 | 35 | 25 | 10 | 0 |

According to poll results, according to the students, switch code has a positive effect on the emotional state. 61% of respondents believe that they like when speaking Kazakh switched to English. 50% of students agreed with the statement that the switching of codes helps to feel satisfaction in their studies.

As can be seen from Table 3, the majority of students (56%) are much more comfortable and easier to master training when switching from English into the Kazakh language. More than half of respondents said that switching codes helps to feel less tense in the classroom. Also, 65% of students feel less lost in the classroom when switching from English into the Kazakh language. However, it should be noted that 59% of respondents felt emotional discomfort when the speaker is switched from one code to another. In the statement, "The simultaneous use of the Kazakh / Russian and English languages ​​in speech gives me pleasure," 39% said yes. In general, you will notice that in the psychological aspect of switching codes is regarded as a positive phenomenon.

**Table 4. Switch of codes and its impact on language learning**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Statement** | **Answers of students (in percent)** | | | | |
| **Strongly agree** | **agree** | **disagree** | **strongly disagree** | **Hard to tell** |
| The simultaneous use of Kazakh / Russian and English in speech helps me understand new words | 20 | 25 | 26 | 13 | 16 |
| The simultaneous use of Kazakh / Russian and English in speech helps me understand difficult concepts | 15 | 20 | 38 | 20 | 7 |
| The simultaneous use of the Kazakh \Russian and English languages in speech helps me understand English grammar | 10 | 38 | 16 | 18 | 18 |
| The simultaneous use of the Kazakh \Russian and English languages in speech helps me in the process of teaching English in the classroom | 25 | 32 | 17 | 17 | 9 |
| The simultaneous use of the Kazakh \Russian and English languages in speech helps me successfully complete the assignment | 14 | 35 | 26 | 14 | 11 |

As shown in Table 4, switching codes promotes mastery of the English language. For example, 45% of respondents said that switching codes helps to understand difficult words. 35% of students believe that this phenomenon contributes to the mastery of difficult concepts. For 48% of respondents switched from English to Kazakh language promotes better assimilation of English grammar. Half of the students (57%) believe that switching codes helps in the process of teaching English in the classroom. 49% of respondents said that switching from English into Kazakh language contributes to the success of the assignment.

**Table 5. Switching codes and social orientation of students**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Statement** | **Answers of students (in percent)** | | | | |
| **Strongly agree** | **agree** | **disagree** | **strongly disagree** | **Hard to tell** |
| Use in the speech of Kazakh / Russian and English simultaneously defines my identity | 16 | 36 | 20 | 15 | 13 |
| Society respects me more when I switch from Kazakh / Russian to English and vice versa | 30 | 39 | 19 | 14 | 15 |
| When I switch from the Kazakh / Russian to English, I am considered less intelligent | 17 | 38 | 22 | 20 | 3 |
| When I use the Kazakh / Russian and English in speech at the same time, I feel the integration with society | 16 | 17 | 31 | 24 | 12 |
| When I use the Kazakh / Russian and English in speech at the same time, I feel isolated from society | 18 | 20 | 20 | 19 | 23 |

As seen in Table 5, 52% of respondents agree with the view that switching code defines their identity, while 35% do not believe that it is possible to determine the identity by switching codes. From the data, it seems that 58% of respondents agreed with the statement in daily life often switched. 69% of respondents believe that society respects them again when you switch codes. 55% of respondents believe that society considers them less intelligent when they switch from one language to another.

According to Table 5, only 33% of respondents feel integrated with the company when you switch codes, and 55% of respondents disagree with this statement. The isolation from society at switching codes feel 38% and 39% of students do not feel isolated.

In the course of our study was to determine the attitude of Kazakh students in Kazakh-British switching codes. Our results showed that, overall, perceived switching codes to train as a positive phenomenon. It was found that interest in learning increases when switching codes as difficult linguistic material faster and more easily absorbed by switching to the native language. Also, students are less susceptible to stressful situations. It creates a favourable environment for the students and the learning process becomes more efficient. They do not feel lost and gain satisfaction in the process of learning the language.

However, as mentioned above, many respondents annoying switching codes that, rather, due to the fact that while having the use of only English in most cases, the teacher is encouraged and switching codes is regarded as a negative phenomenon.

**Expected result:** To analysis the current state of the English language in the educational space of the republic of Kazakhstan.

**Conclusion:**

I believe that today trilingual education is a component of the model of a young man of the XXI century. This is hard work, creativity, education, knowledge and science. If we want to become a qualified specialist, we must know the education and science. But the most important thing is three languages. The Kazakh is being developed, there is a program. Russian language - historically connected. And the English - integration. Trilingual education is demand of the times. We must know three languages.

School programs everywhere should aim to educate trilingual citizens.

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**Commonwealth of Australia.**

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Australia is world famous for its natural wonders and wide open spaces, its beaches, deserts, "the bush", and "the Outback". Australia is one of the world's most highly urbanized countries; it is well known for the attractions of its large cities such as Sydney, Melbourne, Brisbane, and Perth.

Australia is the sixth-largest country by land area. It is comparable in size to the 48 contiguous United States. Australia is bordered to the west by the Indian Ocean, and to the east by the South Pacific Ocean. The Tasman Sea lies to the southeast, separating it from New Zealand, while the Coral Sea lies to the northeast. Papua New Guinea, East Timor and Indonesia are Australia's northern neighbors, separated from Australia by the Arafura Sea and the Timor Sea.Australia is highly urbanized with most of the population heavily concentrated along the eastern and south-eastern coasts. Most of the inland areas of the country are semi-arid. The most-populous states are Victoriaand New South Wales, but by far the largest in land area is Western Australia.Australia has an area of 7,682,300km² (2,966,152 square miles) and the distances between cities and towns are easy to underestimate. The Government has published a National Public Toilet Map.Australia has large areas that have been deforested for agricultural purposes, but many native forest areas survive in extensive national parks and other undeveloped areas. Long-term Australian concerns include salinity, pollution, loss of biodiversity, and management and conservation of coastal areas, especially the Great Barrier Reef.

**Climate.** As a large island a wide variation of climates are found across Australia. It is not completely hot and sun-kissed, as stereotypes would suggest. There are regions that can be quite cool and wet. However, a good portion of the country receives more than 3,000°hr of sunshine a year. Generally, the north is hot and tropical, while the south tends to be sub-tropical and temperate. Most rainfall is around the coast, and much of the center is arid and semi-arid. The daytime maximum temperatures in [Darwin](https://wikitravel.org/en/Darwin) rarely drop below 30°C (86°F), even in winter, while night temperatures in winter usually hover around 15-20°C (59-68°F). Temperatures in some southern regions can drop below freezing in winter and the Snowy Mountains in the South East experiences meters of winter snow. Parts of [Tasmania](https://wikitravel.org/en/Tasmania) and [Victoria](https://wikitravel.org/en/Victoria) have a temperature range very similar to England.As Australia is in the southern hemisphere the winter is June-August while December-February is summer. The winter is the dry season in the tropics, and the summer is the wet. In the southern parts of the country, the seasonal temperature variation is greater. The rainfall is more evenly distributed throughout the year in the southern parts of the East Coast, while in the rest of the south beyond the Great Dividing Range, the summers are dry with the bulk of the rainfall occurring in winter.

**History.** Based upon scientific evidence and theory, the island of Australia was most likely first settled more than 50,000 years ago with successive waves of immigration of people from south and south-east [Asia](https://wikitravel.org/en/Asia). With rising sea levels after the last Ice Age, Australia became largely isolated from the rest of the world and tribes developed a variety of cultures, based on a close spiritual relationship with the land and nature, and extended kinship. Australian people maintained a hunter-gatherer culture for thousands of years in association with a complex artistic and cultural life - including a very rich 'story-telling' tradition. While the modern impression of Australian people is largely built around an image of the 'aboriginal desert people' who have adapted to some of the harshest conditions on the planet (equivalent to the bushmen of the Kalahari), Australia provided a comfortable living for the people amongst the bountiful flora and fauna on the Australian coast - until the arrival of Europeans. Although a lucrative [Chinese](https://wikitravel.org/en/China) market for shells and beche de mer had encouraged Indonesian fishermen to visit Northern Australia for centuries, it was unknown to Europeans until the 1600s, when [Dutch](https://wikitravel.org/en/Holland) traders to Asia began to 'bump' into the Northwestern Coast. Early Dutch impressions of this extremely harsh, dry country were unfavorable, and Australia remained for them a symbolic road sign pointing north to the much richer (and lucrative) East Indies (modern Indonesia). Deliberate exploration of the Australian coast was then largely taken over by the French and the British. Consequently place names of bays, headlands and rivers around the coastline reflect a range of Dutch, French, British, and Aboriginal languages.

In 1770, the expedition of the Endeavour under the command of Captain James Cook navigated and charted the east coast of Australia, making first landfall at [Botany Bay](https://wikitravel.org/en/Sydney/Sutherland_Shire#History) on 29 Apr 1770. Cook continued northwards, and before leaving put ashore on Possession Island in the Torres Strait off Cape York on 22 Aug 1770. Here he formally claimed the eastern coastline he had discovered for the British Crown, naming it New South Wales. Given that Cook's discoveries would lead to the first European settlement of Australia, he is often popularly conceived as its European discoverer, although other European nations preceded his arrival by more than 160 years. Following the exploration period, the first British invasion and settlement in Australia was founded in 1788 at what is today [Sydney](https://wikitravel.org/en/Sydney), led by Captain Arthur Philip who became the first governor of the colony of New South Wales. This started a process of colonization that almost entirely displaced the Aboriginal people who inhabited the land. This reduced the indigenous population drastically and marginalized them to the fringes of society. Originally comprising the eastern two-thirds of the island, the colony of New South Wales was later split into several separate colonies, with [Tasmania](https://wikitravel.org/en/Tasmania) (then known as Van Diemen's Land) becoming a separate colony in 1825, followed by [South Australia](https://wikitravel.org/en/South_Australia) in 1836, [New Zealand](https://wikitravel.org/en/New_Zealand) in 1841, [Victoria](https://wikitravel.org/en/Victoria_(state)) in 1851 and [Queensland](https://wikitravel.org/en/Queensland) in 1859. The western third of the island was not settled by Europeans until the British established a naval base in [Albany](https://wikitravel.org/en/Albany_(Western_Australia)), then known as King George Sound in 1826. The Swan River Colony was formally established in 1829 at what is today [Perth](https://wikitravel.org/en/Perth). The Swan River Colony was officially renamed [Western Australia](https://wikitravel.org/en/Western_Australia) in 1832.

While Australia began its modern history as a British penal colony, the vast majority of people who came to Australia after 1788 were free settlers, mainly from Britain and [Ireland](https://wikitravel.org/en/Ireland), but also from other European countries. Convict settlements were mostly along the east coast, with scattered pockets of convict settlements in Western Australia. The state of South Australia was settled entirely by free settlers. Many Asian and Eastern European people also came to Australia in the 1850s, during the Gold Rush that started Australia's first resource boom. Although such diverse immigration diminished greatly during the xenophobic years of the White Australia policy, Australia welcomed a successive series of immigrants from Europe, the Mediterranean and later Asia to form a highly diverse and multicultural society by the late 20th century. The system of separate colonies federated to form the self-governing British dominion of Australia in 1901, each colony became a state of Australia, with New Zealand opting out of the federation. The new country rapidly developed its natural resources including agricultural and manufacturing industries. This development resulted in a large contribution (in relation to size of the population) to the Allied war effort in World Wars I and II. Australian troops made a valuable, and sometimes controversial, contribution to the wars in Korea, [Vietnam](https://wikitravel.org/en/Vietnam) and [Iraq](https://wikitravel.org/en/Iraq). Australian Diggers retain a reputation as some of the hardest fighting troops along with a great social spirit. Australia and Britain passed the Australia Act in 1986, ending the official power that the British parliament may have had to pass laws for Australia, and ended appeals by Australia to British courts. While the parliament lost that power, the Queen of Australia and her appointees retained full rights to exercise all power.

**Economy.** Australia has a prosperous Western-style capitalist economy, with a per capita GDP on par with the four dominant West European economies and that has been remarkably resilient to the recent worldwide economic downturn. The service industries, including tourism, education, and financial services, account for the majority of the Australian Gross Domestic Product – about 69%. Within the service sector, tourism is one of the most important industries in Australia, as it provides employment, contributes $73 billion to the economy each year and accounts for at least 11% of total exports. The primary industries - mining and agriculture - account for most of Australia's exports. Iron ore and coal are by far the largest exports, with wheat, beef and wool declining in importance.

Australia has a comprehensive social security system, and a minimum wage higher than the United States or the United Kingdom.

**Politics.** Australia has a federal system of government, with eight state and territory governments and a national government. Each of these governments has an elected parliament, with the leader of each government, known as the Premier, being the leader of the largest party represented in the lower house. The national parliament is based on the British "Westminster system", with some elements being drawn from the American congressional system. At the federal level it consists of a Senate and a House of Representatives. Each Member of the House of Representatives (colloquially known as a Member of Parliament (MP) represents an electoral division, with more populous states having more electoral divisions and hence, more MP's. Similar to the US Senate, each Australian state has an equal number of senators, with 12 senators being directly elected by the people in each state, and 2 senators each from the Northern Territory and Australian Capital Territory. The political party (or coalition of parties) which has the most members in the House of Representatives becomes the governing party and forms the national government. Ministers are drawn from both the House of Representatives and the Senate, though by convention, the Prime Minister comes from the House of Representatives. The current Prime Minister, Malcolm Turnbull, is the current leader of the national government and the Liberal-National Coalition which holds a majority in the House of Representatives. The Queen remains the head of state, and her representative in Australia - the Governor-General - according to conventional wisdom and lampoon - has a ceremonial and politically powerless role (while holding the ultimate power to dismiss the Prime Minister). In practice, the Prime Minister is believed to wield the most authority in government. A referendum to change Australia's status to a republic was defeated in 1999, but the issue remains a regularly debated topic. The two major political parties in Australia are the Australian Labor Party (ALP) and the Liberal Party, which operates in coalition with the National Party. Emerging in power is the social democratic Greens Party, which maintains an environmentalist policy platform and is effectively a partner of the ALP. It should be noted that the Liberal Party is (traditionally) a center-right, conservative party - the term liberal refers to maintaining a free market economy.

**Culture.** Australia has a multicultural population practicing almost every religion and lifestyle. Over one-quarter of Australians were born outside Australia, and another quarter have at least one foreign-born parent. Melbourne, Brisbane and Sydney are centers of the multicultural. All three cities are renowned for the variety and quality of global arts, intellectual endeavors, and cuisine available in their many restaurants. Sydney is a hub of art, culture, and history containing the world class architectural gem, the Sydney Harbor Bridge. Melbourne especially promotes itself as a center for the arts, while Brisbane promotes itself through various multicultural urban villages. Adelaide must be mentioned in addition, as it is known for being a center for festivals as well as Germanic cultural influences. Perth, also, is known for its food and wine culture, pearls, gems and precious metals as well as the international fringe arts festival. There are quite a few more that deserve mention, but this gives an idea via introduction. Smaller rural settlements generally reflect a majority Anglo-Celtic culture often with a small Aboriginal population. Virtually every large Australian city and town reflects the effect of immigration from Europe, Asia, the Middle East and the Pacific that occurred after World War II and continued into the 1970s, in the half century after the war when Australia's population boomed from roughly 7 million to just over 20 million people. There are approximately half a million Australians who identify as being of Aboriginal descent. Less maintain elements of traditional Aboriginal culture. Descendants of the population of convicts mentioned in the country's history are currently a smaller minority compared to the estimated 50% of the population originally comprised of them when Britain and others landed on the shores and inhabited the land. Long ago during the involuntary transportation and relocation from Europe and other places, it must be noted that all records were not kept nor available to others, nor have those records that existed all survived the uses of people throughout history. The English of Australia were once known for local color and colloquialisms but that largely has been lost to outside influence and influx. People in rural areas still tend to speak in a broader, colloquial accent and have a different manner, using many of the slang words that have become outmoded in metropolitan areas. Accents tend to be broader and slower outside of the large cities. There are overall small pronunciation differences based upon culture of origin in the cities, but these are becoming less common. Speech has become more generic. For example the word "you" colloquially, is often rolled off the tongue sharply on the south east coast, almost as "ewe" as opposed to the west coast and other regions. Another modern variation based upon migrants from Africa is found in Afrikaans accents on the west coast, modifying the local accents slightly due to the larger population and numbers of Afrikaans and Boer African immigration there. In the urban English speaking world, an educated, white-collar and/or conservative Australian accent is softer or generic in tonal quality, rather than the sharp tones in some rural areas. Regarding other variations in speech, usually native speakers can recognize the subtle regional variations. A trend among Australians is social conservatism compared to some European cultures and an acquired balanced attitude, defining their European origins within a preference for the growing Asian influence. They tend to be relaxed regarding religious observance. The Australian sense of egalitarianism in its gung-ho form has moderated; while modes of address still tend to be casual and familiar compared to some other cultures, such as Asian. Most Australians will tend to address you by your first name and will expect that you reciprocate.

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**Semipalatinsk teacher's seminar and representative of the Satpayev’s dynasty**

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MSOPE «M.O.Auezov Pedagogical college»

**Introduction to the study**. The bright future of the country is in the hands of the strongest generation of spiritually acquired knowledge and the spirit of patriotism. Pedagogical college named after M.O. Auezov is one of the educational institutions of Semipalatinsk which gives a generation of knowledge and education.The unique material and technical base of the country, one of the oldest educational institutions is 115 years old this year.

**Direction of research**. He is the first representative of the Satpayev’s dynasty. One of the first Kazakh specialists in the Russian language and literature, the first director of the Kazakh Pedagogical College of Semipalatinsk - AbikeyZeynovichSatpayev.

**Purpose of the study:** He studied at the Semipalatinsk Teacher's Seminary. Describing the educational services and works of the Satpayev’s dynasty, modeling his works for the younger generation, studying, teaching and learning in the right direction, activating the work of the “Taglym” program.

**Object of research:**heritage of the Satpayev’s dynasty in the Semipalatinsk region

**I.** Semipalatinsk teachers' seminar and the Satpayev’s dynasty

Semipalatinsk teacher's seminary (now Auezov Pedagogical College) is one of the first educational institutions of Kazakhstan.Semipalatinsk teacher's seminarwas openedin September 23, 1903. Throughout the whole area of the Irtysh, with their traditions and best norms and the best examples of teachers had the teacher’s seminary, it is also famous with its intellectuals as Nurgali and Nazipa Kulzhanovs, the brothers NN. and A. N. Belosljudovs, A.Z. Satpayev, I. M. Malakhov, V. N. Popov.The lesson of the seminary curriculum is training on the following disciplines: religious and church slavic reading, Russian and Church Slavic, pedagogy, arithmetic, geometry, history, science, agriculture, physics, art, provocations, painting and graphics, singing, gymnastics and physical training, practical classes and seminars.

Seminary of teachers prepared teachers for schools and major Russian-Kazakh schools and rural Kazakh schools.

Seminary graduates Satpayev A.Z, Auezov M.O, Zh.A.Aimauytov, K.I.Satpayev, K.Nurmukhametov, B.Sarsenovbecame the teachers. These intellectuals of the nation began their educational, creative, literary and scientific steps from this pedagogical teaching seminary.

Several Kazakhs who studied in the seminary with great enthusiasm were in different ethnic groups. In the seminary from 1905 to 1914 Kazakh Muslim children were studied. They are the brothers Biahmet and Janahmet Sarsenovs, Zhunus Imankulov, Rakhymbai Sapakov, Kenzhebai Kobeyev, Mustafa Shantin, Islam Arapov.The teachers' seminar was opened until September 1920 and is being transformed into the Institute of Public Education. In 1922 two pedagogical technical schools (Kazakh, Russian) were opened on the basis of this educational institution.

**II.**Who gained systematic knowledge at the end of the nineteenth century and actively participated in the life of Kazakh society and worked and showed fruitful results of the country's esteemed teacher, activist, teacher of teachers on the first half of the twentieth century was**Abikey Zeyinuly Satpayev.**

A.Z. Satbaev - A.Bokeikhanov, A.Baytursynov, M.Zhumabaev, J.Aymauytov, J.Akbaev, M.Shokaev; R.Marsekov, H.Gabbasov with a great generation of the Kazakh people - the dream of many centuries, freedom, liberation and struggle for the independence of the country participating in the national liberation movement - Alash party, took part in the revival of education, scattered cruel fate they perished.Abikey Zeynovich Satpayev was born in 1881 in the village of Shadra (then the state farm of Satpayev) of the Pavlodar region (then the district). Information about the mother did not survive. His father Zeyn was the eldest child in his family and was a middle educated in Arabic.Later in 1904 in Semipalatinsk he entered theTeacher's seminary with other Kazakh youth as Akhmetolla Aktayuly Barlybaev- from Bayanaul, Tauekel Nurkinov, Abish Khasenov-their birthplace is unknown and Abikey Zeinovich).

 When Abikey Zeyninovich studied in the seminary, the lesson was taught in four stages - one of the three main classes.Abikey completed the seminary four years later and continues his education for the younger generation.He began his pedagogical career at the Russian-Kazakh school at Bayanaul station in 1908, where he taught children in one of the schools of the Pavlodar region, the following year he was recognized as the best teacher of the Russian-Kazakh school in Pavlodar and invited to teach Russian language and literature, geography and history to the Pavlodar seminary. It was found his photo with the teachers of Pavlodar Russian-Kazakh two- yearsschool.[14;65].

In the beginning Abikey graduated from the seminary in the Russian-Kyrgyz (Russian-Kazakh) school in Bayanaul region. He taught two-years at the Russian-Kazakh school in Pavlodar and in the primary school.

In 1910-1917, Abikey Zeynovich was the director of this school. Later, Abikey Zeynikovich moved to Semipalatinsk teacher's seminary for trainingand then began to teach teachers in all provinces, he became the Head of the city department of public education and the Head of the courses for the improvement of professional skills of teachers.In 1922 he worked as a director in the KazakhРedagogical technical school until 1927. During his time at the Kazakh Pedagogical Institute he was very kind and was a strict person in discipline. He mastered the training in order to master the labor education. The first director of the Semipalatinsk Kazakh Soviet Pedagogical College, a prominent figure in the field of higher education, a high culture, a rich and experienced teacher Abikey Satpayev, could organize his work of a modern organization. His working in the right direction and leadership was very important.

Satisfaction of the cultural desires of people was also the focus of the head of the pedagogical technical school, teachers and students. There is a large choral ensemble, drama and musical groups. They organized many concerts, played scenes and received great respect among people.

The collective of the pedagogical technical school made a significant contribution to the organization of the first Kazakh theater. Murat village near the town was taken over by a technic. Here Abikey was the head himself, with teachers and students several times. He also told about the work of the school and also the necessity of involvement of the Kazakhs in the gardening process. The 50gectar soil he guided for the land using.[17;35].

The Semipalatinsk Kazakh Рedagogical technical school headed by Abikey Satpayev started the organizational period as soon as possible and became the leading educational institution in the country.Satpayev paid special attention to the study of Russian language and literature in Kazakh schools. It was suggested to teach primary education in their native language, from the second to the Russian language as a separate subject.

On December 31, 1925, at a meeting of the methodological bureau of the Department of Education of the Provincial People, he said: "I raise the Russian language with my soul. In the end, only through the Russian language can we get acquainted with the culture of Europe. "

Abikey Zeyninovich who was persecuted in the Soviet Union, remained unemployed, namely: Mannan Turganbaev, Kalel Gabbasov, Timur Zhomartbayev. But they were hired by their Abikey Satbaev. The Soviet government banned the name Satpayev A.Z. He was dismissed from work in the pedagogical technical school at the end of 1927 and was arrested for 3 years in prison for his political views.From 1928 to 1931 he worked as a teacher in working faculty in Omsk, and then at a pedagogical institute in Frunze, Kyrgyzstan. He is a member of the Regional Council of Alashorda and the Regional Land Bureau. He headed the Department of Education of the Governor of Semipalatinsk. The persecution was spread and in 1937 he was shot by false accusations.

**Conclusion:**Generally speaking, how many generations of the nation's generations have been brought up in the history of the country ” a special place”. From the teacher's seminary to the present day college, the name and pedagogical heritage of the Satpayev’s dynasty have left an eternal mark. Pedagogical heritage of KazPedTechnikum graduate AbikeyZeinovichSatpaev, whose education, his talents and abilities, his education, pursuing a long way in education and science, left his younger generation an example for the future generations.

We hope that those who are brought up and educated will be able to keep in mind the image of those wonderful people.

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**American cinematography against European- who is the best?**

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Within a broad definition, European film and American film appear to be worlds apart. Indeed, most European films are labeled as ART films in America and only reach a limited audience in the larger metropolitan areas.

Even in Europe, Hollywood dominates the cinema scene. On average, 80% of all films shown in cinemas across Europe are products of the Hollywood factory system. Even in countries like France, with large film industries, American films continue to dominate.

The reason for this is no secret. Hollywood excels at entertaining. Throughout the years it has developed a detailed dramaturgical structure which, by and large, is successful in it’ s storytelling. In the words of Samuel Goldwyn: “*Pictures are for entertainment, messages should be delivered by Western Union”*

Throughout the century, Europe has come to regard cinema as an art form, even to this day. If you surf the net in Europe, film is usually listed under Art & Culture. In America, it is listed under entertainment [1].

The main difference, when referring to the ‘studio’ system of American cinema, vs. European cinema are many and varied. I point out the studio system, because the American ‘indie’ film scene is very large and successful, and often has many auteur directors with what we refer to as having European sensibilities.

With that said, the main differences between The American Studio System and European Cinema are as follows:

* American cinema generally has big action, and typically CUTS on action.
* European films—particularly ‘French’ films, have less action, and more drama, more dialogue, and typically do NOT cut on action.
* Studio System films tend to have bigger budgets, big special effects, more make up, and major, world famous blockbuster stars. European films are often lower budget, have less special effects, less make up, and often have no major stars, or stars that are only well known in their specific country of origin.
* European films often are slower paced, focused more on dialogue rather than big action, and often reference philosophy, fine art, poetry, culture, or political theory more, whereas American film does this far less.
* European cinema is often influenced heavily by German Expressionism and the French New Wave, whereas The Studio Systems’ proclivities in regard to these aesthetic choices often fall in to the more obscure genre category of what is referred to as Films Noir.
* European films also tend to have more sensuality and nudity (particularly French and Swedish), yet not as a device for shock, but art and aesthetics, whereas Studio System films tend to have sex and nudity more for shocking or gratuitous reasons [2].

And thus appears the question “ Who is the best?”

There is a distressing inevitability about the fact that The Guardian's recent “[1,000 Films To See Before You Die](http://film.theguardian.com/1000films/0,,2108487,00.html)” should be overwhelmingly dominated by American films, thus giving a distorted view of the landmarks in cinema history. At the same time, looking at the [American Film Institute's Top 100 American films](http://www.afi.com/tvevents/100years/movies.aspx) made me think how much richer in masterpieces would be a similar list of non-American films.

Nobody can escape the loud voice of American cinema booming from every newspaper, magazine, television set and website. But American cinema - the most hyped on earth - is also the most predictable, conformist and derivative. Increasingly, Hollywood doesn't make movies, it remakes movies. During the golden age of the Hollywood studio system, America produced much that was cleverly entertaining, despite being restricted by the confines of a conservative ideology and strict stylistic demands. Today, more than ever, American films are brightly packaged unsubtle entertainments mass-produced for intellectually undemanding under-25s [3].

By the highest standards of cinema, American films fall short. There are no living American directors who can compete in innovation and depth with the likes of Theo Angelopoulos, Ingmar Bergman, Jean-Luc Godard, Jean-Marie Straub, BelaTarr, Pedro Costa, Hou Hsiao-hsien, Abbas Kiarostami, Manoel de Oliveira, Alexander Sokurov, Jia Zhang Ke or Tsai Ming-liang.

It has always been thus, but to a far lesser extent. The only American-born film directors that truly belong in the Film Pantheon are John Ford, Howard Hawks and Orson Welles. Emigrés Ernst Lubitsch, Fritz Lang, Douglas Sirk, Billy Wilder and Alfred Hitchcock brought what they had learnt in Europe with them to America [4].

Hardly any technical or stylistic innovation came from America. Right from the earliest days, American cinema seized what they could from Europe, taking the [realist model from the Lumiére brothers](http://holonet.khm.de/visual_alchemy/lumiere.html) and the [studio-confined fantasies from Georges Méliès](http://www.earlycinema.com/pioneers/melies_bio.html). D. W. Griffiths was inspired to embark on his large-scale productions after seeing the Italian epic [Cabiria](http://imdb.com/title/tt0003740/). Most of the earliest screen comedies were made by the French. André Deed was the cinema's first comic star, but the most gifted and influential of the early comic artists was [Max Linder](http://www.cyranos.ch/linder-e.htm), whom Chaplin said was "the professor to whom I owe everything".

Although the first serials were made in America - mostly directed by Frenchman Louis Gasnier - it was Louis Feuillade'sFantomas (1913) and [Les Vampires](http://www.fantomas-lives.com/fanto4f.htm) (1915) that raised the genre to a new level. René Clair's Under the Roofs of Paris and A Nous La Liberté influenced Hollywood musicals in the use of related action and songs, and there was nothing in America to equal the montage experiments of Sergei Eisenstein or Jean Renoir's use of direct sound - both of which were later copied by Hollywood.

American horror movies and film noir came directly from German Expressionist films of the 1920s. Méliès's A Trip to the Moon (1902), YakovProtazanov'sAelita (1924) and Lang's Metropolis (1926) predated most of Hollywood's first efforts at sci-fi. The western is the only home-grown American art form.

The American realist films of the 1950s probably would not have existed without [Italian neo-realists](http://www.inblackandwhite.com/ItalianNeorealismv2.0/index.html) such as Robert Rossellini and Vittorio De Sica. The Direct Cinema, which was developed in the USA in the early 1960s, would not have come about without the example of DzigaVertov's [Kino Pravda](http://people.wcsu.edu/mccarneyh/fva/V/kino-pravda.html) in the early 1920s or the CinémaVerité movement in France.

American indies, which released that films could be made on a small budget outside the studio system, would not have come about if it were not for the example of the [nouvelle-vague](http://filmsdefrance.com/Best_Nouvelle_Vague.html) and the other New Wave movements in Europe, Japan and Brazil. It also took the puritanical American film industry ages to catch up with the sexual revolution, already explored long before in European and Asian films.

I suggest that American cinema - with exceptions that prove the rule - still lags behind the times. For anyone with an interest in films that explore the cinematic language and who sees film as a radical, contemporary art form on a par with the other arts, American cinema holds little interest [5].

We can thank both sides of the Atlantic for outstanding contributions to cinema. I dread to think what cinema would be like without the influence of Hollywood. The clear-cut structure that moves the plot along is vital to the further evolution of cinema. There are those who joke that Hollywood makes just one film a year, with 80 different titles, but there are so many American films that have left their marks on us.

On the other side of the coin, or the Atlantic, it is equally important to remember that cinema is ART. And like all art, it must be analyzed and criticized and twisted and formed.

There are many challenges in store for the future of European cinema - as both art and entertainment, but that contains enough for an article of it’s own.

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**Westernization of the teenage mind exemplified by the students**

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The relevance of the research.Westernization,as a thoughtless loan of the American (USA) or West European way of life in the field of economics, politics, culture and language, leads to the extremely negative consequences. Westernization of the teenage mind bears double harm because teenagers are the future of the country. Double harm consists in the following: firstly, it is the harm done by Westernization to the teenager himself –the denial of domestic and family values, lack of patriotism, desire to leave the native land and get accustomed somewhere in the West; secondly, it is the harm done to the state where the whole generation of young people will live, the generation that sincerely believes that everything that occurs here, is unusable, unnecessary, uninteresting and wrong. And everything that is correct, interesting, necessary and suitable exists in the West.

Problem of the research. Our country has a lot of people and things to be proud of. These are great writers, poets, scientists; achievements in the field of sciences, space researches, sports, culture, etc. We may be proud of many pages of our history as well. However, in real life, teenagers are not proud of theircountry;they are ashamed of the very concept "Kazakh". The concept of “patriotism”, that was always vivid in Kazakh people, is rapidly disappearing.

The object of the research is a group of students (Technica-economical College).

The subject of the research is the negative influence of Westernization onthe minds of young generation.

Hypothesis of the research.It is supposed that 50% of the students have been already negatively westernized.

Purpose of the research. The author aims: firstly,to study sources on the subject; secondly, to research negative impact ofWesternization on the minds of the teenagers who are studying at college; thirdly, to count percentage of the students negatively influenced by Westernization; fourthly, to find the reasons of negative Westernization and at last, to state ways out of the current situation.

Westernization is a process by means of which the country or society adopts customs and institutes characterizing the Western world. It is possible to recognize two approaches to the concept of westernization. They are the approaches of supporters and opponents. There is an opinion that Westernization helps society to be developed and modernized. On the other hand, it undermines local customs and values. In other words, it is possible to note two parts of Westernization – positive and negative. The positive side of Westernization is the progress leading to improvement of people’s life in all the aspects, which occurs without damaging traditional customs, values, beliefs, and national pride.

Practically, Westernization is characterized by all the signs which areusual for globalization. The difference lies only in one point - Westernization has a subject. Therefore this process doesn't lead to formation of a "network" society. It creates the world operated from the united centre on the basis of the uniform principles.

The negative side of Westernizationis the phenomenon opposite to patriotism. It consists in blind recognition of all western goods, services, cultures and traditions. In especially started cases, it is abuse and sneering over a domestic production.

Where does Westernization of the people’sminds really lead? It is especially sharp, if we are talking about the mind of younger generation. The most widespread consequence of negative Westernization leads to the fact that majority of teenagers doesn't want to live in their native land. Teens consider immigration to "more suitable countries", such as the USA, Germany, Great Britain, France, etc., to be the most important desire of their life.

However, it is necessary to take into considerationthe so called “mood” indicator. The real readiness is stated on the level of about a percent or one and a half. First of all, people desiring to emigrate are the educated youth living in large cities. In other words, it is the generation of the yesterday’s teenagers.

The characteristic feature of the Kazakh Westernization bears the consciously organized character.Introduction of the western values into the society (especially, the norms of business and culture) is firmly proclaimed. Traditional cultural values appear to be deeply outdated and harmful.

As a result, performances and publications of the Kazakh experts in the field of economy, finance and culture are full of western words and notions. Public people and politicians, television and radio commentators use the western economic and financial terms mostly. Words like "price list", "business plan", etc.are heard very often. These phenomena become ordinary ones. Common people insert foreign words of English origin into their everyday speech. Teenagers find it nice and modern to use such words as “hello, looser, gamer, and cool, respect, etc.”, though all the foreign words have Kazakh equivalents.

The basic values of society, standards and norms of activity, the rule of behavior are transmitted to new generations through the upbringing system and education. Thus, preservation of cultural identity is guaranteed. Nowadays, the upbringing system and education are exposed to the mostly forced Westernization. Despite of the rapid westernization of education, modernization in the field of education causescriticism from the conservative sectors of society. They claim that it leads to decrease of the educational level. Also, it will increase "brain drain" from the country througheducational Westernization assuming diplomas of Kazakh students to be clear to foreign employers.

Westernization of the mass media is seen clearly. Western music, films, different programs drive out Kazakh music, films and programs. First of all, it damages young generation who does not listen to Kazakh songs, watch Kazakh films, cartoons and different programs. The older generation was brought up on the Soviet television. The usual idols were soviet actors, singers, sportsmen and scientists. The younger generation has different idols such as Terminator, Donald Duck and so on. They admire Kazakh actors and singers rarely. The usual idols are mostly of the American, French and German origin.

Adolescence, or the transition period is a stage of maturation and development of a personality, indicating the transition from dependent childhood to independent and responsible adulthood. Social self-determination and the search of itself arelinked with the formation of a worldview. The worldview is a look at the world as a whole system of ideas on the general principles of life. Adolescence is the period between the ages of 15-18, which is a crucial stage for making the own worldview. Adolescence is also characterized as the increase in knowledge and the immense expansion of mental horizons. It is undeniable that a teenager is more susceptible to Westernization than an adult.

Values ​​of our national culture are forced out by the foreign stereotypes. The national values are substituted for values known as "the American way of life" in its primitive version.

However, Westernization of cultural interests has a broader scope of application: art images are built on the level of group and individual behavior of young people and are manifested in terms of social behavior such as pragmatism, brutality, excessive desire for material well-being. Nowadays these trends are present in the cultural self-realization: there is a reckless disdain of such "old" values ​​as a courtesy, gentleness and respect for others for the sake of fashion. Advertisements prevailing on our television screens and movies of dubious quality are not at all harmless from that point of view.

The present research was carried out on the students from college. In total, there were 30 people, 15 girls and 15 boys. The questioning took place in September of 2017.

The research showed the following results: 42% of respondents are negatively influenced by Westernization; 41% of respondents prefer life in Kazakhstan; 17% of respondents are notprone to any of the given sides. The error value is 0, 5%. The hypothesis of the research was not confirmed. It was supposed that 50% of respondents are negatively westernized. The real number is 42, 16%, that is 7, 86% less of the supposed number.

The largest number of respondents consider their knowledge of English as good but not ideal. The similar number of respondents says the same about the native language. At the same time only one third of respondents know the meaning of the OldKazakh words, though the words are not completely forgotten, they are very often used in classical Kazakh literature. Nearly all respondents know the meaning of the English words and actively use them in everyday life. Here lies the tendency of mixing both languages. Most teens actively absorb and use English words, and only a small part of them is against. For any reason it may be caused by some patriotism or slowdown of the English language.

The respondents think that young people are addicted to the West because education in the West is better and it is easier to make a successful career there than in Kazakhstan. They also consider that music, films and fashion are better in the West.

The teens believe that life in Kazakhstan would be better through improving the level of education and through canceling the Common National Testing. They also stand for better housing of young people. Some of them think to make life better through improving political situation in the country. Most of them would like to live in clean towns and cities and reduce the number of the homeless and unemployed.

There are several directions to further development of the present research.

First of all, it would be interesting to know who, girls or boys, are more negatively westernized.

Secondly, it would be informative to trace the dependence of Westernization on English language level of young people.

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