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S. TORAIGHYROV PAVLODAR STATE UNIVERSITY

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С. ТОРАЙҒЫРОВ АТЫНДАҒЫ ПАВЛОДАР МЕМЛЕКЕТТІК УНИВЕРСИТЕТІНІҢ РЕКТОРЫ, С.Ғ.Д., А. А. ӨРСАРИЕВТІҢ АЛҒЫ СӨЗІ

Құрметті қонақтар мен зиялы қауым!

Сұлтанмахмұт Торайғыров атындағы Павлодар мемлекеттік университеті қабырғасында өтіп жатқан «Білім және ғылым тілдік тосқауылдарсыз» атты халықаралық ғылыми-практикалық конференциясына қош келдіңіздер!

Елбасымыз Нұрсұлтан Назарбаев «Қазақстандықтардың жас ұрпағы кем дегенде үш тілді білулері тиіс: қазақ, орыс, ағылшын тілдерін еркін меңгерулері қажет» деп білім беру жүйесінде тілдердің үштұғырлығын міндеттеп отыр. Көптілді білім беру бағдарламалары студенттеріміздің заман талабына сай бәсекеге қабілетті маман болуына септігін тигізуде. Демек, көптілді білім беру – бүгінгі заманның талабы.

Сұлтанмахмұт Торайғыров атындағы Павлодар мемлекеттік университеті мемлекетіміздің болашағы өресі биік, кемел білімді азаматтарды өсіріп, білікті мамандарды даярлау үшін ұлттық рухани мұралар мен әлемдік озық ойлы жаңалықтармен ұштастырған сапалы білім алуына жол ашады.

Dear guests!
Dear participants of the conference!

From the bottom of my heart I greet you at the opening of the international research and practical conference "Education and Science: No Language Barriers". Holding events devoted to the issues of polylingual education within the walls of PSU named after S. Toraigyrov has become a good tradition already.

In the Message of the Republic of Kazakhstan President Nursultan Nazarbayev to the people of Kazakhstan "Kazakhstan-2050" Strategy: new political course of successful state", he notes the necessity of polylingual education, active implementation of foreign languages in the programme of teaching at educational institutions. "Trilingualism should be encouraged on the level of state. We must make a lunge in learning the English language. The ability to use this "lingua franca" of modern world will open for each citizen of our country new boundless possibilities in life" – that's what this programme document says. As of today, we have made specific steps towards the inculcation of this model of education: standards of education are being reformed, special divisions are established where teaching is conducted in the three languages. The knowledge of Kazakh, English and Russian gives our younger generation key to new technologies, creates conditions for world enculturation.

Specially marked should be those of our colleagues who deal with this direction of work at our university. These are the training research and practical centre of Kazakh language intense learning and polylingual education and Foundation faculty. Pavlodar State University realizes a three-step training of highly qualified specialists in undergraduate, graduate and post-graduate programs. Alongside the specialties of technical, natural-scientific and humanities profiles, we conduct training in philological and language specialties, teach special disciplines in the three languages, and introduce the level system of teaching Kazakh, Russian and foreign languages.

Important directions of the work of our university are: academic mobility of students and faculty with educational purposes, mobility of educational programmes and institutional mobility, integration of international measurements and educational standards in our educational programmes, and engagement of foreign scholars and scientists in accord with the essential principles of Bologna Declaration. All this promotes successful development of polylingual education in the university.

With the view of polylingualism popularization, we regularly hold scientific events with the participation of Kazakhstan's linguistic scholars, teachers of English who came from the USA via some international programme, teachers of Pavlodar oblast schools, doctoral students, graduate students and undergraduates of the university.

Just recently, at the beginning of this May, Centre of EXPO-2017 volunteers training was created at our university. The innovative activity is oriented towards the specialized training of trilingual volunteers for EXPO-2017 in Astana.

We can say with full confidence that Pavlodar State University named after S. Toraigyrov has become an actual centre of polylingual education for talented young people of Pavlodar-Irtysh region.

I am sure that the participants of today's conference will be able to get much useful information, exchange ideas, and obtain a precious experience of communication with colleagues.

I wish the participants of the conference successful and fruitful work!

OIL AND GAS INDUSTRY DEVELOPMENT IN KAZAKHSTAN

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I chose this topic due to the current economy of Kazakhstan, largely the foundation our dismal science show up oil and gas industry.

Overview.

The oil and gas industry is the major and most rapidly growing industry in Kazakhstan. Oil and gas revenue accounts for a significant part of Kazakhstan's GDP, its Budget and foreign trade receipts. Kazakhstan holds vast hydrocarbon reserves, including potentially the third largest oil reserves in the world, following Saudi Arabia and Iraq. Proven sea and land hydrocarbon reserves of Kazakhstan are estimated at about 30 billion barrels. About 70 % of those reserves are located in the west of Kazakhstan and a considerable majority of them are associated with salt deposits at the depth of more than 5000 metres. Potential oil reserves of Kazakhstan (located mainly in the Caspian Sea region) are estimated at 60 billion barrels.

The majority of hydrocarbon reserves are located in the oil- and gas-rich regions of Kashagan, Tengiz and Karachaganak. The discovery of the Kashagan Field in 2000 is considered to be the largest oil field discovery in the last 30 years. The Kashagan Field, located 80 kilometres south-east of the city of Atyrau in the northern part of the Caspian Sea region, is operated by Agip KCO. The field is estimated to hold a maximum of 38 billion barrels of oil, of which 13 billion barrels may be potentially extracted by re-injecting acid gases. The Tengiz Field (located along the north-east coast of the Caspian Sea), whose estimated commercial oil reserves are about 6 billion barrels, is operated by Tengizchevroil whose major shareholders are Chevron, ExxonMobil, KazMunaiGaz and LUKArco.

KazMunaiGaz: the national operator

KazMunaiGaz exercises control over Kazakhstan's oil and gas management, including control over compliance with oil extraction and trade contracts. Moreover, KazMunaiGaz is actively involved in developing the strategy for the use of hydrocarbon reserves, pursuit of the national policy for the oil and gas sector and holding tender proceedings related to operating in the oil sector. In addition to that, the Ministry of Energy and Natural Resources may use the services of KazMunaiGaz in preparing expert's opinions on oil projects, maintenance of oil wells, monitoring extraction, transport and processing activities in respect of hydrocarbons, and other issues involved in operating in the oil and gas sector.The major subsidiaries of KazMunaiGaz are: KazMunaiGaz Exploration & Production, KazTransOil, KazTransGas, Atyrau Refinery, Kazmortransflot, Atyrau International Airport, Eurasia-Air Helicopter Company and KazTransCom Telecommunications Company.

Oil and gas production

The government of Kazakhstan forecasts that the domestic oil production will reach 90 million tonnes annually by 2010 (1.8 million barrels a day) and 150 million tonnes annually (3 million barrels a day) by 2015. The majority of oil is expected to be produced in the Tengiz, Karachaganak, Kashagan and Kurmangazy Fields (the Kurmangazy Field is located on the sea border between the Russian Federation and Kazakhstan). Gas production in Kazakhstan has significantly grown since 1999, following the enactment of a law whereby users of mineral deposits were obliged to take gas utilization projects into account in their business development plans.

Gas production in Kazakhstan is expected to reach about 52 billion cubic metres in 2010 and about 79 billion cubic metres in 2015.

Transport

The development of the transport infrastructure was an important growth factor for hydrocarbon production in Kazakhstan. Oil and refinery products are transported in Kazakhstan using the following three modes of transport: oil pipelines, sea and rail transport.

Kazakhstan has an oil pipeline network of more than 6,400 kilometres and 39 pumping stations. KazTransOil, a subsidiary of KazMunaiGaz, is the monopolist in the market for pipeline transport services and delivers about 80 % of oil produced in Kazakhstan.

Now, a lot of emphasis is put on the throughput capacity project carried out by CPC, an oil pipeline consortium. CPC's oil pipeline accounts for the largest proportion of oil exported from Kazakhstan and the volume of oil flowing through the pipeline is gradually growing. The CPC oil pipeline became operational in 2001 and is an important export route. The pipeline is 1,510 km long and links the Tengiz Oil Field, through the Russian Federation, with the CPC sea terminal on the Black Sea, near the Russian port of Novorossiysk.

Oil from the oil fields in the Atyrau and Mangistau regions is pumped through the Uzen-Atyrau-Samara (UAS) pipeline to the Russian Federation. The UAS pipeline system is about 1,500 km long and links Uzen in the south-west of Kazakhstan, the city of Atyrau and (across the Russian border) the Russian Transneft system in Samara.

Yet another export destination is to be created on completion of the Kuryk-Baku-Tbilisi-Ceyhan transport system using which oil would be transported from the Kazakh coast of the Caspian Sea to Baku and further on through the Baku-Tbilisi-Ceyhan (BTC) pipeline. The BTC pipeline transports crude oil from Baku in Azerbaijan to a new sea terminal in the Turkish port of Ceyhan on the Mediterranean coast and is the first direct pipeline between the Caspian Sea and the Mediterranean.

As far as the development of new markets is concerned, the completion of the Atasu-Alashankou pipeline in November 2005 was a major development. This is the first part of the pipeline from Kazakhstan to China. The second project stage, i.e. the construction of the Kenkiyak-Kumkol-Atasu pipeline, is going to be completed in the years 2011-2035.A pipeline from Kazakhstan to Iran via Turkmenistan is also proposed. Kazakhstan is also interested in transporting oil across the Black Sea to the reversed Odessa-Brody pipeline. With a view to enhancing its sea transport capabilities, Kazakhstan has begun to create its own tanker fleet.Rail transport used to be the main mode of transport for Kazakh oil before the launch of the UAS and CPC pipelines. The railway infrastructure remains an alternative mode of transport.

The domestic market for oil processing

The processing industry in Kazakhstan consists of three major refineries which provide refinery products to the northern region (Pavlodar), the western region (Atyrau) and the south region (Shimkent) and have a combined oil processing capacity of 345,093 barrels a day. The Pavlodar Refinery is mainly supplied with western Siberian oil on the basis of swap transactions, the Atyrau Refinery processes oil only from western Kazakhstan and the Shimkent Refinery processes oil from south-western Kazakhstan at the moment. The production capacity of Kazakh refineries is often underused as local prices for refinery products remain low, therefore oil producers prefer to export oil to international markets..Kazakhstan is one of the few former Soviet Union republics which have a record of rapid economic growth in a stable political environment. Solid export growth rate on high oil prices and growing output have enabled Kazakhstan to achieve a real GDP growth rate of nearly 10% in recent years, which is more than the 6.8 % GDP growth rate in the Russian Federation over the same period and equals China's growth rate. The very high GDP growth rate has been attributable to a large extent to growing prices of natural resources in recent years. The dependence of Kazakhstan's economy on oil is its major structural weakness. Strong exports result in the appreciation of Kazakhstan's tenge against the US dollar. The challenge is similar to the one faced by the Russian Federation, i.e. how to diversify Kazakhstan's economy by developing non-primary sectors. Kazakhstan's banking system is also rapidly growing, thanks to well-thought out reforms and effective regulation. However, it is still lagging behind the banking systems of the West, both in terms of its size and involvement in the real economy. A pension system reform was carried out in 1998 and now there are 18 pension funds in Kazakhstan which mainly invest in debt instruments, including corporate and government bonds (including Kazakhstan government's Eurobonds). Kazakhstan was the first CIS country to obtain an investment class rating from all the three major rating agencies in the world: Moody's Investors Service, Standard&Poors and Fitch.

Conclusion

In spite of dirty oil east countries propose a joint business. Now because of oil and gas produced a wide variety of products synthetic fibers, plastic,organic acids, petrol, alcohol, synthetic solvent and more. One of the most important reason Is the properties of the oil.

So to say in recent years, Kazakhstan is becoming an increasingly important player in the world global energy market. Having the biggest divorced reserves of crude oil in the area of Kaspi every day produced 1,3 million barrels amount of 1 million barrels for the volume expert. The government plans by 2015 to increase production to 3,5 million barrels per day caught up with indicators of Iran.

At present, Kazakhstan is on the 13 pace in the world on the oil reserves, and by volume production now 26 place, although has real opportunities to enter the 6 in the world. According to the Agency on Statistics Kazakhstan is the second after Russia (among the CIS countries) oil producer, and among the 90 countries of the world community is included in the first thirty of the Republic of unique reserves oil and gas field.

A characteristic feature of the modern oil productions an increase in the global structure of the world's resources of hard - share stocks. The tendency depletion of light oil in the world has increased interest in hard – to oil. One of the factors attributing oil in the world is growing interest in hard-to their as I mentioned above the viscosity and high content of paraffin.

Oil and gas sector of the country has its own internal structure, within which are the following constituent elements: production, transportation, refining of oil and gas.

Consider the role of the growth in oil production in solving economic problems of Kazakhstan, what is the impact on the oil industry in ensuring the economic independence of the state and economic stability in the country.

It is known that the growth of oil production provides an increase in tax revenue of the country, oil production is the largest contributor to the revenue side of the budget and, therefore, guarantees financial support to other sectors of the economy and social sphere, as well as contributes to improvement of quality standards of the population. Vice Minister of Oil and Gas L.Kiinov noted that the oil industry "has been a and remains a major and growing sector of the Kazakh economy, which provides a significant portion of GDP, budget revenues and foreign exchange earnings in the country.

LES LANGUES ÉTRANGÈRES EN RUSSIE : UN POINT DE VUE HISTORIQUE ET ÉCONOMIQUE

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Nous tenterons ici de présenter les avantages de l'apprentissage du français en Russie. Notre argumentation empruntera trois pistes de réflexion.

La première concerne la longue tradition de l'enseignement du français en Russie, liée à l'importance du patrimoine intellectuel que représente la culture française en Russie.

Nous passerons ensuite en revue la situation actuelle de l'enseignement du français de nos jours.

Finalement, nous examinerons les atouts de l'apprentissage du français dans le monde des affaires en Russie.

Les origines de l'enseignement du français en Russie.

C'est sous le règne de Catherine II de Russie que l'Empire commence à élaborer un système éducatif digne de ce nom. Motivée par la volonté d'appliquer les idées des Lumières, elle cherche à instaurer un système exemplaire, d'abord pour les élites puis, progressivement, pour les autres couches de la société.

Cette volonté de se moderniser pousse la société russe à se tourner vers le pays ont le rayonnement était le plus grand à ce moment-là, à savoir la France. Comme la pratique de la traduction était quasiment inexistante, ce rapprochement a obligatoirement passé par un apprentissage de la langue française.

L'impératrice confie cette tâche à Ivan Ivanovitch Betzky, un spécialiste des théories pédagogiques des Lumières. Il s'inspire non seulement de Rousseau, Montaigne ou Fénélon, mais aussi d'expériences pédagogiques danoises ou autrichiennes (sans compter l'héritage de la Perse ou de la Rome antique).

En 1764, Betsky publie un projet général de l'éducation de la jeunesse des deux sexes, ainsi qu'un Statut des différents établissements éducatifs, dans lequel il préconise notamment l'interdiction des châtiments corporels, une bonne hygiène, ou encore une saine émulation entre les élèves.

Le problème qui se pose à l'époque est le recrutement d'enseignants à la fois qualifiés et partisans de ces théories révolutionnaires pour l'époque. C'est un savant français qui est mandaté pour occuper le poste

de directeur des études du Corps impérial des cadets. C'est lui qui a traduit en français les directives de Betzky, qu'il présente comme la pointe du progrès en matière de pédagogie.

A cette époque, le latin perd de son importance dans les échanges internationaux, et la mise en place d'un système éducatif totalement nouveau en Russie conduit à négliger le latin au profit du français :

«Il nous parait superflu d'enseigner aux cadets l'usage de la langue latine. Cette langue sera efficacement suppléée par la langue française, aujourd'hui la plus généralement répandue et dans laquelle sont traduits tous les meilleurs auteurs anciens» (Betsky).

On voit donc que la Russie s'est servie du français comme langue de communication, ce qui permettait de non seulement de s'approprier les idées contemporaines, mais également les auteurs de l'Antiquité grecque et romaine.

Mais le français ne permettait pas uniquement de découvrir les textes littéraires ou philosophiques de l'Antiquité. Le Traité de l'Art militaire, de Végèce (auteur latin du VIème siècle), était également un objet d'étude important dans le corps impérial des cadets :

«Végèce fournira encore de bonnes instructions pour les gouverneurs. On peut également apprendre de lui, l'art de la guerre, et la langue française, par le moyen d'une bonne traduction, de l'édition de Paris de l'année 1759» (Betsky).

Le français occupait une place considérable dans l'emploi du temps de l'école impériale des cadets: les horaires y consacraient sept leçons de deux heures hebdomadaires par semaine (et huit pour le russe).

«Comme la langue française est après la russe celle qu'il importe le plus aux élèves de savoir, on ne saurait la leur rendre familière, et comme elle est difficile, il faut les y exercer presque chaque jour (…). Les élèves n'oublieront jamais leur propre langue, mais ils peuvent oublier les autres» (Betsky).

La langue française est ensuite progressivement introduite dans les autres matières (notamment les sciences naturelles), si bien qu'à partir de l'âge de quinze ans, les cadets n'ont plus de leçons exclusivement réservée au français. Ils font des traductions françaises pendant les leçons de russe, et étudient des ouvrages comme l'Artillerie et la tactique de Leblond ou l'Abrégé de Mécanique de Trabaut.

Mais la langue et la culture française ont également pénétré les couches aisées de la société russe dont les enfants ne suivait pas de formation scolaire, grâce au rôle important joué par les précepteurs. Nous citerons à ce propos un passage du texte d'introduction du séminaire «Le précepteur français en Europe» qui a eu lieu en septembre 2009 au Centre franco-russe de recherche en sciences humaines et sociales de Moscou:

«Le précepteur incarne certains des traits marquants du Siècle des Lumières, il fait figure d'ambassadeur de la République des Lettres, particulièrement à la périphérie de l'Europe. Les précepteurs français vont en Russie comme des «missionnaires de l'esprit nouveau», selon le mot d'un historien : ils y apportent l'idiome véhiculaire de l'Europe civilisée, le français, mais aussi un certain code de politesse que leur clientèle d'Amsterdam ou de Saint-Pétersbourg pense être directement issu des antichambres de Versailles».

Dans le monde aristocratique russe du XIXème siècle, parler français était considéré comme indispensable à l'acquisition d'une bonne éducation. Les nombreuses citations en français que Tolstoï a inséré dans le célèbre roman guerre et paix le prouvent bien.

L'enseignement du français en Russie aujourd'hui

Même si le français a gardé un certain prestige durant tout le XIX ème siècle, la France a considérablement perdu de sa puissance économique et politique (notamment à cause des désastres militaires causés par Napoléon). Les liens entre la France et la Russie se sont progressivement amenuisés, et la langue française a cédé sa place prépondérante à l'allemand.

Depuis la fin de l'ère soviétique, le français a encore perdu du terrain. La suppression du système de quotas favorisant son apprentissage, et l'attrait grandissant de l'anglais ont fortement réduit le nombre d'apprenants de français en Russie. Il reste cependant la troisième langue la plus apprise après l'anglais et l'allemand.

Cependant, d'après le site Francomania.ru (un site consacré à l'enseignement du français en Russie), le français possède des atouts pour se positionner comme deuxième langue étrangère dans les écoles et les universités russes lorsque la réforme du système éducatif en cours intégrera une seconde langue obligatoire dans les cursus scolaires.

Outre le prestige culturel dont jouit encore le français en Russie, les échanges commerciaux franco-russes et l'implantation d'entreprises françaises en Russie se développent, si bien que que la mobilité scolaire et universitaire entre la France et la Russie est en plein essor. Enfin, la mise en place d'un réseau d'alliances françaises et d'un corps enseignant motivé et de grande qualité sur tout le territoire russe fait que la présence de la France est de plus en plus visible.

S'il est parfois proposé en première langue dès la 5ème classe (6ème française), le français est la plupart du temps proposé comme deuxième langue, après l'anglais et en concurrence directe avec l'allemand.

Les écoles à enseignement renforcé proposent un enseignement d'une langue étrangère est dispensée depuis la première classe (CP français). Il existe en Russie une centaine d'écoles à enseignement renforcé du français qui forment les meilleurs apprenants de français dans le système scolaire russe. Un projet de renforcement de ce réseau, financé par le Ministère français des affaires étrangères, est en cours de réalisation.

Les étudiants de français première langue se destinent principalement à des carrières de professeurs de français et d'interprètes, alors que le français deuxième langue constitue un choix à visée professionnelle: français du tourisme, de la banque, de l'assurance, des services et de l'industrie. Notons aussi que de nombreux étudiants choisissent le français pour accéder à une formation universitaire complémentaire en France.

L'anglais, langue nécessaire mais pas suffisante

Il est évident qu'au niveau mondial, l'anglais occupe la première place, non seulement dans le monde scientifique, mais aussi dans les échanges commerciaux. On a pensé pendant longtemps que l'usage généralisé de cette langue suffirait à régler toutes les affaires à caractère commercial.

Cependant, depuis quelques années, on remarque un intérêt croissant pour d'autres langues étrangères: en effet l'usage de l'anglais est devenu tellement massif que sa seule maîtrise ne constitue plus une compétence distinctive en tant que telle.

En d'autres termes, maîtriser l'anglais n'est plus un critère de sélection: que ce soit dans le monde économique ou dans le domaine scientifique, il est devenu normal de parler anglais, au même titre qu'il est normal de pouvoir écrire des courriels ou trouver des informations sur internet.

D'autre part, le recours seul à l'anglais favorise l'hégémonie d'un type de pensée et de culture unique. La mondialisation et le développement rapide de la société de l'information nécessite une plus grande sensibilisation aux dialogues entre cultures et à la compréhension de l'autre.

De plus en plus d'acteurs de l'économie sont d'avis que la seule connaissance de l'anglais ne suffit pas aux rapports efficaces et durables avec les partenaires commerciaux. De plus, plusieurs études ont prouvé que la connaissance de plusieurs langues favorise l'esprit de créativité et d'innovation dans les entreprises.

Les exigences en matière de connaissances langagières se sont donc déplacées vers une deuxième langue l'étrangère que l'anglais. Cette deuxième langue peut être une grande langue de communication, comme le russe, l'espagnol, l'arabe, ou le chinois. D'autres, comme l'allemand ou le français ont comparativement moins de locuteurs, mais sont des langues de pays qui sont importants du point de vue économique.

Le français, un véritable atout

S'il n'occupe que la dix-neuvième place mondiale en nombre de locuteurs, il est indéniable que le français est une langue de communication internationale reconnue. Si l'on croise tous les facteurs susceptibles de définir l'importance d'une langue, il s'avère que le français est la deuxième langue la plus importante au niveau mondial, juste après l'anglais (Calvet, 2014).

Cette langue constitue par ailleurs une voie royale vers l'acquisition d'autres langues romanes: sa connaissance facilitera l'apprentissage ultérieur de l'espagnol, du portugais ou de l'italien.

Le fait de parler français sera également d'une grande aide pour qui souhaite s'installer dans d'autres pays très attractifs en ce qui concerne l'immigration, comme le Canada, la Belgique et la Suisse.

Le français est une langue officielle et de travail dans des dizaines d'organisations internationales, Amnesty International, l'Union Européenne, Interpol, le Comité Olympique International, l'Organisation du Traité Atlantique Nord, la Croix Rouge les Nations Unies et l'Organisation Mondiale de la Santé (OMS).

Le français, langue utile du point de vue économique

Les sources actuelles s'accordent en général pour dire que la France est la cinquième puissance économique mondiale. Nous citerons à ce propos quelques informations rapportés par le site «francomania.ru»:

«- Le monde investit beaucoup en France et vice-versa: en 2003, la France constituait la 2ème destination pour les investissements étrangers et elle représente le 2ème investisseur mondial à l'étranger après les Etats-Unis. - La France est également le 4ème pays exportateur au monde. - La France est au 1er rang mondial en ce qui concerne la production de produits de luxe et au 2ème rang des pays exportateurs de produits agricoles, au 3ème dans l'industrie automobile (Renault, Peugeot, Citroën). - La France est le pays le plus visité du monde. Le domaine du tourisme y joue par conséquent un rôle important»

Plus de quatre-cent entreprises françaises sont implantées en Russie, représentant tous les secteurs d'activité. Certaines d'entre elles, comme Renault, Michelin ou Danone y ont même des centres de production.

Outre ces données économiques, il faut rappeler que la France joue également un rôle important dans les domaines des sciences et de la technologie. C'est le leader européen du domaine aérospatial (Ariane, Airbus), et l'un des leaders de la recherche médicale et pharmaceutique.

Certes, l'apprentissage du français est en forte concurrence avec celle de l'allemand: les rapports économiques que la Russie entretient avec l'Allemagne sont en effet plus importants qu'avec la France. Mais très récemment la France a décidé de se rapprocher de manière significative de la Russie: les relations entre les Etats-Unis et la France étant moins bonnes qu'auparavant, le gouvernement français a décidé de se tourner vers la Russie pour de futurs accords commerciaux.

Le français dans le domaine gazo-pétrolier en Russie

Comme notre propos s'inscrit dans le cadre de l'Université du pétrole et du gaz de Tyumen, il convient d'en examiner quelques aspects de la langue française dans ce contexte.

La France n'a pas de gisement de pétrole sur son territoire et est totalement tributaire des pays producteurs pour son approvisionnement. C'est également le cas pour le gaz: de nouveaux accords entre la Russie et la société Suez Gaz de France ont d'ailleurs été passés au début du mois de mars 2010.

Dans tous les secteurs d'activités parmi les entreprises russes ayant des contacts avec la France, il s'agit donc d'un domaine dans lequel le fait de parler français est très important.

Mais qu'en est-il exactement de la langue française, telle qu'elle devra être apprise dans ce contexte?

Cela dépend fortement du niveaux des étudiants: s'il s'agit de débutants ils devront commencer par la conversation de base, de manière à pouvoir se faire comprendre dans leurs futures interactions avec des partenaires commerciaux.

Ce n'est que lorsque ces bases seront bien établies que l'on pourra passer au niveau supérieur, à savoir le vocabulaire spécifique au domaine du gaz et du pétrole.

En pratique, il est illusoire de penser former en français de véritables spécialistes du vocabulaire ayant trait au monde du pétrole et du gaz. Les étudiants de l'Université du pétrole et du gaz de Tyumen n'ont que peu de temps à consacrer à l'étude de cette langue. Il est donc fort probable que ce sera déjà lorsqu'ils seront dans le monde du travail que ceux-ci devront apprendre les termes techniques indispensables à leur métier.

Cela dit, l'essentiel de pouvoir communiquer efficacement dans la langue. En effet, même si les acteurs économiques choisissent d'effectuer les actions les plus importantes (accords, contrats) en anglais, le fait de pouvoir échanger au moins quelques mots dans la langue de son interlocuteur est très utile. Au niveau personnel, le partenaire commercial se sentira honoré qu'un étranger puisse s'exprimer dans sa langue, ce qui ne peut qu'être profitable pour la suite des échanges économiques.

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THE INSTRUMENTAL ANALYSIS RESULTS OF THE RHYTHMIC ORGANIZATION IN GERMAN SPEECH

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The objective in the study of prosodic organization of a rhythmic structure is to determine with the help of instrumental analysis if there are any changes in the patterns of duration, intensity and tone frequency in different rhythmic structures in the studied language on a material of scientific and technical texts (Kalieva A. K., 1992).

Prosodic characteristics of speech are known to form an integrated complex, which is purely arbitrary for the purposes of scientific analysis can be differentiated into separate components (L. P. Blokhina, R. K. Potapova, 1970, 1982)

We analyzed the following parameters: duration (absolute total duration of the rhythmic structure, relative total duration of the rhythmic structure in syntagm, absolute duration of vowels in a rhythmic structure, the relative duration of vowels in a rhythmic structure, the average duration of vowels in syntagm); intensity (total intensity of vowels and sonorants in a rhythmic structure, maximum intensity values of vowels and sonorants in a rhythmic structure); tone frequency (interval of frequency tone on stressed syllables).

In the research the most frequent structures were analyzed, which in the result of auditory analysis took first, second and third places in the ranking series. The first place belongs to trisyllabic rhythmic structure with the stress on the second syllable (3 \ 2), the second - dissyllabic rhythmic structures with the stress on the first syllable (2/1), the third - quadrisyllabic rhythmic structures with the stress on the third syllable (4 / 3). Having analyzed prosodic organisation of rhythmic structure in German scientific and technical texts, we got the following results:

For the disyllabic rhythmic structure:

a) Duration of a stressed vowel exceeds the duration of a post-tonic vowel in all positions. The highest ratio of the duration is seen in the structures that are in the final position. Rare cases are in the initial position, where the duration of the first and second vowels is equal (e.g., $tv_1 = 0.9$, $tv_2 = 0.9$). In the middle position first vowel duration is longer than the duration of the second vowel even in those cases where it is not long (e.g., $tv_1 = 1{,}1$, $tv_2 = 0.4$). In the final position the first vowel duration is longer than the duration of the second vowel no matter whether it is a long or a short vowel ($tv_1 = 1{,}4$, $tv_2 = 0.4$).

b) As for intensity, there is the same trend. The stressed vowel intensity is higher than a post-tonic vowel intensity. The difference is from 5 to 25 dB. However, in contrast to the duration, the highest intensity fluctuations are characteristics for the initial position and the middle position. In the middle and final positions, in contrast to the initial position, there is a decrease in the intensity by the end of rhythmic structure (for example, in the mid-position $iv_1 = 35$, $iv_2 = 10$ in the final position $iv_1 = 25$, $iv_2 = 15$).

c) The movement of tone frequency is characterised by positive interval in the initial and middle positions. Intervals in tone frequency range on the stressed vowel in the middle and initial positions within the range + 7 pt. till + 10pt. Final position is characterized by a zero interval of the tone frequency, which is a marker on the general descending pattern.

For the three-syllable rhythmic structure with a stress on the second syllable:

a) The maximum duration value falls on the stressed vowel in all positions. The greatest differences in duration are in the structures that are in the final position. However, there are some cases where the pretonic vowel duration is greater than stressed vowel duration (for example, in the initial position «Addieren» $tv_1 = 1{,}0$, $tv_2 = 0{,}9$, $tv_3 = 0{,}8$). This is because the "a" has an own maximum duration and «i» has its own minimum duration. As a result, there is a deviation in the values of the stressed vowel duration. The presence or absence of a long vowel in the stressed syllable has no significant effect on the value of the duration. For example, in the mid-position in the structures of 3/2 «gewisse» «sortieren» regardless of whether the stressed vowel is long or short, it has a longer duration than pretonic and post-tonic vowels (eg, $tv_1 = 0{,}6$, $tv_2 = 0{,}9$, $tv_3 = 0{,}4$ - «gewisse», $tv_1 = 0{,}6$, $tv_2 = 0{,}9$, $tv_3 = 0{,}6$ - «sortieren»). The duration of the initial vowel in a rhythmic pattern 3/2 (Vergleichen) in the final position is longer than the initial vowel duration in other rhythmic structures in the same position (gespeichert, von Daten). This is due to the fact, that rhythmic structure is equal to syntagm. Rhythmic structure 3/2 (Vergleichen) is a separate syntagm. The values of analyzed parameters in this syntagm, consisting of one rhythmic structure, differ from the analyzed parameters of other rhythmic structure and with longer duration and intensity.

b) The same trend is observed in the intensity. The intensity of the stressed vowel is higher than pretonic and post-tonic vowel intensity. However, in contrast to the duration for intensity, the greatest differences are typical for initial and middle positions. Final position is characterized by a decrease in intensity at the end of rhythmic structure (for example, $iv_1 = 15$, $iv_2 = 18$, $iv_3 = 10$). The intensity of the second vowel in the initial position is higher than pretonic vowel intensity by 10 dB, and in the middle position by 5-8dB.

c) Movement of the tone frequency has a positive interval. The intervals range in stressed vowels in initial and middle position within +7 to +9 pt, the final position is characterized by a zero interval of the tone frequency.

The following distribution of prosodic features is observed in quadrisyllabic rhythmic structures:

a) Stressed vowel duration is emphasized in all the positions. The lowest duration value in the initial and middle positions characterizes the first vowel of rhythmic structure, for the following vowels (the second and the third) there is a gradual increase in the duration. By the end of the rhythmic structure duration is almost equal to the duration of beginning. This is due to the fact, that in German an increase in the last vowel duration is often because of voiced sound duration «r», reduced vowels «ə», sonorants «m» «n» «η». For example, in the initial position $tv_1 = 0{,}6$, $tv_2 = 0{,}9$, $tv_3 = 1{,}5$, $tv_4 = 0{,}8$; in the middle position - $tv_1 = 0{,}6$, $tv_2 = 0{,}9$, $tv_3 = 1{,}5$, $tv_4 = 0{,}8$.

b) The third vowel intensity is significant in all positions. However, the vowel intensity of the rhythmic structure varies in the initial position. The first and third vowels of the rhythmic structure are marked most of all. We are talking about stress in polysyllabic rhythmic structures (for example, $^{imax}v1 = 30$, $^{imax}v2 = 20$, $^{i\,max}v3 = 30$, $^{imax}v3 = 20$). Third vowel intensity exceeds the second vowel intensity in the initial position by 10-17 dB. In the middle position the stress is not shown, but the third vowel intensity is great (e.g., $^{imax}v1 = 15$, $^{imax}v2 = 15$, $^{imax}v3 = 28$, $^{imax}v3 = 15$). The third vowel intensity exceeds the second vowel intensity in the middle position by the 10-13 dB. The vowel intensity varies slightly in the final position. The third vowel intensity exceeds the second vowel intensity by 5 dB. Rhythmic structure 3 \ 4 «dividieren» is syntagm, which consists of a rhythmic structure. And the values of the analyzed parameters in this syntagm differ from the analyzed parameters of quadrisyllabic structures in the final position.

c) Tone frequency is characterized by a positive interval in initial and middle position. The intervals vary for stressed vowels within +7 to +9 pt. Tone frequency movement is characterized by a zero interval in the final position.

Based on the distribution frequency values we came to the following conclusions. In these structures (two disyllabic with the stress on the first syllable, thrisyllabic with the stress on the second syllable, quadrisyllabic with the stress on the third syllable) on a regular basis, regardless of its position in the syntagm stressed vowels are marked, as a rule, by the maximum duration and intensity. The tone frequency movement entirely depends on the position of rhythmic schemes in syntagm. The tone frequency is characterized by a positive interval in primary and middle positions. Intervals of tone frequency range on the stressed vowel from 7 to 9 points. Tone frequency movement is characterized by zero interval in the final position of the rhythmic syntagm, which is a marker in general descending pattern.

Thus, the hierarchical status of acoustic parameters involved in the design of syllable prominence depends on the position of rhythmic schemes in syntagm. For example, in initial and middle positions the leading role belongs to the acoustic parameter such as intensity, followed by tone frequency and intensity.

A prosodic specificity of German sonants (m), (n), (l), and voiced (η) and vocalised ‘r’ is equally interesting, which characterizes an increasing duration and intensity in rhythmic structure. Sonant duration is usually equal to the duration of adjacent vowels, and in some cases is longer than vowel duration. This refers to the implementation of the sonant that precedes the vowel, and to the realization of sonant following the vowel. Prosodic prominence of all remaining sonants and vocalised ‘r’ in a rhythmic pattern also helps to create a special rhythmic specifics in German.

During the instrumental analysis, we noticed another rule: there is breath catch in all vowels in a position of absolute beginning in bare syllable. This means that vowel in this position is marked by the presence of a particular noise (friction) on the oscillograms (intogramm), the duration of which is equal to 20-40 ms. Consequently, the German bare vowels are characterized by breath catch in the initial position of the rhythmic vocalised ‘’r’’. This can be considered as an additional acoustic feature, marking the beginning of the rhythmic scheme. In addition, there is a regular excess of the duration and intensity in the initial vowel of rhythmic schemes in the position of phrase beginning and syntagm.

All the prosodic features of vowel and sonant realization in a rhythmic structure of German speech suggests that: the phonetic specificity of the German rhythm, considered as a set of different voice quality manifestations and articulation, associated with an increase in the intensity and duration of stressed vowels, sonants, including non-syllabic variants there is a prominent breath catch in all vowels in initial position. This phenomenon is a vowel characteristic not only for content words, but also for auxiliary parts of speech.

Marked by the presence of the intensity and duration of the initial vowel in a rhythmic structure, in the beginning syntagm, positive interval the pitch frequency in primary and middle position.

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LEVEL CONTENT OF LINGUISTIC DISCIPLINES IN THE SYSTEM OF KAZAKHSTANI EDUCATION: METHODIC CONDITIONS OF REALIZATION

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According to «Common European Framework of Reference: Learning, Teaching, Assessment» [1] we have defined anticipated results of teaching second and third languages at schools and universities.

Table 1 – Expected results on acquiring Kazakh, Russian and English languages in secondary and high schools

11- year school	12-year school	Expected outputs
Primary school		
1-4 grades (primary achool) - A1 - A2	1-5 grades (primary school) - A1 - A2 (2015-2020)	**Elementary level** A1 Can understand and use in speech familiar phrases and collocations, necessary for fulfilling specific tasks. Can introduce oneself/smb/ ask and answer questions about place of living, friends, family. Can take part in simple conversation, if a partner speaks slowly and distinctly and is ready to help.
A_0 – pre-school education A_1 –1 grade $A_{1.1}$– 2 grade $A_{1.2}$ – 3 grade A_2 – 4 grade	A_0 – preschool education A_1 –1 grade $A_{1.1}$– 2 grade $A_{1.2}$ –3 grade A_2 – 4 grade $A_{2.1}$– 5 grade	
Secondary school		
5-9 grades (secondary school) – A2 - B1;	6-10 grades (secondary school) – A2 - B1 (2020-2024);	Elementary level A2 Can understand separate sentences and frequently used collocations, connected with basic spheres of life (for instance, information about yourself, members of a family, job, purchasing etc.) Can fulfill tasks, connected with information exchange on familiar topics. Can tell about myself, family, daily routines using simple sentences.
$A_{2.1}$ –5 grade $A_{2.1.1}$ – 6 grade $A_{2.1.2}$ – 7 grade $A_{2.2}$ – 8 grade A_{2+} – 9 grade	$A_{2.1.1}$ – 6 grade $A_{2.1.2}$ – 7 grade $A_{2.2}$ – 8 grade A_{2+} – 9 grade $B_{1.1}$– 10 grade	

High school		
10-11 grades (high school) - B2	11-12 grades (high school) - B2 – C1 (2025-2027)	**Independent user** B1 Can understand basic ideas of messages, made in literary language on different topics, typical for job, leisure etc. Can communicate in most situations, which can appear during visiting a foreign country. Can make a message on interested topics. Can describe events, hopes, strivings, tell and ground an opinion and plans for the future.
$B_{1.1}$– 10 grade $B_{1.2}$ – 11 grade	$B_{1.2}$ – 11 grade $C_{1.1}$– 12 grade	
		Independent user B2 Can understand general meaning of complex texts on abstract and specific topics, including sector-specific texts. Can speak fluent and spontaneous enough in order to communicate with native speakers without difficulties. Can make distinct, detailed messages on different topics on basic topics and express an opinion on the main problem, show mostly advantages and drawbacks of different opinions.
Tertiary education - C1.		
	Tertiary school – $C_{1.2}$	**Fluent user** C1 Can understand complex texts on various topics, perceive concealed meaning. Can speak spontaneously in a fast pace, without difficulty with choosing words and collocations. Use language flexibly and efficiently to communicate in scientific and professional activity. Can make detailed, precise, well-structures message on difficult topics, showing mastering of models of organizing texts.
	High school, post graduate study – C2 (2027-2030)	**Fluent user** C2 Can understand almost any oral or written message, can make textual unity, drawing on several oral and written sources. Speak spontaneously in fast pace and high degree of accuracy, underlining connotations of meanings even in the mst difficult cases.

Description of level features according to school grades and universities will serve as a manual while elaborating state standards for secondary education and standards for professional education, as well as corresponding education programmes and textbooks.

For achievement of the described results it is important to create necessary methodical conditions. The analysis of the contents of training programs and textbooks has shown insufficient compliance to its today's requirements. Now there are possibilities of their improvement at the expense of the special organization of the general language preparation at school and higher education institutions, and also strengthenings of communicative aspect.

Firstly, the whole process of teaching the second and third languages has to be based on a thematic basis. The language system serves thus not as the main means of training material, but only means for mastering speech and communicative competences.

Secondly, consistent approach to level preparation in all languages allows to teach at schools and higher education institutions on a unified speech-thematic basis. In the aim of improving quality of polylingual education it is required unified and single thematic basis of teaching the second and third languages: one class or one group studies the same subject per week. Such organization will make easier the process of communication in nonnative language.

Thirdly, the extralinguistic basis of selection of language material assumes modeling of potential situations of communication within a communication subject, working off of ways of realization of strategies and tactical steps of conducting business conversation, obey rules of speech etiquette, to take into consideration the type of relationship of partners.

Fourthly, at achievement of the described levels of proficiency in languages the special place is taken by definition of the content of work on a communicative orientation of the text which is realized through an author's position «the observer/participant of an event» (the reproductive register of the speech), «the owner of information received from other sources» (the informative register of the speech), «reacting to the perceived information» (the reactive register of the speech), «galvanizing to action» (the voluntative register of the speech), «the advising wise man» (the generative register of the speech). These positions have been defined by us on the basis of the communicative registers described by G. A. Zolotova. Let us show them: The reproductive register is characterized as reproduction by means of language fragments, pictures,

reality events as directly perceived by sense organs of speaker, the observer, localized in a chronoscope; uniform with it (it is real or in imagination).The informative register represents the message about known for speaker the reality phenomena in derivation from their concrete and time duration and from an environmental belonging to the subject. «It is the sphere not of direct supervision, but the knowledge received or as a result of numerous supervision, experience, and usage, or as a result of logical, cogitative operations».The generative register - «the generalization, judgment of information correlating to life experience with universal laws of a world order, with fund of knowledge, its projection for universal time for a temporal framework of this text». This communicative type of the speech reflects «timeless» and in time action which becomes way of property expression, abilities, and characteristics. Therefore, in texts of this type the statics and dynamics of action aren't defined, information is a result of the universal experience covering human knowledge existential extent. Dialogical impregnations in monologue or long remarks as rather independent monologues (for example. the initiative or jet letter) not always keep within in the communicative registers stated above. Therefore, G. A. Zolotova allocates still incentive and reactivity registers of the speech.The incentive register realizes the speech intensions (the order, council, the invitation, the requirement, etc.) turned to the potential performer of will.The reactive register represents expressional and estimated reaction to a speech situation [2].

Fifthly, for achievement of the above-stated levels of proficiency for matering the second and foreign languages it is important to consider the content of educational dialogues and monologues. Each level assumes development of abilities to produce dialogues in the planned spheres of communication and monological statements of a certain genre. For this purpose it is suggested standard content of educational dialogue and a monologue. A1 and A2: an oral and written monologue of descriptive and narrative types of two - three-four microtopics of 4-20 sentences (the volume is distributed on classes); dialogical unities (at an elementary stage) and dialogues of 3-12/15 remarks (the volume is distributed on classes). B1: oral and written monologue of descriptive, narrative types and type of a reasoning; representation in monological statements of communicative registers of the speech as means of expression of an author's position in the text; texts of official style (autobiography, personal letter, electronic messages); educational texts statements; dialogues of 8-15 remarks (the volume is distributed on classes).B2: oral and written monologue of descriptive, narrative types and type of a reasoning; reflection in monological statements of communicative registers of the speech as means of expression of an author's position in the text; texts of official style (summary, characteristic, receipt, letter of attorney); educational texts statements; essays; dialogues of 8-15 replicas (the volume is distributed on classes); polylogues of 10-20 replicas. C1: oral and written monologue of descriptive, narrative types and type of a reasoning; reflection of communicative registers of the speech as means of expression of an author's position in monological statements in the text; texts of official style (the business letter in a professional field of activity); educational texts statements; essays; dialogues of 8-15 replicas (the volume is distributed on classes); polylogues of 15-25 replicas; participation in expression critics towards read/heard information through such forms of communication as discussion; interpretation; commenting; review; evaluation. C2: an oral and written monologue- essay with elements of the description, narration and reasoning; reflection in monological statements of communicative registers of the speech as means of expression of an author's position in the text; texts of official style (the business letter in a professional field of activity); educational texts - statements; dialogues of 15 and more replicas, including informative (micromonologues within a remark) (the volume is distributed on classes); polylogues of 20-30 replicas; participation in expression critics towards read/heard information through such forms of communication as discussion; interpretation; commenting; review; evaluation.

Sixthly, it is necessary to apply effective technologies in teaching foreign languages, which will allow to give maximum results on mastering speech and communicative competences during short academic hours. One can read additional information on functional -communicative and cognitive - communicative technologies of teaching linguistic and non- linguistic subjects in other works of the author [3; 4].

Seventhly, accurate criteria of assessment are required, which will allow to exercise assessment and self-assessment of academic achievements both for trainers and trainees respectively are necessary. There are also works of the author in which one can get more information about the system of criteria assessment at language classes [5].

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GOOGLE NGRAM VIEWER (CORPUS) IN CHOOSING VOCABULARY BY RELEVANCE

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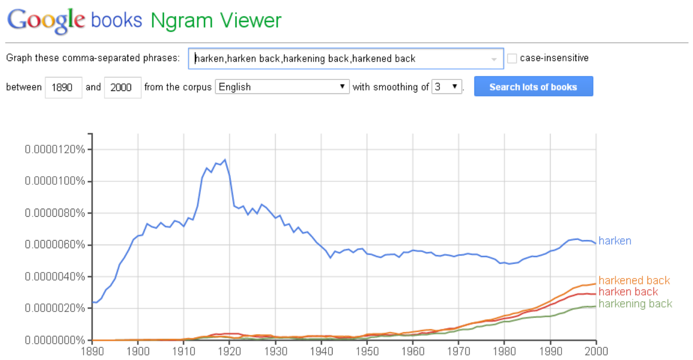
With many textbooks and authentic materials available it is often difficult for a student or even teacher to determine the relevance of a word or phrase. The question of the value of memorizing vocabulary arises. A writer of an authentic material used in the classroom might use an unusual term, and certain old fashioned or regional words creep into our teaching materials. A learner can waste time learning and practicing words that have fallen out of use or which he will not encounter again. An old way to determine the relevance of words was simply to do an internet search and compare the number of results. This method is especially useful for concatenations. For written work, a learner of a foreign language might not be sure of which concatenation is more frequent if choosing between two. The options with more results in a search engine is the desirable one. Still, an even better tool is available for free. Google-N gram Viewer utilizes various linguistic corpora to identify the frequency of words or concatenations over time with the ability to compare. In this article methods of using Google nGram Viewer by a learner or teacher to choose relevant vocabulary will be demonstrated.

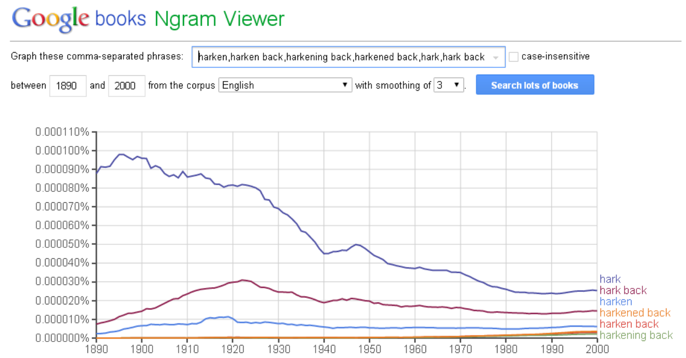
Google NGrams was originally developed by Google Inc. for their machine translation programs (Google, 2006). The program is a part of the Google Books projects. The corpus is based on Google's project to scan and digitally save periodicals and books from the past two centuries in many different languages, is always growing and includes about 3 Terabytes of Data (Google, 2015). Currently there are 21 easily searchable corpora, including those in Russian, Spanish and Chinese languages. Likewise, there are different databases for British and American English, as well as spoken English and exclusively English fiction. If one is working with bookish words or a regionalism, he may compare results between these varying corpora (Google, 2013). Strings of words may also be compared to check concatenations for frequency, as well as words and common concatenations and different grammatical forms. Finally, words may be checked for use over time, revealing to a learner which words are old fashioned and may not be worth remembering (Hug, 2014). I will now describe each of these situations.

Firstly, nGram can search different corpora of English. The following are two nGram Viewer results for the word "lorry driver", a British term for large truck driver. The American English Corpus shows the word used in ~0.0000022266% frequency in 2000. The British English Corpus shows 0.0000139% usage, or about ten times more frequent in British texts. Comparing results from different corpora thus allows a teacher or learner to see if a term will be relevant in the environment he is speaking in by determining where it is more frequently used. Likewise, the same methodology could be used to compare the English Fiction corpus to the General English corpus, thus giving a sense of whether a word is bookish or not. That is, if the word comes up in everyday speech or is usually only in written materials.

Next, let us examine how nGram Viewer can determine the best words to study by grammatical form and concatenations. Often, we meet words that are left over in set phrases from a different time period, or are mostly found in concatenations. In determining if we should study a word out of context or a phrase as a whole, we often have trouble. By using the nGram Viewer, we can see if a term is uttered when separated from a common phrase. For the example, I have chosen the word "Harken" and "Harken back" using both the gerund and past simple forms. To harken is "listen" or "give respectful attention" to something or someone (Hearken, 2015) whereas "harken back" means to "turn back to an earlier topic or circumstance. The Merriam Webster dictionary also notes the first use of "hark back" or "Hearken back" is from 1900, something visually clear from the nGram result (Hark Back, 2015).

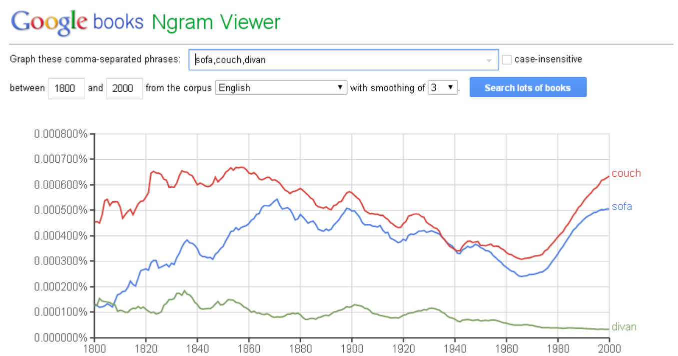


From the graph we generated it is clear that about half of all uses of "harken" coincide with "harken back" and it is certainly worth learning the set phrase. For the year 2000 the phrases "Harken" "harken back" and "harkening back" were used in the following ratios: 0.0000060751%,0.0000029032, 0.0000021351% in that order. This suggests that over half the uses of "harken" are part of "harken back." If we add "hark back' to the nGram we would also see that "hark back" is used many more times than harken in any case.



At a frequency of 0.0000145732S % for "hark back" compared to 0.0000028974 % for "harken back" in 2000, we can see that it might be better to study "hark back" to get the most out of frequency (please note the extra decimal point). These last two graphs demonstrate how nGram can be used to differentiate grammatical variants of similar words as well as concatenations in terms of frequency and value of study.

Now we will turn to perhaps the most useful and interesting aspect of the nGram. The ability to identify out-of-use and old-fashioned terms is vital, especially for those students who read classic literature. Let us take the words "Couch", "sofa" and "divan", all representation a soft, multi-seat sitting area.



The results show the following for the year 1802: Couch 0.0004500755 %, Divan 0.0001540639 %, Sofa 0.0001194217 %. Then we see the set of data for the year 2000: Couch 0.0005057340 %, Sofa 0.0005057340, Divan 0.0000328839 %.

According to the data generated from these words in the nGram Viewer, we can see that the popularity of the words couch and sofa have both remained strong in recent decades (with "sofa" briefly overtaking "couch" in the late 1930s). Unfortunately for "divan", the term has fallen out of favor. We note that divan was more frequently used than sofa at the start of the 19th century, but has since continued to decline in use each year. A learner might encounter this word and think it would be worth studying. However, the nGram acts as a warning: the word will not come in use as its current usage is a tiny fraction of a percent, much smaller than synonyms, and continues to decline.

As we have seen, the Google Books nGram viewer is a free corpus linguistics tools that can help determine which vocabulary words are wroth concentrating on. The different corpora are very useful for a learner or teacher who is attempting to learn the language of today abroad. It is a statistical window into not only the history words but how people actually use them today.

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LE PROCESSUS DE BOLOGNE ET DES PROBLÈMES D'HARMONISATION ET DE TRANSFORMATION DES SYSTÈMES UNIVERSITAIRES DANS LE CONTEXTE CONTEMPORAIN

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La réforme de Bologne est un thème qui suscite le débat dans le monde universitaire. Les nombreuses revendications, parmi lesquelles la marchandisation des études, les taxes d'études, ainsi que la diminution de la liberté académique, proviennent principalement des étudiants, mais aussi le corps professoral. Les acteurs de ce processus ont la vision très différente de ces dispositifs, elle varie en fonction de leur position dans les divers champs en question. Ces différentes interprétations proviennent du fait que le processus de Bologne ne fait pas l'objet d'une conceptualisation précise et n'est pas non plus inscrit dans des textes ayant force de loi.

Le présent travail s'intéresse aux changements survenus dans l'organisation de l'Université de Strasbourg lors du passage au nouveau système de Bologne. Ce nouveau système est entré en vigueur dans les universités à partir de l'adaptation des directives de Bologne.

Par conséquent l'adaptation de la réforme de Bologne à l'Université français était à l'origine des grandes modifications du contexte académique, survenues ces dernières années, dans lequel les acteurs doivent désormais changer leur comportement et leurs objectifs.

Pour ce faire, il sera question, dans un premier temps, de comprendre les idées fondamentales formant la base théorique de l'Université. Il s'agira, dans se sens, de faire une brève excursion historique dans l'histoire de la tradition universitaire européenne. Ce contexte historique, ainsi que les forces engagées dans la réforme de Bologne, ont une importance primordiale pour la compréhension de l'application des directives au niveau de l'Université française aujourd'hui.

Dans le monde moderne plus que jamais, l'université et les universitaires doivent témoigner d'une conscience éthique, c'est-a-dire d›une sensibilité aux valeurs humanes. Cette préoccupation morale doit maintenant faire partie intégrante tout a la fois de l›enseignement des professeurs, de leurs recherches scientifiques, de l›influence politique, sociale et culturelle qu›ils exercent. C›est la que prend tout son sens ce qu›on appelle la fonction critique de l›université, plus souvent évoquée que pratiquée. Il arrive très souvent que l›on affirme que l›université soit une institution politique, économique. Alors que elle est une institution de haut culture, exclusivement dédiée a l›enseignement et à la recherche.

Aujourd›hui, les universités sont arrivées à un nouveau stade de leur existence libertés académiques et objectifs d›ordre éthique, sociale sont surpassés par l›université-entreprise soumise au marché de l›emploi, par les relations contractuelles entre le professeur-producteur et l›étudiant-consommateur, chacun avec ses droits et devoirs bien précis, et avec enseignement et recherche thématique, fonctionnelle, utilitaire et appliquée. L›université aujourd'hui forme de bons spécialistes, vraiment efficaces dans leur profession et dans leur société, mais ils ne contribuent beaucoup du temps à la formation de la personne - porteuse des connaissances.

Elle est très loin des deux principes sur lesquels repose le modèle universitaire conçu par Humboldt: la liberté du savoir et l›autonomie du corps enseignant. Mais les esprits éclairés du dix-huitième siècle pourraient se retrouver dans les discours actuels. Les universités avaient des structures horizontales dans une société verticale d›ordres et de classes. Cela implique que les intellectuels d›origines sociales différentes se rencontraient et discutaient entre autres de culture, de religion et de politique. Ils participent collégialement à la gestion et à l›administration de toutes sortes d›associations universitaires. L›absence d›un équilibre entre continuité et changement, voilà la grand défi qu›ont rencontré les universités tout au long de leur histoire.

L›université aujourd'hui c›est l›université de masse, avec un public très divers. Les tendances récentes montrent que non seulement les professeures, professeurs, étudiantes, étudiants et tout le personnel académique sont de moins en moins considérés comme acteurs principaux du système universitaire, mais qu›au contraire, on tend à les instrumentaliser et à les mettre au service des objectifs réducteurs commandés par le développement économique, dans le cadre de ce qu›il est convenu de nommer la société du savoir, et même de l›économie du savoir.

L'Université est désormais envisagée comme une institution qu'il est stratégique de mobiliser pour relancer la croissance économique européenne et l'emploi, elle doit s'intégrer au triangle de la connaissance «Éducation, Recherche, Innovation» censé contribuer à la compétitivité

de l'Europe sur la scène mondiale et libérer le potentiel d'innovation européen.

Dans-ce contexte, l›université est devenue un facteur du développement économique de l'Etat. La vocation de recherche de l›université devient de plus en plus une vocation économique. Le chercheur universitaire, particulièrement dans certains domaines des sciences, du génie, des sciences sociales, n›est plus le travailleur solitaire qu›il a pu être autrefois. Il n›est pas, non plus, a l›abri des interventions des pouvoirs économiques et politiques qui s›intéressent a ses travaux et a ses conclusions, développent et imposent des priorités de la recherche, des champs ou des thèmes présentant une « pertinence sociale » pour servir de critère de subvention, même pour la recherche fondamentale. On peut dire que la politisation de la fonction économique de l›enseignement et de la recherche universitaires s›inscrit dans «le contexte de l›internationalisation», « globalisation ». Les universitaires font donc face a un double défi pour assurer le rôle de l›université contemporaine : répondre aux besoins de l›économie nationale et en même temps prendre leurs distances a l›endroit de cette exigence.

Beaucoup d›étudiants - la majorité sans doute - quittent l›université avec un diplôme qui atteste des connaissances acquises dans un domaine. Ils savent des choses dans un génie ou dans une science ou dans un art. Mais ils n›ont pas de culture universitaire.

Les acteurs vivent les mutations de l›Université sous la forme d›une tension entre un principe traditionnel et un principe managérial de l›activité professionnelle. Et comme conséquence la culture des relations humaines se présente au sein de l›université très faible. Au lieu d'une culture humaine il apparue d'une culture professionnelle.

«Aujourd'hui l'université devient plus technocratique. Ca conduit notre système des relations humanes vers la crise conceptuelle, qui ne touche pas seulement l'aspect individuelle, mais aussi l'aspect globale. Ce modèle la conçoit comme une organisation à visée d'abord instrumentale, dont les orientations sont déterminées par des besoins particuliers, et notamment par le marché et ses demandes de formation très spécialisées.

L›intégration des éléments nouveaux dans la vie universitaire, comme une partie même essentielle de l›activité universitaire, est un objectif qui obligera les administrateurs et les professeurs a modifier profondément leur perception actuelle, pour adopter celle, radicalement nouvelle, de l›éducation permanente au sens fort de cette expression.

Il en résulte que les universités sont et seront de plus en plus impliquées dans un réseau de rapports complexes avec les pouvoirs économiques et politiques : autorités politiques, hauts fonctionnaires, milieux industriels et d›affaires, monde du travail» [1, 48 p.].

Toute innovation est un processus complexe, incertain et interactif dans la mesure ou il implique un changement au sein d'un collectif à l'intérieur d'une organisation. Les innovations à l'université signifient un changement aussi bien pour les professeurs que pour les étudiants, les organes de gestion, le personnel administratif et les services. Il est difficile d'assurer que le résultat sera positif ou négatif. L'introduction de cette réforme au niveau des universités provoque des changements (mineurs, majeurs ou signicatifs). Je crois fortement que les traditions universitaires représenteront toujours l'ensemble de valeurs le plus important et le plus menacé.

Pendant l'histoire, l'université a été considérée comme un type particulier d'institution, que l'on pouvait distinguer clairement des organisations politico-bureaucratiques. Cette différence a consisté dans son autonomie (par rapport aux acteurs externes) et dans la collégialité (en ce qui concerne son mode d'organisation). Mais les changements des valeurs universitaires et les modifications de l'organisation du travail universitaire peuvent saper cette prétention de l'université à être différente.

Bourdieu a choisie, la formule de Homo academicus pour intituler le livre qu'il a consacré, en 1984, à l'étude de ce qu'il appelle le «champ universitaire».

«…. Il faut appréhender le monde universitaire comme un champ dans lequel s'affrontent plusieurs pouvoirs spécifiques, correspondant à des trajectoires sociales et scolaires et aussi à des productions culturelles irréductibles sinon incompatibles. Il se reproduit par des critères de sélection et de cooptation tacite, par un processus de mise en conformité et de distribution de pouvoirs – et de signes distinctifs – qui leur sont attachés, maintenant ainsi sa cohérence et sa permanence (Bourdieu & Passeron, 1970) [2, 98 p.].

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ROLE OF A PEDAGOGICAL REFLECTION IN LEARNING OF FOREIGN LANGUAGE

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Understanding, the critical analysis and definition of ways of constructive improvement of activity of the teacher is carried out by means of a pedagogical reflection. The concept a reflection arose within philosophy as the principle of human thinking directing it on judgment and understanding of own forms and prerequisites; subject consideration of the knowledge, critical analysis of its contents and methods of knowledge; the activity of self-knowledge opening an internal structure and specifics of an inner world of the person [1].

The volume and polyfunctionality of the psychological maintenance of a reflection, its rich range of signs and properties testify to importance and uniqueness of a place and a role of a reflection in formation of the identity of the person. Reflexive processes are allocated practically in all spheres of psychological reality. Development of reflexive psychology is connected with a name of A. Busemann who for the first time allocated it as independent discipline at the beginning of the 20th century. The word "reflection" comes from late Latin "reflexio" that literally means "the address back, reflection". In the personal sphere of the person the reflection covers both communicative processes, and processes of self-judgment, consciousness:

✓ the reflection is the guarantor of positive interpersonal contacts, defining such partner personal qualities as an insight, responsiveness, tolerance, without evaluative acceptance and understanding of other person, etc. (S. V. Kondratyeva, V. A. Krivosheyev, B. F. Lomov);

✓ the reflection provides mutual understanding and coherence of actions of partners in the conditions of joint activity, cooperation (V. A. Lefebvre, G. P. Schedrovitsky);

✓ the reflection as ability of the person to introspection, self-judgment and reconsideration stimulates processes of consciousness, enriches «I am concept» of the person, is the most important factor of personal self-improvement (A. G. Asmolov, R. Burns, V. P. Zinchenko);

✓ the reflection promotes integrity and dynamism of internal human life, helps to stabilize and harmonize the emotional world, to mobilize strong-willed potential, flexibly to operate it (V. V. Stolin, K. Rogers).

Pedagogical reflection – the appendix of all above characteristics in relation to pedagogical activity. The concept of a reflection was included into pedagogics especially actively only the last decades. It is obviously important to note some moments which accent a reflection role in professional activity:

1. The reflection is necessary at development of professional activity;

2. On its basis control and control of assimilation process is exercised;

3. The reflection is necessary at change of conditions of professional and educational activity;

4. It is one of the main mechanisms of development of the activity.

Therefore, the reflection role in creative, cogitative activity consists in a goal-setting, establishment and regulation of adequate requirements to itself on the basis of correlation of the requirements imposed from the outside, situational specifics of the subject. As in pedagogical process development of the identity of subjects of process is defined by the main thing for today, and development is process internal and to judge its passing well, first of all, to the subject, and the reflection as the act of introspection, introspection, self-reflection allows making an assessment of such development. In pedagogical process reflexive abilities allow his subjects to organize and fix result of a condition of development, self-development, and also the reasons of positive or negative dynamics of such process.

As subject of a pedagogical reflection all parties of pedagogical activity of the teacher have to act. The pedagogical reflection needs to be formed purposefully in consciousness of future teacher [2].

The reflexing teacher is the teacher thinking, analyzing, investigating the experience. It as D. Dewey told, "the eternal pupil of the profession" with tireless requirement to self-development and self-improvement.

Thus, pedagogical reflection helps to leave to the teacher absorption by the profession, to look at it from a position of other person: the teacher, organizing activity of pupils, seeks to look at himself and the actions by eyes of the wards, to consider their point of view, views, representations and desires, tries to understand their emotional state.

The list of tasks and competences of the modern teacher of foreign languages is wider and global, than it took place before. As modern theories, concepts testify, practice of training of teachers of foreign languages has to include such areas: as multilingualism, bilingual, training in the self-organized environment, new understanding of the

teacher as consultant for development of a foreign language and foreign-language culture, cross-cultural education, autonomous training, a certain level of development of a reflection.

Learning of foreign languages, considers N. B. Krylov, enters obligatory humanitarian preparation which gives "not only special knowledge and skills of informal conversation, but also understanding of features of national culture, statehood, the public relations, norms of the international business and cultural communication".

In determination of professionally significant abilities approach of N. D. Galskova considering by professionally significant abilities of the teacher of foreign languages "is of the greatest value... abilities pedagogically, psychologically and it is methodically correct to carry out the professional activity aimed at the development at studying the devil of the secondary language personality" [3].

V. Dahl spoke: "language won't go in step with education, won't meet modern requirements if don't allow it to be developed from the juice and a root, to have fermented on the yeast". Proceeding from it, one of the main tasks of training in a foreign language in teacher's college – to develop ability to use it as a means of communication in the sphere of the future professional activity at students.

If there is an opportunity to master one more language, professional opportunities of future teacher in his sphere of professional activity considerably will increase. As the main category of success of training in a foreign language communicativeness is considered. I. L. Zimnyaya, opening specifics of a subject matter "foreign language", he defined training communicativeness as the personal importance of a subject of communication – satisfaction of the pupil with a situation of communication, reflexivity of the trainee which allows it to estimate adequately the activity, positive experience by the pupil of success of the communication acting as the reinforcement reached absence at the pupil of the social barriers constraining his communication [4].

The opinion of E. I. Passov who considers is important that through a foreign language "the person understands features of the native language better, realizes ways of expression of thought in the native language" more deeply that also promotes increase of its communicative level [5].

Effectively to use the existing textbooks in the work, to be able to realize the author's plan put in them, to attract additional sources of educational, lingua information, it isn't enough to teacher of a foreign language to rely only on the language preparation, on knowledge of psychology and pedagogical regularities of development of the identity of pupils.

It is at the same time necessary to develop in itself the professional communicative that is specific qualities, abilities allowing to operate internal reserves of an intensification of educational activity of pupils, and also to provide mastering pupils a foreign language at communicatively sufficient level. In both cases psychology and pedagogical tasks are covered in ability to communicate, use a foreign language as means of foreign-language interpersonal communication.

A number of scientists (B. V. Belyaev, Yu. A. Vedenyapin, M. K. Kabardov, M. G. Kasparova, G. G. Saburova, etc.) consider that for successful foreign language skills and its use as means of interpersonal foreign-language communication it is necessary to consider foreign-language abilities of pupils. Authors approach determination of foreign-language abilities from three positions:

- ✓ detection of abilities to various aspects of language and to speech abilities;
- ✓ determination of features of mental processes - perceptions, thinking and reproduction;
- ✓ personal features of the person – will, emotions, an extraversion, an introversion when training in a foreign language.

During training in a foreign language it is important to use a dialogical method of diagnosing. Feature of this method is that the teacher and the pupil enter equal relations for the purpose of joint judgment of this or that subject.

The foreign language becomes an effective factor – economic, scientific and technical and common cultural progress of our society. Therefore, now functions of a foreign language as general education subject consist in that pupils seized it as a means of communication for establishment of mutual understanding with the people, speaking this language; as educational tool, education and all-round development of the personality.

We share the point of view of scientists that the foreign language forms bases of foreign-language speech activity, broadens horizons of trainees, deepens knowledge of structure of the native language, of the nature and ways of speech communication, of ethics and an esthetics in the sphere of culture of the country of the learned language.

At the present stage of development of learning of foreign language the great attention is accented on familiarizing of other culture, mastering the new sociocultural contents, but not on formation of knowledge, skills.

In the conclusion there is a wish to note that only purposefully and the skills which are honestly formed in institute and other pedagogical

educational institutions will allow future teacher-teacher of a foreign language correctly and effectively to organize training process.

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TEACHER WITHIN THE MODERN SYSTEM OF HIGHER EDUCATION

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The modern system of higher education sets new demands on the profession of a teacher of higher school.

Technologies advance and literally flood the educational space. So, teachers need to be aware of new products, which can bring a class to a new level. In recent years, there was a significant change in the role of computers and information technology in society. After all President of our Republic N. A. Nazarbayev in the address to the nation said: «Therefore it is important to provide them with modern training programs and methods, qualified personnel» [1].One of the modern methods is the use of ICT in education. The teacher who skillfully and effectively uses information technology practices a fundamentally different approach to his own activity and that of students, to organization of joint activities.

In addition, the President of Kazakhstan, N. A. Nazarbayev raised the standard of national education. It should become competitive, of high-quality, so that graduates of Kazakhstani schools could easily continue their studies in foreign universities. The Concept of Education Development of the Republic of Kazakhstan until 2015 states that all graduates of modern schools should effectively study a foreign language. Introduction of three foreign language study to the educational process of a comprehensive school and a university is certainly an important step in realization of the goals, such as three language education and as a result perfect knowledge.

Multilingual education is call of the times. Proper implementation of polylinguism will enable students to be communicatively adapted to any environment. Thus, multilingual education is important for the preparation of the teacher of the new formation, a competitive specialist, an outgoing positive personality, capable of active and effective life in the multiethnic and multicultural environment, with developed sense of understanding and respect for other cultures, and the ability to live in peace and harmony [2].

Thus, the modern teacher should not only use information and communication technologies in teaching students, as well as possess a sufficient level of English to conduct specialized disciplines.

To achieve this goal it is necessary to adhere to the following tasks: creation of multilingual environment, compilation of textbooks and writing of scientific articles, preparation of methodical complex of disciplines taught in English with the use of information and communication technologies.

The use of information and communication technology allows you to:

1. increase interest of students in learning activities;
2. raise system development of students professional level;
3. perceive and creatively reassess existing innovative approaches in education;
4. increase the choice of means, forms and study tempo of the teaching topics;
5. use of free educational resources

It is necessary for creatively working teachers, seeking to keep pace with the times, to study the possibility of the use and implementation of ICT in their practice to help students in navigation in the world of new technologies.

ICT competence of teachers is understood as «his willingness and ability to independently use modern information and communication technologies in teaching activities for a wide range of educational objectives and to design ways to improve training in this area» [3].

According to our own experience we are convinced that computer technologies will improve the effectiveness of the educational process.

We make every effort to use ICT in our work, such as a laptop, a tablet, and a multimedia projector, interactive whiteboard, virtual laboratories, digital educational resources, presentations, flipcharts and some others. Today, there is a huge number of thematic websites dedicated to educational technologies. The teacher must teach students to navigate in them and know how and where they can quickly find the desired information.

Based on the above noted, the modern teacher is not just a possessor of a certain amount of knowledge who performs training and educational work but he is also a partner, a co-participant, a provider in this huge, evolving, global information space. He must master information and communication technologies and foreign languages, together with the students discover new things, be an indicator and a benchmark in the world of knowledge.

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3 Структура ИКТ - компетентности учителей. Рекомендации ЮНЕСКО

PEDAGOGICAL TEACHING OF ZHUSIPBEK AYMAUYTOV

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Zh. Aymauytov divides memory into two types: random, i.e. discrete memory, and philosophical memory which consists of logic statements. In order to clarify this definition, we give the example from the author's words concerning the fact that if one person has strong memory and ability to imagination, then we should assume that the power of this person's writing has reached a high level, and he learned a lot. The representatives of such type of memory are Walter Scott, Leibniz, and Goethe. To reconstruct this great power we should have such memory [1, 115 p.].

The ability of memory to find the consonance with each other is a legitimate phenomenon. There are as many systems (small formation parts) as memory at all. Any news, communicating with another system, is stored in memory. This is all implemented due to training control.

This teaching of Zh. Aymauytov is of great importance for the informational system of the XXI century. We perceive it as knowledge prepared for storage in a computer database. The scientist said about storage of people's information with great foresight in the early XX century. He revealed the aspect of ethnic psychology in educational psychology, studied the principles of each sphere along with a pragmatic, discrete, and philosophical levels. However, analyzing the effect of "chest of thoughts", he gave constructive advice for the development of pragmatism. We turn to the statements of the author once again. Ways of thinking of discrete memory are:

- one of the productive ways of remembering is a productive system, in other words, the gathering in the «knowledge» system;
- locating in the right place, collected «knowledge» in its system;
- finding the cause of explanation of storage in memory;
- knowledge of the laws of nature which these conclusions correspond to;
- coming to the conclusion that the storage of knowledge is the most effective way to work;
- the expulsion of petty thoughts out of knowledge system - the appearing of right associations instead of mean thoughts;
- getting rid of bad examples through knowledge of the law, correct thinking through the law.

The work of philosophical memory:

- all actions are resolved through the mind;
- all actions are explained, they communicate with each other in a causal way, there is the struggle for qualitative conditions of learning system;
- if one has a lack of primary thinking, he can fill in these disadvantages by strengthening the philosophical thinking;
- assurance for a single-type learning;
- taking into account that the word is an irreplaceable way of thinking;
- with age the person loses the ability of information gathering through what he saw, and vice versa, perception through the word increases;
- regulation of random associations in the mind;

- getting rid of an uncertain expression, the ability to give accurate information;
- figurative transferring of accurate information;
- to understand that analyzing of achieving the goal is the ability to think;
- repeating, the ability to make conclusions, addition (at that time Zh. Aymauytov has already revealed the system of repeating new and complete material);
- systematic enlarging with new materials;
- a man is a sacred complex phenomenon;
- sharing of his ability, aiming at the development of mental abilities;
- while testing not to give meaningless concepts and words, especially words which are not found in practice;
- memory should work for our needs and interests;
- the harmony of the acquired knowledge with other concepts and the development of memory;
- going on for life;
- identification of the main reason for the impossibility of measuring mental ability and their identification from moral position;
- testing a supervisory teacher and a student's memory, the energy of his associations has more value than the measurement through practice;
- when observing the actions of the student we should understand that his actions are useful, he has eyes, individual mind, but there is nothing more valuable than his inner intellectual potential;
- there is no reason to get upset if someone has no native abilities or his initial memory is insufficient;
- having no vision to become an artist, having no memory to become a famous scientist;
- anytime imitation of anything, to be addicted (libido);
- obligatory achieving the goal;
- if you wish for wealth, then become rich, if you want to become a scientist, then become a scientist, but you should only wish for this aim and not to be distracted by the other one [2, 78 p.].

The thought which was said at the beginning of the XX century becomes urgent in the XXI century. This is one of the proofs of immortality of pedagogy.

We must remember that rising up the world hierarchy, Zh. Aymauytov, who knew English and who was the author and the teacher of progressive experience and thoughts of the United States, England, Scotland, gave us precious spiritual heritage, making it suitable for national education. Today, there are not so many scientists who have studied any problem in details. Taking it into account, we are convinced that a hard work is a sufficient conclusion of innovative technology in education. In the process of awareness stimulation for preserving mentality, knowing the characteristics of national pedagogy, we can open the way to the world level.

To determine the features of qualitative memory, a special role is given to the ability of association. It seems that today there isn't such term as «Apperception» in our pedagogy. Why not to put into practice the teaching of Zh. Aymauytov who explained this phenomenon in details?

Applying above mentioned pedagogical terms, concepts of Zh. Aymauytov in innovative technologies of education, it should be concluded that:

1. To give birth to sociality and individual learning is the main task of education technology.

If to consider the education technology as a system, it will consist of the following:

- implementation and emergence of technological processes of students' work model and their individual characteristics;
- diagnosis of learning results planning related to recent results, diagnosis of the level of students and representation in terms of operation;
- forecasting the rating – monitoring a particular object and students' capabilities applied
- forming an effective model when training and selection of its indicator;
- taking a training model;
- a mechanism of back action, diagnostics and influence of interrelations.

In the sphere of technology it is appropriate to emphasise the fact that there are three paradigms and four generations of technology.

Uncertainty of educational aim in a traditional and methodological aspect is an inherent quality.

The concept of «progress» made it impossible to study the program. Pedagogical function of a successful teacher is to gather experience and the ability to find and form a real situation. This does not apply to training technology. Periods of learning process due to changes are targeting the constant change of instruments and primary requirements. Thus, each new educational period is a certain chain. The aim is a distance from implementation to a starting point. This process constantly changes. And the technologist realizes preliminary forecasting of integral trajectory of such chains and interrelations.

To summarize, we have observed in the course of the research works that the implementation of the process of «chest of thoughts» of Zh. Aymauytov consists of pair concentrations of computer system memory. These concepts play an invaluable role in the revival of the art of thinking.

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PLATE-FORME MULTIMÉDIA TV5 MONDE DANS L'ENSEIGNEMENT DE LA LANGUE FRANÇAISE

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Cet article est consacré à la formation des futurs professeurs de français en termes d'éducation universitaire à l'aide de la plate-forme multimédia TV5 Monde.

TV5 Monde est l'une des plus populaires à ce jour chaînes d'information et de divertissement pour les francophones à travers le monde. C'est aussi l'un des trois plus grands réseaux mondiaux de télévision, tout comme MTV et CNN [1]. En moyenne, plus de trois cents millions de téléspectateurs [2, p.5] des cinq continents regardent régulièrement cette chaîne. Mais la caractéristique principale du TV5 Monde, c'est ce qu›il a consacré principalement à ceux qui enseignent et apprennent le français langue étrangère (FLE).

TV5 Monde offre une large gamme de fiches pédagogiques et d'enregistrements audio et vidéo, qui sont toujours disponibles à télécharger gratuitement. Tous les matériels y sont authentiques et inadaptés : les fragments vidéo et audio sont souvent pris à partir de diffusion du TV5 Monde et d›autres chaînes francophones. C'est pourquoi les apprenants ont la possibilité de maîtriser non seulement la langue française comme un système constitué de la grammaire, du vocabulaire, de la syntaxe, etc., mais aussi la culture, ce qui rend cette ressource très utile dans l'apprentissage de la langue étrangère.

Afin que le travail avec TV5 Monde soit efficace, il faudrait avant tout analyser la structure et les caractéristiques de cette ressource, qui se compose de plusieurs sections.

Analysons d›abord le «Apprendre.TV» [3], une ressource en ligne pour l'apprentissage de la langue française, adressée aux apprenants dès le niveau A1 jusqu'à B2. Il est sûr que « Apprendre.TV » représente une méthode multimédia complète, avec un large éventail d›exercices interactifs divertissants et éducatifs composés à la base des courts enregistrements et des textes imprimés. Cette ressource a également un grand nombre d›exercices lexicaux et grammaticaux avec la correction automatique. La banque des exercices et du matériel didactique est constamment mise à jour et est divisée en «leçons» sur divers sujets. Par exemple, une leçon pour le niveau A1 «Bienvenue!» consiste en huit exercices: 2 Regarder, 2 Écouter, 2 Vocabulaire (salutations / vie urbaine), 1 Grammaire, 1 Culture(s). La leçon pour le niveau B2 «Le problème des déchets nucléaires» contient 4 exercices: 3 Écouter et 1 Vocabulaire (énergies). Récemment, l'interface de «Apprendre.TV» est devenue un peu plus simplifiée, il y existe désormais la possibilité de chercher l'information nécessaire par des critères tels que le thème, le niveau, la collection, les mots-clés, etc.

Une autre large section du TV5 Monde, «Enseigner.TV» [4], contrairement à la précédente, s'adresse aux enseignants du français langue étrangère et permet de trouver des idées intéressantes et modernes pour la classe. Cette ressource joue un rôle d'un assistant, car elle *aide* l'enseignant à préparer les cours et l'*accompagne* en classe. Les fiches pédagogiques pour tous les niveaux (A1- C1), les exercices interactifs pour la classe multimédia et les exercices «pdf» prêts à imprimer; tout cela nous aide à apprendre la langue française, à étudier la culture linguistique, en utilisant, au fur et à mesure, les nouvelles technologies.

«Enseigner.TV» a beaucoup de sous-sections qui peuvent être utilisées pour organiser des cours de FLE et FLS (Français Langue Spécialisée) dans les écoles et les universités, quel que soit le profil de la formation. Compte tenu de la spécificité de notre université – Université kazakhe des relations internationales et des langues du monde Ablaï Khan – ces sous-sections sont aussi adaptées à des disciplines telles que le français langue académique, la lecture analytique, la méthodologie et les technologies de l'enseignement des langues étrangères à l'école secondaire etc.

On commence l'analyse de ces sous-sections dès la première – «Actualité» – qui comprend les services permettant d›étudier la langue française et en même temps d'être informé des dernières actualités économiques, culturelles et politiques en Europe et dans le monde entier. Par exemple, la ressource «7 jours sur la planète» [5] est un

véritable magazine hebdomadaire, qui se compose des reportages réels de télévision française, canadienne, suisse etc., dont chacun est équipé d'une fiche pédagogique avec la transcription, et les exercices. Les matériels sont classés par niveaux, de A2 à B2. La sous-section «Le Dessous des cartes» [6] est parfait, de notre point de vue, pour le système kazakh de 12 années de scolarité avec des classes de profil, qui est actuellement en développement. Ce système sous-entend que les disciplines telles que la géographie, l›histoire et la littérature étrangère seraient enseignées en langue étrangère. Consacrée aux niveaux B1-B2 (ce qui correspond également au niveau de la formation en langues étrangères dans des classes de profil), cette ressource intègre les informations géographiques et historiques pour une meilleure compréhension des relations internationales. Enfin, «Le Bar de l›Europe» [7] – un service préféré de l'auteur du présent article – est élaboré pour le niveau C1 et propose des reportages vidéo et des interviews des personnes les plus importantes de la politique européenne, de l›économie et de la culture. Chaque mois on y réalise un gros dossier équipé des vidéos, des exercices, d'une transcription et d'une fiche pédagogique, visant à former les compétences discursive, socioculturelle et linguaculturelle.

La deuxième sous-section «Langue et culture» est encore plus variée, mais, malheureusement, pas toutes ses ressources seront convenables pour les apprenants de la langue française dans notre pays. Un service qui est sans aucun doute digne, c'est «Paroles de clip» [8], où, chaque jeudi, on réalise une fiche méthodique sur la base d'une chanson française, ce qui nous aide à enseigner la langue et la culture à travers la musique. On pourrait également intéresser les étudiants au théâtre français: le service «Théâtre : en scène(s)!» [9] propose une vaste collection d›extraits de spectacles divers avec des méthodes. Ensuite, pour les débutants francophones (niveau A0+), il y a un service «Première classe», qui est divisé en six modules, et est conçu pour aider les débutants à faire les premiers pas vers le monde de la langue française. Les services «Otto», «Archibald», «Écho» aident à apprendre l›histoire d›un mot, d'un aphorisme et d'un idiome afin de les actualiser dans la production orale et écrite à travers une variété d›exercices (niveau A2-B2+). Enfin, le service « Les langues à la loupe » [10] permet de rendre la discipline «langue étrangère spécialisée» beaucoup plus intéressante, parce que chaque semaine on y réalise une douzaine de courts métrages sur des langues européennes avec des exercices, qui visent à préparer les étudiants à mener les discussions sur les problèmes de langage et de communication.

Certes, il est difficile d'utiliser la troisième sous-section – « Médias et questions de la société » – à l'école, car elle ne correspond pas à l›âge et aux particularités des écoliers, mais dans le système d›enseignement universitaire elle propose une occasion unique de motiver les étudiants et de les faire parler. Par exemple, un nouveau projet « Terriennes » [11] sera intéressant avant tout pour les étudiantes, parce qu'il offre les histoires originales et les biographies sur les conditions de vie des femmes à travers le monde. Correspondant au niveau moyen (B1-B2), ce service prépare les étudiants à l'analyse du texte, à la rédaction des essais, des synthèses etc. Les autres services de cette sous-section touchent les problèmes environnementaux et sociaux, ainsi que des problèmes des médias.

La quatrième sous-section, « Francophonie », regroupe plusieurs projets qui ont pour but de familiariser les étudiants avec les particularités des pays francophones, ce qui s'implique dans telles disciplines comme la linguistique, la géographie et la culture de la France. Par exemple, la ressource « Indépendances africaines » [12] aide à se plonger dans l'atmosphère des pays africains qui sont devenus indépendants en 1960 (par exemple, le Congo et le Bénin). Conçu pour le niveau débutant (A1) jusqu'au niveau avancé (B2), ce service contribue à l'entraînement de la production orale, de la capacité d›exprimer et d›argumenter l'opinion. «Ça bouge!» [13] est aussi un projet intéressant et motivant qui donne des informations complètes et précises sur les régions de la France et du Canada, et « Légendes Canadiennes » [14] ne touche que l›histoire, la culture et les légendes du Canada.

Enfin, la dernière section «Pour les + jeunes» [15] aide à découvrir un monde de dessins animés, des séries TV et des reportages pour enfants, visant à aider les tout petits (3-12 ans) à maîtriser de façon ludique la base de la langue française, à apprendre de petits vers, des poèmes, des chansons et des virelangues. Dans le système de formation universitaire, ce service peut être utilisé pour le travail individuel sur la discipline « les méthodes de l›enseignement précoce des langues étrangères ».

Certes, d›un point de vue purement subjectif, les enseignants et les apprenants peuvent trouver quelques petits défauts dans la plate-forme multimédia TV5 Monde. Par exemple, l'interface n'est pas assez intuitive, c'est pourquoi un débutant pourrait facilement être perdu et confus dans cette large collection de services. Il faut également noter que le site du TV5 Monde contient de grandes quantités d›éléments graphiques encombrants, ce qui rend l'utilisation du site difficile, voire impossible, si vous avez l'Internet à faible vitesse. Un autre inconvénient est que, jusqu›ici, aucun service (à l›exception de «7 jours sur la planète ») n'est

réalisé pour Android et iOS, donc, l›idée d›utiliser la plate-forme dans la classe non équipée, où chaque élève travaille sur sa propre tablette ou son smartphone, reste utopique. Aussi, n'oubliez pas que la plate-forme multimédia TV5 Monde nécessite un navigateur récent avec des plugins audio, vidéo et animation : Windows Media Player Plugin, Shockwave Flash, Java et des plugins pour intégrer des fichiers PDF dans le navigateur; cela exige l'attention des enseignants. Enfin, il serait très souhaitable d'élaborer le système des comptes pour les enseignants et les élèves, afin que les utilisateurs puissent ajouter la page souhaitée aux «favoris» et garder les résultats des quizz et des exercices. Bien sûr, ces inconvénients ne gâchent pas les avantages évidents de la plate-forme.

Ayant examiné la structure du site TV5 Monde, on commence à former chez nos étudiants, les futurs professeurs, la compétence informationnelle et technologique à la base de cette plate-forme multimédia. La formation sera basée sur le modèle méthodologique scientifiquement prouvée [16], composée de trois phases: celle de la préparation pour la communication professionnelle, celle de la modélisation des situations de communication et, enfin, celle de la communication libre. Il est important que pour la réalisation successive de ce modèle, les étudiants doivent sûrement posséder le niveau C1 de la langue française et de langue méta professionnelle, et aussi avoir une bonne préparation méthodique.

1. Étape de la préparation pour la communication professionnelle vise à former chez les étudiants la capacité d'accumuler de nouveaux concepts linguistiques, de rechercher l›information et de l'analyser. Cette phase comprend qu'après la familiarisation des étudiants avec la plate-forme TV5 Monde, chaque apprenant choisit une ressource spécifique de celles que nous avons décrites ci-dessus, et prépare le projet d›analyse et de recherche individuelle, qui spécifie en détail le mécanisme d›action du service, sa structure et ses fonctions. Les projets seront crées sous forme d›une présentation, après quoi l›enseignant donne aux étudiants un petit quizz pour tester leurs connaissances. Voici les exemples des questions :

- Où est-ce qu'on peut trouver de l'information sur les conditions des femmes dans la société?

a) Légendes canadiennes

b) Terriennes

c) Ça bouge!

- Quelle source propose des court-métrages sur les langues européennes?

a) Otto

b) Archibald

c) Les langues à la loupe

- Vous avez juste commencé à apprendre le français. Où vous adressez-vous?

a) TCF

b) Première classe

c) Écho

Si le groupe d'étudiants a le niveau plus avancé, on pourrait leur demander de faire des tests les uns pour les autres. Par ailleurs, un enseignant peut aussi créer les QR-codes des services (en utilisant l'un des générateurs simples et gratuits) pour donner à chaque étudiant sa propre tâche d'analyser tel ou tel service. Ce serait plus commode et plus intéressant.

2. Étape de la modélisation des situations de communication a pour but de former et d'actualiser la compétence pragmatique. À l'issue de cette phase, les étudiants seront en mesure d'utiliser l'information accueillie dans des situations quotidiennes type. Le principal type d›exercices y est l'étude des cas (plus précisément, l'analyse de la documentation et «in-basket test»).

Voici les exemples des cas, dont les étudiants doivent trouver les solutions :

- Analysez le contenu du service « Première classe » et dégagez-en les 10 séries d'exercices que l'on pourrait utiliser avec les élèves de l'école primaire / secondaire (en accordance avec le programme d'études).

- Vos élèves de 11ème classe ont le niveau B1 de la langue française. Trouvez pour eux les 5 bonnes chansons sur « Paroles de clip » avec les fiches pédagogiques.

- Le thème de votre cours est «Comportement dans des lieux publics». Vous voulez utiliser le «Apprendre.TV», mais vous n'avez pas de classe multimédia, c'est pourquoi on ne peut présenter ni le vidéo ni l'audio pendant votre cours. Quelle série d'exercices choisiriez-vous?

Vous pouvez créer un grand nombre de cas, qui visent précisément à trouver et à trier des matériels en fonction de certains critères. Il y faut mentionner que le but des étudiants sur cette phase est d›effectuer une recherche, mais non pas encore argumenter leur choix.

3. Étape de la communication interculturelle libre. Cette étape implique la formation de la compétence communicative au contexte professionnel et les savoir-faire d'analyser et d'évaluer les arguments et de mener la discussion. Ici, on pourrait utiliser tous les types d›exercices qui nécessitent la communication libre et non préparée.

Afin que le passage à cette étape soit logique et transparent pour les étudiants, on devrait leur offrir à nouveau des cas de l›étape précédente, mais en y ajoutant une tâche d'argumenter leur choix. Ensuite, vous pouvez passer à des tâches plus complexes, tels que l›analyse critique de la plate-forme et, enfin, la discussion collective. L›enseignant peut également créer un atelier d›utilisation de l›un des services du TV5 Monde en s'appuyant sur un public cible. Après l'atelier, il serait utile d'organiser en classe une discussion dur cette méthodologie. Enfin, le projet personnel des apprenants se réalisera sous forme d'un fragment de cours à la base du TV5 Monde.

Ainsi, le résultat du modèle bien réalisé est la personnalité de l›étudiant qui va être une sorte d'acteur de la communication interculturelle professionnelle, sachant utiliser la plate-forme multimédia TV5 Monde dans son activité professionnelle - l›activité de l›enseignant d›une langue étrangère. Et c'est encore un grand pas vers notre objectif : la formation de la compétence professionnelle de l›expert.

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LE THÉÂTRE DE MARIONNETTE FRANÇAIS AU KAZAKHSTAN

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La coopération internationale dans le domaine culturel est aujourd'hui un des facteurs de stabilité dans la société. Chaque année dans notre pays ont lieu de nombreux événements, on réalise divers projets dans les domaines de l'éducation, des sciences et des arts. La société kazakhstanaise est très ouverte aux initiatives de l'État et des organisations étrangères dans la sphère socioculturelle ; elle est un exemple de bienveillance, de tolérance et de curiosité vis-à-vis des traditions et des patrimoines culturels d'autres peuples. L'art, dans toute sa diversité, est pour l'homme un domaine d'activité dont l'importance n'est plus mise en doute aujourd'hui. Au Kazakhstan, on compte de nombreuses organisations internationales qui aident à faire connaître les cultures et les arts de différents pays. Les activités du British Council, du Goethe Institut, de l'Alliance Française et d'autres structures apportent une contribution considérable à la vie culturelle des villes du Kazakhstan ; elles contribuent à l'élargissement de l'horizon et des centres d'intérêt

des Kazakhstanais, elles offrent la possibilité aux artistes de notre pays d'avoir des contacts avec leurs homologues étrangers, parfois même de les rencontrer.

Un des axes de développement des échanges culturels du Kazakhstan est la coopération avec la République Française, basée sur un accord Intergouvernemental dans le domaine des arts et de la culture. Cette coopération est une tradition héritée de l'Union Soviétique.

La France, avec son passé révolutionnaire, ses valeurs démocratiques déclarées, son rôle considérable dans la destruction du fascisme, a toujours été l'objet d'attention des historiens soviétiques. Pendant «la guerre froide», les artistes français étaient les bienvenus en Union Soviétique, et le cinéma français suscitait un vif intérêt dans la population.

Parmi les grands événements de l'histoire des échanges culturels entre la France et l'URSS, on peut également citer les tournées de troupes de théâtre françaises, comme par exemple «La Comédie Française» ou «La Compagnie Philippe Genty».

Après son indépendance, le Kazakhstan à continué, et même approfondi, les divers échanges culturels avec la République Française. Depuis 2004, il existe des Alliances Françaises à Astana, Almaty, Chymkent et Karaganda, autant de bases pour l'organisation d'événements culturels : des concours sur la connaissance de la langue française et de la culture française pour les écoliers et les étudiants, des projets artistiques, la traditionnelle célébration de la Francophonie, les «Rencontres d'Automne» etc.

La programmation française inclut souvent des projections de films, des concerts de musiciens français, ainsi que des projets théâtraux très intéressants, parmi lesquels on peut citer la prestation des acteurs-marionnettistes français qui sont venus au Kazakhstan dans le cadre de la Fête de la Francophonie en mars 2008. Ils ont présentés à Almaty deux spectacles, pour les enfants et pour les adultes : «Polichinelle-dentiste» et « Le commerçant dangereux ». Deux acteurs nous ont ainsi montré l'art traditionnel du théâtre forain français, qui est orienté avant tout vers un auditoire adulte, mais toujours bien compris par les enfants. Même sans traduction, tout ce qui se passait sur la scène était clair pour les spectateurs. La maîtrise technique des acteurs, l'éloquence des marionnettes – de Polichinelle, de son compagnon Gnafron et de la femme de Polichinelle Madlon – et les décorations pittoresques ont permis de ressentir l'atmosphère du jeu des marionnettes médiévales comiques. Les spectateurs ont pu découvrir des marionnettes entièrement confectionnées par les acteurs, avec leurs têtes en bois, leurs costumes originaux et leurs visages hors du commun. Pendant le spectacle, les acteurs utilisaient un paravent afin de ne pas donner la possibilité de voir les marionnettistes, et de maintenir l'attention des adultes et des enfants sur les actions des marionnettes elles-mêmes.

Le travail des acteurs avec les marionnettes et divers autres objets a permis, d'une part, d'estimer leur maîtrise et leur talent, et d'autre part, de mieux comprendre la vie d'une ville européenne au moyen–âge, avec ses fêtes et ses jours ordinaires. Il faut aussi souligner que les organisateurs avaient décidé de changer le titre du spectacle: au Kazakhstan le nom Polichinelle est bien connu dans l'expression figurative «un secret de Polichinelle», mais on ignore que c'est aussi le nom d'un personnage traditionnel du théâtre français de marionnettes.

Le spectacle a donc été renommé «Petrouchka» (qui est «le cousin» de Polichinelle), dénomination plus familière pour les Kazakhstanais. Malgré ce changement peu justifié du nom du personnage principal, le sens de l'humour français, les touches d'esprit, les sentiments d'amour de la vie et de positivité on été parfaitement perçus par l'auditoire.

En 2011, parmi les actions culturelles programmées à Almaty, a eu lieu un événement nouveau, d'une signification particulièrement importante. L'Akimat, l'Association Universelle des Marionnettistes, et le Théâtre de Marionnettes d'État ont organisé le 1er Festival International de Marionnettes, qui a rassemblé de nombreuses troupes venues de plusieurs pays. Le festival a remporté un immense succès chez les enfants et chez les adultes; il a aussi attiré l'attention sur un art difficile et très sérieux, dont les origines remontent à plusieurs siècles dans beaucoup de pays, y compris au Kazakhstan (l'art traditionnel de marionnettes «Orteké»).

Pendant ce Festival, le public d'Almaty a eu de nouveau la possibilité de se familiariser avec le théâtre français de marionnettes. Cependant, le spectacle «Solitaire sur le sommet» du duo de Lille «Barbe et Brigitte» (Pauline Delerue et Audrey Bruno) a transporté les spectateurs dans un univers très éloigné des précédents, un peu brutal; mais c'était bien sûr la manière de jouer des acteurs de rue au moyen âge. Pauline Delerue et Audrey Bruno se nomment elles–mêmes «marionnettistes-tricoteuses», en désignant dans cette définition le matériel principal qu'elles utilisent pour construire leurs marionnettes: des pelotes de laine de toutes les couleurs. Pour les actrices, les décors, la lumière, les sons et la musique ne jouent pas un rôle primordial. Elles travaillaient autour d'une vieille table illuminée par le rayon d'un projecteur et elles produisaient elles-mêmes les sons nécessaires à leur œuvre scénique. Les deux actrices

françaises ont présenté un spectacle dont le sujet était inspiré d'un poème de Guillaume Apollinaire, qui exigeait une perception non-standardisée de l'art du théâtre de marionnettes. Au départ, il semblait qu'il n'y avait rien de ressemblant avec un style traditionnel français de théâtre.

Si les spectacles de Polichinelle sont identifiables par leur esthétique, le fond décoratif pittoresque, les costumes, l'originalité de la composante verbale – mélange de langue française moderne et d'expressions dialectales de province – le spectacle «Solitaire sur le sommet» n'offrait pas la possibilité de saisir immédiatement son appartenance et son identité populaire; c'est seulement un regard très attentif, une observation minutieuse, une écoute soutenue du texte qui pouvaient permettre au spectateur de réaliser qu'il s'agissait bien d'un travail d'actrices françaises. Les formes «mondialisées» de l'action se composaient d'un mélange bizarre de performance professionnelle avec un jeu d'enfants – les «poupées» – et c'est pourquoi le spectacle était très étonnant.

D'un côté, le style d'animation que l'on pourrait qualifier d'infantile, la «négligence» volontaire du jeu des actrices entre elles et avec leurs personnages, l'étrangeté des marionnettes faites de deux trois pelotes de laine – tout cela démontrait que la performance n'était pas orientée vers le respect des conventions de l'art traditionnel des marionnettistes français.

D'un autre côté, dans les mouvements de mains de Pauline et Audrey, dans l'interaction des actrices au niveau des regards et de leurs mimiques, dans les mises en scène sur une table tout ordinaire et dans une certaine «fluidité» sensuelle du glissement des marionnettes-pelotes sur la surface – dans tout cela et dans les sensations provoquées on pouvait deviner l'empreinte de la tradition française de la performance scénique: le déroulement vers un dessin extérieur et en même temps l'expression profonde et passionnée de l'idée.

Le spectacle des deux Françaises de Lille était consacré à l'amour. Sa représentation dans l'action scénique était sincère, et même un peu «physique», mais en même temps tendre et étonnamment timide. Ce jeu donnait la sensation «des prémices de l'amour» d'un adolescent ou d'une adolescente qui en a besoin, qui le cherche partout, mais qui à la première rencontre avec l'amour ne parvient pas à le comprendre, ni même à le percevoir. Pauline et Audrey ont exprimé avec précision l'incertitude de deux jeunes filles, leurs attitudes face à l'amour, leur curiosité pour «le physique» et leur incapacité à percevoir autre chose que cela. Dans un même temps les gestes et les sentiments des adolescents s'associent à la performance tout à fait assurée et au discours des femmes adultes qui ont organisé le jeu complexe des relations d'amour.

En plus des pelotes de laine, les artistes ont utilisé des écales de noix, dont sont faits les «visages» de leurs marionnettes. Elles construisaient leurs marionnettes sous les yeux des spectateurs, enfonçaient de longues aiguilles dans les pelotes, qu'elles associaient par deux ou trois; elles cassaient les noix et les inséraient pour faire apparaître les yeux, la bouche, etc.

La performance était d'abord un amusement, comme le font souvent les enfants qui veulent jouer «au spectacle» et ont d'avance imaginé les règles du jeu. Cependant le jeu est tellement passionnant que les «règles» de l'improvisation se cassent enfin et de nouvelles règles apparaissent.

Le spectacle «Solitaire sur le sommet» du duo «Barbe et Brigitte» était particulièrement intéressant car dès que le spectateur commençait à penser qu'il était capable de prévoir les événements à venir, les actrices prenaient immédiatement une direction opposée, mais malgré tout logique et aigue. À la différence des aventures simples et joyeuses de Polichinelle dans le dédale des rues de la ville médiévale, le spectacle des actrices lilloises a provoqué une autre sensation inattendue. Malgré le contexte féerique (le Prince, la Princesse, etc.) et le rapport avec Romeo et Juliette de Shakespeare, il a évidemment exprimé beaucoup de modernité. L'expression des sens de ce spectacle, le jeu avec ces sens étaient vraiment contemporains. Avec Polichinelle, le sens s'exprime simplement et clairement : c'est mal de mentir et de tromper, c'est honteux de tricher…

Dans le spectacle de Pauline et Audrey on pose des questions, mais on ne donne pas de réponses. A la question «qu'est-ce que c'est l'amour?» succède la question «quel sens a l'amour ?». Sur une nouvelle question en apparaît une autre, puis encore une autre… Et pourtant, en réfléchissant après le spectacle, la réponse apparaît d'elle-même : l'amour est ce qui «fait bouger le Soleil et les étoiles», c'est ce qui n'a pas de réponse.

Le philosophe contemporain français Alain Badieu, auteur de nombreux articles sur l'art théâtral, a écrit que le théâtre moderne n'est «ni tragique, ni comique…», «il est orienté vers les déclarations simples», «il souhaite du tragique, bien qu'il ne dispose pas de moyens nécessaires […], il souhaite du comique, mais pour cela il n'a pas non plus de moyens, il se trouve entre les deux, entre la tragédie désirable et la comédie modérée» [1, 90 c.]. Ces mots caractérisent parfaitement le spectacle «Solitaire sur le sommet» des marionnettistes-tricoteuses lilloises. Le duo français «Barbe and Brigitte» a montré encore une particularité moderne du théâtre français (et européen) qui n'est pas spécifique pour la pratique nationale théâtrale: la des acteurs dans le cadre d'un projet.

Après le Festival de Marionnettes d'Almaty, Pauline et Audrey ont emprunté différentes voies. Actuellement, elles ne travaillent pas ensemble.

Pauline Delerue a un nouveau partenaire et de nouveaux projets, dont l'un a d'ailleurs été inspiré par sa visite à Almaty. Pauline construit des marionnettes et des décorations de pommes. Elle a fait la première installation de pommes notamment à Almaty dans le foyer du théâtre «ARTiCHOK». On ne peut pas dire que le spectacle «Solitaire sur le sommet» a parfaitement fonctionné. L'amour est un sujet théâtral très lié à l'attitude personnelle de l'acteur. Son expression sur scène dépend de la clarté d'une idée et des acteurs eux–mêmes. «Le jeu des sens» est un des concepts de l'art moderne, exigeant une compréhension précise de ces sens par le créateur. L'inexpérience des interprètes ne permettait pas toujours d'exprimer les idées que les actrices voulaient présenter aux spectateurs en utilisant l'art scénique des marionnettes. De temps en temps l'action était interrompue, les transitions ou les pauses entre les scènes étaient parfois trop longues, la fin était diluée. Cependant c'est bien la marionnette qui jouait dans ce spectacle le rôle principal.

Les actrices n'empiétaient pas sur les rôles des marionnettes, comme cela arrive souvent dans les spectacles modernes, quand la marionnette n'est qu'un complément du jeu de l'acteur ou parfois même un objet pas tout à fait nécessaire. C'est pourquoi la rencontre du public d'Almaty avec ces deux marionnettistes-tricoteuses et avec cette forme de théâtre moderne a eu une grande signification et a sans nul doute suscité beaucoup d'intérêt.

«Le vrai créateur du spectacle est l'acteur», a écrit le metteur en scène français Marcel Maréchal. «Il faut que les spectateurs voient et entendent l'acteur, en effet, le théâtre lui appartient. Enlevez-le de la scène, et le théâtre disparaîtra…» [2, 191 c.]. Ces mots du chef de la troupe « Compagnie du Coturne » paraissent absolument justes quand on découvre l'art du marionnettiste français Philippe Saumont. Cet artiste de Binic (France) est membre de la troupe « Le Théâtre des Tarabates » qui a été invitée au 2ème Festival International de Marionnettes en septembre 2012.

Philippe Saumont a présenté le spectacle de marionnettes «Le Polichinelle french», accompagné de l'accordéoniste et chanteuse Fanny Tastic, dans les meilleures traditions des théâtres italiens et français. Elève du maître-marionnettiste italien Bruno Léone, Philippe Saumont a nommé sa marionnette «Pulcinella», en soulignant ainsi le lien très fort des deux pays dans la tradition des marionnettes. En utilisant des décors simples, l'artiste indique que le but du spectacle est d'obliger le spectateur «à voir dans un texte déjà connu quelque chose d'extraordinaire. Il faut faire l'ouverture, s'en étonner et transmettre la surprise aux autres» [2, 181 c.].

Dans le spectacle de Philippe Saumont, il s'agit de tours du personnage le plus populaire des théâtres de marionnettes de différents pays (on l'appelle Kachparek, Petrouchka, Dom Roberto, Punch, etc.). Ces tours ne sont pas toujours inoffensifs, parfois même à la frontière des convenances. Polichinelle de Philippe Saumont est rustaud et simplet, il est subtil mais aussi naïf, curieux et rieur. L'acteur fabrique ses marionnettes lui-même, selon ses propres esquisses. Son Pulcinella est un parfait représentant de la Comedia Del Arte: il porte un masque noir avec un nez crochu, il est habillé d'une large chemise blanche sous un chapeau. À propos, le traditionnel Polichinelle a souvent deux jambes que l'acteur lance parfois par–dessus le paravent, en donnant ainsi l'impression que la marionnette est assise. Les marionnettistes qui étaient à Almaty en 2008 faisaient ainsi. Mais la marionnette de Philippe Saumont n'a pas de jambes. La chemise recouvre la main du comédien, qui sert de corps pour Polichinelle. La marionnette est enfilée sur la main et est manipulée par trois doigts. Philippe Saumont est un marionnettiste professionnel qui sait très bien jouer avec les deux mains (il est gaucher) et manipuler deux personnages simultanément. En outre il travaille parfaitement avec «la pivetta» – ce petit disque métallique qui permet de donner à la voix de l'acteur un ton perçant, «glapissant».

Le comèdien se déplace librement sur la scène, au début du spectacle il sort devant le paravent, parle à la marionnette, en jouant en même temps les rôles du marionnettiste et d'un personnage de l'histoire. Un autre personnage est finement et délicatement joué par Fanny Tastic. Pulcinella s'adresse à elle, et l'actrice s'adresse à la marionnette avec des répliques courtes. L'interaction de Pulcinella avec la musicienne qui l'accompagne est un élément traditionnel de ce type de spectacle de marionnettes.

Après une petite introduction, Philippe Saumont se déplace derrière le paravent afin de concentrer l'attention du spectateur sur les marionnettes elles-mêmes: Polichinelle, le Policier, le Chien et les autres. Les différentes histoires de Polichinelle qui réussit à vaincre la Mort étaient incroyablement populaires dans le théâtre européen médiéval. De plus, elles exprimaient l'idée de la sécularisation du spectacle théâtral. L'humour sain, l'optimisme et l'attitude ironique vis à vis des passions humaines donnaient le ton à toute la représentation. En s'appuyant sur la tradition du théâtre populaire, l'acteur français dénonçait simplement et clairement l'idée de son spectacle, sans jamais tomber dans le mauvais goût.

Par ailleurs, le spectacle de Philippe Saumont et Fanny Tastic est très actuel. La simplicité des moyens, l'élégance et la noblesse de la manipulation de l'acteur, la prestance de la marionnette dans ses positions principales caractérisent le talent artistique de l'acteur. La concentration sur l'essentiel du processus créateur s'exprime chez Philippe Saumont par une analyse constante de son propre métier. Il s'écarte de l'étude méthodique de l'art de la marionnette, l'ayant compris profondément et ayant perçu ses hauts critères esthétiques; ainsi il transforme et développe l'art du marionnettiste.

Le talent de ce comèdien français a été remarqué pendant le Festival et récompensé par le Prix pour la meilleure animation. Sa prestation était l'une des plus marquantes, c'est pourquoi il serait utile de l'étudier plus profondément dans le cadre d'un autre article.

L'art théâtral, dès sa naissance, fut le symbole de la civilisation d'une société, il exprimait son niveau de culture, caractérisait son degré de démocratie. Le théâtre n'a pas de frontière.

Il est comme la musique ou les beaux-arts, il se passe facilement de mots et n'a pas besoin de traduction. En même temps, le théâtre est intéressant par la spécificité nationale qui s'exprime à travers lui, en particulier par l'imprégnation des traditions, par les particularités des paroles scéniques, par les rôles joués par les personnages et par le sens donné à la présence du spectateur et de l'acteur dans le spectacle.

«Un auteur quelquefois trop plein de son objet \\ Jamais sans l'épuiser n'abandonne un sujet» – ces mots ironiques du grand poète français Boileau nous amènent à la nécessité de conclure cet article.

En même temps, l'art véritable n'a pas de finalité, il sert toujours à une meilleure compréhension entre les peuples et au renforcement de la stabilité dans le monde.

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METHOD OF TEACHING ENGLISH

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The use of games in learning grammar. Grammar acquisition is increasingly viewed as crucial to language acquisition. However, there is much disagreement as to the effectiveness of different approaches for presenting vocabulary items. Moreover, learning grammar is often perceived as a tedious and laborious process. In this report I would like to examine some traditional techniques and compare them with the use of language games for grammar presentation and revision, in order to determine whether they are successful in presenting and revising grammar than other methods. From my teaching experience I have noticed how enthusiastic pupils are about practicing language by means of games. I believe that the grammar games are not only fun but they help students learn without a conscious analysis or understanding of the learning process while they acquire communicative competence as second language users. There are numerous techniques concerned with grammar presentation. However, there are a few things that have to be remembered irrespective of the way new lexical items are presented. If teachers want students to remember new grammar it needs to be learnt in the context, practiced and then revised to prevent students from forgetting. Teachers must take sure of that students have understood the new words, which will be remembered better if introduced in a "memorable way". Bearing all this in mind, teachers have to remember to employ a variety of techniques for new grammatical presentation and revision.

The advantages of using games. A lot of experienced textbook and methodology manuals writers have argued that games are not just time-filling activities but they have a great educational value. We hold that most grammar games make learners use the language instead of thinking about learning the correct forms. The grammar games should be treated as central, not peripherical to the foreign language teaching programme. Games, as Richard Amato thinks, are to be fun, but he warns against overlooking their pedagogical value, particularly in foreign language teaching programmes. There are many advantages of using games in grammar.

• Games can lower anxiety, thus making the acquisition of input more likely.

• Games are highly motivating and entertaining, and they can give shy students more opportunities to express their opinions and feelings.

• They also enable learners to acquire new experience within the foreign language that are not always possible during a typical lesson.

• Games add diversion to the regular classroom activities, break the ice and introduce the new ideas.

• In the easy, relaxed atmosphere which is created by using games the students remember things faster and better.

• Grammar games are a good way of practicing the language, for they provide a model of what learners will use the language for in real life in future.

• Grammar games encourage, entertain, teach, and promote fluency.

There are many factors to consider while discussing games, one of which is appropriacy. Teachers should be very careful about choosing games if they want to make them profitable for the learning process. If games are to bring desired results, they must correspond to either the students' level, or age, or the materials that are to be introduced or practiced. Not all of the games are appropriate for all students irrespective of their age. Different age groups require various topics, materials and modes of games. For example, children benefit most from games which require moving around, imitating a model, competing between groups, and the like. Furthermore, structural games that practice or reinforce a certain grammatical aspects of language have to relate to students' ability and prior knowledge. Games become difficult when the task or the topic is unsuitable or outside the students' experience.

Another factor influencing the choice of a game is its length and the time necessary for its completion. Many games have time limits but according to Siek Piscozub, the teacher can either allocate more or less time depending of the students' levels, the number of people in a group, or the knowledge of the rules of a game, etc.

When to use games.

Games are often used as short warm-up activities or when there is some time left at the end of the lesson. A game should not be regarded as a marginal activity filling in odd moments when the teacher and class have nothing better to do. Games ought to be at the heart of teaching foreign languages. Teachers suggests that games should be used at all stages of the English lesson, provided that they are suitable and carefully chosen. At different stages of the lesson, the teachers' aims connected with a game.

Grammar games also lend themselves well to revision exercises helping learners to recall a grammar material in a pleasant, entertaining way. All authors referred to in my report agree that even the grammar games resulted only in noise and entertained students, they are still worth paying attention to and implementing in the classroom since they motivate learners, promote the communicative competence, and generate the fluency.

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Teaching English speaking at the beginning stage

Every year in many parts of the world a considerable number of persons find themselves called upon to teach English to those whose mother tongue is not English. Their pupils may be children or adults; and range from those who already have some knowledge of English either in its spoken or written form to those who know not a single word of the language.mother tongue of those who are about to engage in such teaching is usually English, but to some of them English is a foreign language in which they may or may not be proficient. But in either case they find themselves taking on a job which is unfamiliar to them. They have rarely been specially trained to teach English as a living language and as a means of immediate communication.their pupils already have some knowledge of English, the teacher more often than not has recourse to a reading book, and causes his pupils to read - with or without the process of translation. Or, if a command of the spoken language is the objective, they content themselves with carrying on «conversation» with their pupils. In the latter case such teachers find themselves at a loss. The various techniques of teaching through conversation are usually unknown to them and, like the veterans who came into this field before them, they pick up the devices of oral teaching by dint of the process of trial and error.researching work is written to show that there are a lot of different ways of teaching speaking to children and adults on the beginning stage. There are The Oral Direct Method, Communicative Approach, Penny Urs Methods, Topic Approach and others.we consider our task to show how these methods work, so there are examples, which are in the practical part of the work.work consists of different tips, which can help teachers to work with children and adults. Psychological peculiarities of children and adults are describing in this work.

The object of the work is teaching English speaking.

The subject of the work is researching the theme at the beginning stage.

The purpose of the researching is to study different methods of teaching English speaking at the beginning stage.

The tasks are:

- to study what is the speaking itself;
- to study psychological peculiarities of children and adults;
- to examine different techniques of teaching speaking;
- to reveal how to deal with mistakes in oral speech.

It is a well-known fact that when two persons, ignorant of each other's language, find themselves in daily contact, with the necessity of communication by speech, either will soon become able to use the language of the other with sufficient proficiency for the purpose in view. We consider that the theme of the project is the one of the main themes of teaching English speaking because it is very important to teach oral English at the very beginning of the lessons to continue studying without difficult problems.

The Swiss psychologist Jean Piaget and his colleagues have demonstrated that children in primary or elementary school are usually in the concrete operational stage of cognitive development. This means that they learn through hands-on experiences and through manipulation of objects in the environment. Children in primary or elementary-school settings generally learn by doing. If this principle were extended to the English teaching setting, it would mean that children in language classes need to be active than passive; they need to be engaged in activities of which language is a part; they need to be working on meaningful tasks and use language o accomplish those tasks. So when the teacher wants to teach children how to speak he should not only show them how to do it but give them tasks and practical exercises.

This principle, which comes from the work of the Russian psychologist Lev Vygotsky, suggests that children need not only hands-on or direct experiences, but also experiences where they are interacting with and learning from others, both adults and other children. In terms of language classes, an implication would be that children need to use the new language with each other and with the teacher. Another implication would be that the teacher, as the one who knows more English that the children, needs to interact with the children in English, using the language that is related directly to activities in which children are engaged. So when teacher wants his children to speak he should use not only method of asking questions, but such methods of group work or work in pairs to teach them how to speak to each other in informal situations.

Language acquisition occurs through learners figuring out how the language works, through learners making and testing out hypotheses about the language. Language acquisition involves the cognitive work of creative construction of the rules of the language . So teacher should not be afraid of childrens mistakes, when they speak and experiment with the new language, it is a natural and inevitable part of language learning. Language acquisition occurs through social interaction, through having to use the language with others in authentic communication settings. Language develops as speakers try out the language they are figuring out in situations with others, and as others respond to their efforts. Interlocutors work together both to be understood and to understand each other. So one of the methods of teaching speaking is to give children tasks to speak to each other more then to speak to teacher.principles suggest a communicative approach to language teaching, which focuses on involving pairs and small groups of learners in authentic communicative situations and in problem-solving and information-gap activities. They suggest an approach in which the teacher uses English both to introduce and oversee the activities and to talk with children as they work together. So these principles help teacher, who wants his children to speak English, to be focused on the communicative approach in teaching.

Primary class teachers are only too aware of their responsibility in this area of foreign language acquisition and are anxious at all times that their pronunciation, intonation and rhythm are accurate, if only to ensure that the results of their teaching programs are validated and approved of by their secondary modern language specialist colleagues. Speaking is demanding of teacher and pupil alike. For the child it means discriminating between different speech sounds and being able to produce them correctly, building up new pronunciation habits and overcoming the bias of the first language, feeling the different stress patterns in the new language, having the confidence to hear themselves express their personality in a «foreign» medium, being content to inhabit a new persona. In their own language they can express emotions, communicate intentions and reactions, explore the language and have fun with it. If teachers succeed in creating the right ethos and atmosphere, this is what the child will reasonably expect to be able to do in the foreign language as well. However, these expectations can be fulfilled (or thwarted) by the teacher. Constancy of practice, a non-judge mental response to «errors», and an acceptance of the child's use of the mother tongue will contribute to a more creative, less circumscribed use of the foreign language.the foreign language, as in the mother tongue, the child will speak spontaneously only when they perceive the need, what Margaret Donaldson calls the «intention to say-so-and-so». Teachers can teach

formulaic expressions and these will make up a substantial portion of the child's repertoire contributing to their growing sense of achievement. Indeed, their skilful use seems to contribute greatly to communicative success. After all, nothing succeeds like success! These are the child's «data» which they use to analyze how language works.

Teachers all know that to use a language creatively they must be able to operate a system of underlying rules; otherwise they would remain at the level of the phrase book. In order to make a foreign language really work for learners, teachers have to go beyond lists of vocabulary (nouns, adjectives, etc.) or lists of structures of functions. Teachers have to teach the language as dynamic system, one that enables the learner to create language rather than reproduce it and provide a learning context which is congenial to risk-taking, uncertainly, problematic situations and a real sense of purpose.produce appropriate language effectively, it is necessary to have a certain level of competence in a number of aspects of language use.

COMPUTER LINGUODIDACTICS IN THE SYSTEM OF INNOVATIVE LANGUAGE EDUCATION

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Abstract: This article examines benefits of using information - communication technologies (ICT) in the field of language education; the role of innovative technologies in the creation of multimedia environment using authentic audio / video materials.

Keywords: language education, Computer Linguodidactics, innovative technologies, authentic video materials.

In the context of the creation of the global information society and the development of information and communication technology (ICT), system of language education has undergone considerable changes. New socio-cultural conditions require modernization and reformation of the language learning process, because language and language education today are an important tool for successful human life in the process of acquiring knowledge about the cultural diversity of the world, as well as the formation of active life position.

Before the system of language education there are new tasks, which are characterized by the formation of the individual's consciousness, his ability to be socially mobile in a society and free “entry” into the open information space.

The process of informatization of education includes extensive use of information and communication technologies in foreign language teaching, which greatly increases the efficiency of the process. Also, extensive use of innovative technologies enables the creation of conditions for the formation of linguistic and communicative skills.

Presented by Professor E. G. Skibitsky educational technology of foreign language studying can be an example of innovative technologies. This technology is based on the creation of favorable conditions for successful organization of training activities to improve the capacity of language learning, the implementation of speech features and the development of responsibility for the learning outcomes [1, 118].

Intensive development of new forms of information technology led to formation of a new trend in linguo didactics – computer linguo didactics. Currently, the term is increasingly used in teaching. Computer Linguodidactics - an area of linguistics which studies the theory and practice of the use of information and communication technologies in language learning. The term “Computer Didactics” was proposed K. R. Piotrovskaya in 1991. She has identified the main problems of computer linguistics and approaches in the use of computers in teaching foreign languages [2, 35-37]. Computer Based language learning began to develop with the appearance of the first laptops in 1977. Over time, the learning of languages by computer has grown into a separate field of knowledge. One of the leading international experts in the field of computer language learning Mike Levy in his book “Language learning with computers: Context and conceptualization” (1997) scrutinizes the relationship of linguistics and other fields of knowledge, and presents it as a scheme [5, 127]:

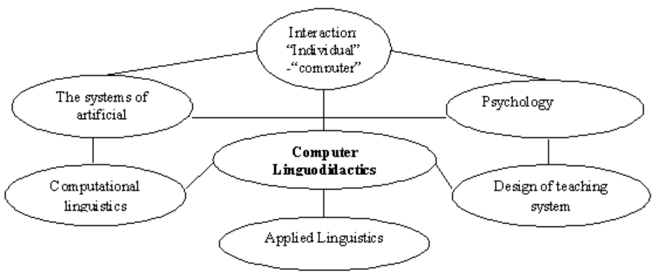

Figure 1– Interconnection of computer linguistics with other disciplines

Harz AD considering the proliferation of computers and computer technology as the main stage in the development of informatization of linguistics. According to Gartsova Computer Linguodidactics develops as an area of linguistics that studies the theory and practice of the use of computers in language learning, and the computer, in turn, is regarded as one of the technical training facilities (TTF) [3, 356].

In foreign practice, all processes associated with the use of computers in language teaching, denoted by terms such as «Computer Assisted Language Learning» (CALL), «Computer Aided Language Instruction» (CALI). Due to the rapid development of computer technology in recent years, also used the term «Information and Communication Technologies» (ICT).

In turn, «Computer Assisted Language Learning» is a multimedia complex used in the process of language teaching and learning, in which the computer is used as an interactive element for transmission of certain information.

In recent decades, teaching a foreign language has gained much more attention in most countries around the world. As a result, the search for adequate and effective teaching materials occupies a great space of teachers’ thinking. The purpose of learning a foreign language is to be able to capitalize from using it in the real world, in real situations. Therefore, most of foreign language teachers think about whether there is enough to teach the language with the help of textbooks, which are artificial and they are prepared only for educational purposes, or if they should adopt using authentic materials to enrich students’ learning process in general and develop lexical abilities in particular. So, when teachers are concerned with helping their learners to develop lexical skills, they should think over about teaching methods being used and materials being presented to students.

In the process of learning a foreign language, students acquire lexical and grammatical knowledge and skills, but often cannot accurately understand the native speaker’s speech, and as a result, communication between people is broken. Under these conditions, there is a necessity of development of lexical skills as an indicator of a person’s ability to understand speech of a native speaker. Listening tasks should provide students with a high level of independence when reading in a foreign language in a real life context, which means using actual authentic materials. Teachers of foreign language state that one of the characteristics of communicative language teaching is using authentic materials. Communicative language teaching approach changes the view of teaching program developers toward English subjects, from just a language to be learned like other subjects in the school, to a very important tool of communication inside and outside the classroom.

Introduction of computers can help in the development of basic skills as listening, speaking, reading and writing, as well as improve their pronunciation, vocabulary and grammar skills. Multimedia environment with access to authentic audio and video materials allow students to hear the speech of native speakers, which reflects the reality and characteristics of the national culture.

Authentic audio / video materials have the potential to solve the educational problems and are used to create an atmosphere of real language communication and are able to ensure the successful perception of foreign speech by learners, as well as to increase the motivation of students to study a foreign language.

Overall, the present system of language education offers a huge number of effective, interesting and creative technologies that provide students the basic skills, which are necessary to complete the communication. Using innovative technologies in teaching foreign language contributes to the development of interest, creativity, imagination, learning, and reveals their potential.

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TESTING AS A MAIN METHOD OF CONTROLLING STUDENTS' KNOWLEDGE

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Nowadays within the higher school the use of testing is considered as one of actual forms of quality control of training of students which allows to estimateobjectively the volume of the acquired this or that subject. Using test tasks of different types allows conforming to the given requirements of the state educational standard more adequately.

The teaching profession is a very versatile and interesting occupation. It does not only include teaching and preparing lessons but also measuring students' performances and learning success. Therefore, preparing tests and finding ways how to evaluate students' performances is an important part in teaching. Usually, the teacher has to prepare an exam or test him/herself. There are a lot of types of exercises from which a teacher can choose and many ways to create an exam or test.

Testing has particular importance as the instrument of distance control of knowledge, and also as the current (expeditious) check of completeness of concepts, representations, and essential provisions of separate subjects by students. Using of testing promotes improvement of the organization and increasing the quality of educational process. It should be noted that test tasks have to be developed according to requirements imposed to the studied discipline. Thus, computer testing allows exercising control and estimation the level of students' knowledge. Firstly, it is an indicator of quality of training, means of determination of students' progress and another - an indicator of efficiency of used didactic system, including a method of training and the organization of educational process, realization of modern computer technologies.

It is possible to indicate three main interconnected testing functions: diagnostic, training and educational [1, p.159].

Diagnostic function consists of an assessment of students' knowledge. This function is the most important for testing. On objectivity, width and speed of diagnosing, testing surpasses other forms of an operating control.

The training function of testing consists in motivation of students' activization to work on assimilation of a training material. Preparation for testing includes both repetition of passable material, and appeal to additional knowledge. It allows to increase the level of development of discipline, and also to develop skills of independent work.

Educational function is shown in frequency of test control. It disciplines and systematizes activity of pupils, helps to reveal and eliminate gaps in knowledge.

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While using tests as a tool of knowledge assessment there are number of problems, as their diagnostic function have both the positive and negative parties.

Positive sides of testing:

1) Testing increases objectivity of knowledge assessment in comparison with oral tasks as in this case subjective factor is excluded. Objectivity is reached by standardization of checking the indicators of quality of tasks and tests. Complexity of students' assessment progress is generated by discrepancy of approaches and methods of an assessment of knowledge, and also that circumstance that the same methods are used by different teachers with unequal degree of accuracy and integrity. A number of problems are connected with an assessment of informative progress of students. These are the arising misunderstanding and discontent among students at exposure of estimates, the requirements sometimes overestimated existence of indistinct instructions on testing, not clear formulation of questions, sometimes misunderstood students' terminology, irregular information of students on their progress, etc. Use testing allows to make process of an assessment of students completely unified.

2) Tests allow to estimate knowledge of all subjects of the passable course while at oral examination 2-4 subjects are usually discussed. Testing allows to define knowledge of the pupil of all courses, excepting an element of chance at the answer to questions of one ticket. Also there is an opportunity to establish the level of knowledge of the pupil of separate sections of the studied discipline that is especially actual at credit and modular system.

3) Testing is quite effective remedy of control from the economic point of view. The main time expenditure falls on development of qualitative tools, that is has single character. Also use of Internet technologies allows to pass test remotely that is especially convenient for students of internal and correspondence forms of education [2, p 67].

Testing is certainly not the only way to assess students, but there are many good reasons for including a test in the course.

– A test can give the teacher valuable information about where the students are in their learning and can affect what the teacher will cover next. They will help a teacher to decide if her teaching has been effective and help to highlight what needs to be reviewed;

– Test can give students a sense of accomplishment as well as information about what they know and what they need to review;

– Tests can be extremely motivating and give students a sense of progress. They has highlight areas for students to work on and tell them what has and hasn't been effective in their learning;

– Tests can also have a positive effect in that they encourage students to review material covered on the course;

– Tests are also a learning opportunity after they have been taken. The feedback after a test can be invaluable in helping a student to understand something she couldn't do during the test. Thus the test is a review in itself.

Another important feature of a good test that it is set at an appropriate level. The teacher can only really find this out by giving the test and studying the results. Basically if everyone gets above 90% the teacher know it is too easy or if everyone gets less than 10 it obviously too difficult. For tests that aren't so extreme the teacher will need to do some analysis of test. The teacher can do this by analyzing the individual items for difficulty [2, p.71].

– In order to do this mark all of the tests and divide them into three equal groups high, middle and low;

– Making a note for each item of how many candidates got the answer correct from the high and the low group (living aside the middle group). To find the level of difficulty the teacher need to do a quick calculation;

– Taking one question and add the number of students from the high group who have the correct answer to the number from the low group;

– Then divide this by the total number of people from both groups. It is thought that if over 90% of candidates get the answer right it is too easy. If fewer than 30% get it right it is too difficult.

– Also it is important to bear in mind that if most of the answers are in the 30's and 40's it would be best to rewrite the test. It's the same if most of the answers are in the 80's and 90's.

– The final step is to reject the items that are too easy or difficult.

Recently there was an innovative direction — computer testing at which presentation of tests, estimation of results of pupils and delivery of results to them is carried out by means of the personal computer [3].

The dynamic multimedia maintenance of tasks on the computer which united by software for representation in the interactive mode according to students provides more exact assessment of knowledge and abilities, motivates to performance of tasks in comparison with blank tests more strongly. Also conveniently that instead of filling of special forms for answers it is possible to choose the answer as a mouse simply. If testing takes place in the adaptive mode, time of carrying out examination and length of test are reduced.

It should be noted that in educational process of a higher educational institution the principle of expediency of using different methods and forms of education has to be used. The appeal to computer programs is possible only in situations when they provide knowledge acquisition which it is impossible or it is rather difficult to receive by means of other technologies. Quality of training future specialist has to be checked on degree of readiness for the solution of tasks of concrete themes and sections of the program. And testing is one of effective methods of controlling results of training.

Finally, it is very important to remember that tests also give teachers valuable information on how to improve the process of evaluation. Questions such as:

- «Were the instructions clear?»
- «Are the test results consistent with the work that the students have done on the course. Why/why not?»
- Did I manage to create a non-threatening atmosphere?»

All of this will help the teacher to improve the evaluative process for next time.

But it is necessary to consider that testing - ambiguous and difficult process. Achievement of the unified assessment of students' knowledge is difficult achievable as the level of training students significantly differs. Therefore prematurely do testing by a main element of pedagogical control.

Overall, we think that all the above methods have strengths and limitations and that test have an important function for both students and teachers. By trying to limit the negative effects of tests we can try to ensure that they are as effective as possible. We don't think that tests should be the only criteria for assessment, but that they are one of many tools that we can use. Choosing a combination of methods of assessment is the fairest and most logical approach.

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PUN AS A MAJOR DEVICE OF ADVERTISING

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Nowadays, one cannot conceive the modern world without advertising. Indeed, society and related to it processes substantially depend on advertising as without it producers would be unable to sell and distribute products, and hence consumers would not be aware of various services and goods.

In fact, there is no consensus among scholars on the accurate definition of advertising. Thus, in a narrow sense it implies a paid form of non-personal communication that is transmitted through the mass media such as television, radio, newspapers, magazines, direct mail, public transport vehicles, outdoor displays and also the Internet, which aims to persuade, inform, or sell. In a broader sense, McQuarrie proposes the following determination of advertising: "advertising is the largest organized persuasive endeavor in the world today". It can be found in numerous forms, such as billboards, flyers, trailers, sky-writings, sandwich boards, brochures, logos, and viral videos [1, p. 40]. Dyer defines advertising as "drawing attention to something or notifying somebody of something" [2, p. 2]. The verb "advertise" is derived from Latin "advertere," which literally means to turn towards. A. Goddard advocates this fact, claiming that "adverts are texts that do their best to get our attention, to make us turn towards them" [3, p. 6].

According to Trehan, the constituents of an advertisement are: headlines, subheads, illustrations, slogans, text or body-copy, blurbs, boxes or panels, identification marks, closing ides [4, p. 120]. In this sense, magazines' advertisements are considered to be a great medium to portray a product as they contain a predominant range of means described by Trehan in his interpretation of an advertisement' components. In this regard, illustrations, slogans, text or body-copy, identification marks are frequently applied to advertisements of gloss magazines or so-called glossies and, thus endow them with extra attractiveness and persuasiveness in comparison with the other types of the media.

A headline is referred to a whole advertisement as "the words in the leading position of an advertisement and, generally, 20 % of the readers do not go further than reading headlines" [4, p. 121]. Headlines are presented in a larger type font and stand out graphically. Research of Coutland L. Bovee and William F. Arens has shown that, on average, three to five times as many people read the headline as read the body copy. Therefore, if the advertiser hasn't done some selling in the headline, he has wasted the greatest percent of his money. [5, p. 294] The idea is to engage and involve the reader, suggesting a reason to read the rest of the advertisement. Therefore, the headline is the most important in an advertisement. [6] In fact, the notions of a headline and a slogan can be defined as synonyms, because both are intended to fulfill the same function – to pique a potential consumer's curiosity, and have the same form of manifestation as well. Thus, Trehan defines a slogan as follows: "A simple phrase or a catchy sentence which is easy to remember, sweet, easily pronounceable and pleasing to the ear. It increases the memory-value of advertisements. Slogans can act like headlines" [4, p.123]. Goddard defines slogan as "a phrase designed to be memorable, attaching to a product or service during particular advertising campaign". Usually, slogans are followed by the body text which carries more detailed information about the product advertised [3, p. 127].

Thus, mass production requires mass consumption which in turn requires advertising to the mass market through the mass media and, more specifically, through gloss magazines. In this regard, advertisers pursue the aim to create the most advantageous ways of successful product selling. Hence, a visually acceptable and felicitous slogan is a half of trade success, but the means this slogan is conveyed by makes a product absolutely justified. The problem is that most advertisers do not acknowledge the nature of advertising as a form of discourse or as a mechanism of language use. In this respect, they are still deficiently aware of what stylistic and linguistic devices are most appropriate to be applied, and what impact they have on potential consumers. Therefore, a pun deserves to be considered as the most effective tool in advertising creation as it serves unique functions that are not fulfilled by any other devices. In this sense, the major function of puns is to attract attention

of potential consumers and, thus, manipulate language so as to enable a reader to dwell longer upon an advertisement and ultimately acquire a product.

Puns frequently occur in advertisements. Leigh, for instance, shows that in a large sample, 10 to 40% of all adverts contain wordplay or a pun (the range depending on the definition of what constitutes a "pun"). Views on what constitutes wordplay are relatively homogenous despite the different terminologies employed. According to Culler, depending on similarity of form and disparity of meaning, a pun evokes disparate meanings in contexts where each applies differently. Thus, in the most general of terms, a pun can be defined as a form of speech play in which a word or phrase unexpectedly and simultaneously embraces two unrelated meanings [7, p. 14]. Leppihalme points out that wordplay can be based on several different features of the language(s) involved such as pronunciation, spelling, morphology, vocabulary or syntax. According to its form, wordplay can be expressed in ambiguous verbal wit, orthographic peculiarities, sounds and forms of the words, in breaking the grammar rules and other linguistic factors. It should be also mentioned that context has a vital importance for the actualization of the wordplay or pun, as its pragmatic role (mainly humorous, satirical, sarcastic, etc) is fulfilled and actualized in a specific context [8, p. 271]. Nevertheless, having contemplated puns through glossy magazines such as, for instance, diverse issues of Cosmopolitan magazines of the British edition, we identified that the following types of a pun have the highest incidence across these magazines: homophonic, homonymic, paronymous and portmanteaux puns. The puns of the kind correspond to the classification of puns according to their formal structure and overlap with the taxonomy propounded by Delabastita [9, p. 128]. In fact, there is no overall taxonomy of puns according to their formal structure as there are various approaches as to how puns should be classified. Moreover, many scholars (Leech, Newmark, Delabastita) have tried to classify puns into different typologies, but it seems that wordplay is arduous to be classified. Speaking of puns exclusively, Esar confirms this fact: "The variety of puns must be infinite [...] When I came to record the different types of puns, I gave up after identifying dozens of different species, for it seemed an endless task" [10, p. 70]. In this regard, the principles of the classification also result from different perceptions of a pun by different scholars. As for us, we adhere to the determination of a pun as well as to the classification offered by Delabastita as it is accurate and at the same time general enough to embrace all the different types of wordplay:

“Wordplay is the general name indicating the various textual phenomena in which structural features of the language(s) used are exploited in order to bring about a communicatively significant confrontation of two (or more) linguistic structures with more or less similar forms (signifiers) and more or less similar meanings” [9, p. 128].

However, the only remark is that a portmanteaux pun, which is proved to be quite recurrent regarding magazines’ advertisements is actually described by Nash and involved in his own taxonomy [11, p. 139].

Thus, we are inclined to consider the examples of advertisements according to their formal structure as well as reveal linguistic ambiguity and characteristic features of a pun. In this sense, we have to interpret puns from the point of relevance and cognitive effects they produce in order to fully comprehend the mechanisms of puns’ influence on potential consumers.

1. The excellent example of a homonymic pun is an advertisement of Herbal Essences shampoo which utilizes different meanings of the same word within the slogan in order to affect readers in a positive and an attractive manner. Thus, the slogan and the context are as follows (1):

(1) Seriously seductive shine. Afterglow included. With natural argan oil

Go for full-beam gleam. Herbal essences Moroccan My Shine shampoo and conditioner with argan oil will take a shine to your hair like you wouldn’t believe. Time to shine? Yes, yes, yes! [12].

Actually, both literal and figurative interpretations of the slogan are based on the meaning that the word afterglow attains. Hence, in a literal sense, taking into account the former part of the slogan, the whole slogan conveys the following meaning (2):

(2) Herbal essences Moroccan My Shine shampoo makes your hair so shiny that this gleam is long lasting

The figurative interpretation can be expressed as in (3):

(3) Herbal essences Moroccan My Shine shampoo makes your hair so irresistibly beautiful that you feel immense pleasure and desire to experience it once more.

Thus, according to Longman Dictionary of Contemporary English the word “afterglow” has two salient meanings: 1) A pleasant feeling that remains after a good experience; 2) The light that remains in the sky after the sun goes down. In this regard, the diverse meanings of the word afterglow give rise to the wordplay, which, unconditionally, positively affects viewers. Nevertheless, the play on words as well takes place on the mental level. For instance, in the case of Herbal essences Moroccan

My Shine shampoo promoters use a lot of synonymous words such as beam, gleam, shine and glow to reinforce an impression of the advertising product, thereby, inclining potential consumers to obtain it.

2. Many advertisements use the name of a trade-mark or product advertised as a source of wordplay. In this case, the name of the product itself corresponds to one of the meanings present in the pun and the pun in its turn is paronymous, homonymic or homophonous in relation to the name of a product. This type of a pun can be illustrated by the slogan of Yoo Moo frozen yogurt (4):

(4) How do yoo moo?

Yoo moo is great tasting frozen yogurt, available in a faboolous range of tasty flavours [12].

In (4), yoo is a homophone of you and, therefore, the advertisement contains a pun on the name of the advertised product, Yoo Moo frozen yogurt, and on the pronoun you. In the latter case the slogan attains the meaning which is actually figurative (5):

(5) What’s your favorite flavor?

The literal interpretation derived from the slogan is not quite relevant, but still yield positive cognitive effects. In this sense, “how do yoo moo?” actually can be interpreted as an invitation to moo, likening a human to a cow. Nevertheless, this factor does not invoke negative cognitive effects, because the humorous character of the slogan counterbalances any negative connotation.

Thus, there is no doubt that the name of a product has the advantage of being a part of the play on words. This advantage lies in the fact that the product may be remembered more easily and for longer, and it can also be associated with enjoyable experiences and positive connotations.

3. According to Delabastita a pun can be either horizontal or vertical depending on how pun components are arranged in a text fragment in question. Actually, the puns that we have analysed before appeared to be vertical, because as Delabastita puts it “two confronting linguistic components are represented simultaneously within the same portion of text, even though only one of them is materially present [13, p. 78-79]. The other component is triggered into action by the employment of the contextual setting, which ignites the pun” [9, p. 129].

Nevertheless, an advertisement the analysis of which we are going to demonstrate next represents the unique example of a horizontal pun. To proceed to discuss the horizontal pun on the basis of an advertisement it is necessary first to define it. Thus, in horizontal puns, conversely, the two confronting linguistic components occur one after another in the text. It is the repetition of a word in context that triggers the secondary meaning [13, p. 81]. This type of the pun component arrangement is illustrated by the example of a Gucci sports bag and Chanel trainers. The pun is constituted here by both the slogan and the context (6):

(19) Get sporty. New year, new goals – go back to the gym with a bang!

PS – If you don't want to break the bank while breaking a sweat, try Nike, Zara and Topshop for more sports-luxe goodies [14].

Thus, we can notice that this horizontal pun is based on the phonemic similarities between 'bang' and 'bank'. In other words, the pun is represented by paronymy of these words.

Along with the horizontal pun the advertisement contains the vertical pun expressed by the word goodies. Being vertical by the type of a components arrangement, the pun is paronymous with regard to its formal structure. So, the paronymy here bases on the phonologic distinction between the words goodies and goods, both of which make sense in the sequence constituting the context. In this case, we can interpret the context of the advertisement in two ways wherein both interpretations make a positive claim about the advertised product (6), (7):

(6) If you don't want to break the bank while breaking a sweat, try Nike, Zara and Topshop for more extremely attractive, fabulous and good-looking accessories for sport.

(7) If you don't want to break the bank while breaking a sweat, try Nike, Zara and Topshop for more sports-luxe supplies.

Thus, in (6) we came up with the interpretations for "goodies" whereas "supplies" in (7) denotes goods.

To sum up, this advertisement delineates how a paronymous pun in its various manifestations can modify an advertisement in order to affect potential consumers.

4. An advertisement of the Sunshimmer instant tan collection for a flawless tan by Rimmel is a great example epitomising a pun based on portmanteau. The pun is actually contained in the context of the advertisement, nevertheless the slogan also conveys somewhat figurative meanings. The slogan and context are represented in (8):

(8) Made in sunshine

Get a flawless, natural looking tan. Water-resistant, transfer-proof. Easy to apply shades in matte and shimmer, at a sunsational value [12].

The slogan entails the following interpretations (9), (10):

(9) Your body looks like it is naturally tanned with the Sunshimmer instant tan collection

(10) The Sunshimmer instant tan collection is made with love and happiness

The latter interpretation is somewhat figurative than literal.

The portmanteau pun sunsational is a blend of the word sun and the word sensation, imparting to the context new senses (11), (12):

(11) Get a flawless, natural looking tan. Water-resistant, transfer-proof. Easy to apply shades in matte and shimmer, at a low prise.

(12) Get a flawless, natural looking tan. Water-resistant, transfer-proof. Easy to apply shades in matte and shimmer, with the effect of a natural after-sun tan.

In (11) the portmanteau is interpreted literally and the meaning of "sensational" is more salient here. As for (12), the word sun comes to the foreground, making the context sound in a figurative manner.

To sum up, the interpretations derived are relevant and inclined to invoke positive cognitive effects, making the product attractive and desirable.

Thus, a pun is a common figure of speech and a device the use of which in advertising contributes to arousing interest and making an advertisement enjoyable. In this sense, a pun can be considered as a riddle, and solving a riddle is a pleasant experience, as it flatters an addressee's intellectual capabilities. Puns are extremely useful in case a literally meaning and an idiomatic or figurative interpretation together can create additional positive cognitive effects, which are generally intended to endow an advertising product with positive associations. Hence, due to these extra positive cognitive effects an addressee is involved in the processing of an utterance for longer that makes an advertisement more likely to be remembered and, consequently, a product to be purchased. Another significant characteristic of wordplay is that it is intentional and associated with a specific purpose, for example to be humorous, attention-seeking, persuasive etc., which makes it a popular stylistic device especially in advertising. Furthermore, the perception of an advertising slogan mainly depends on relevancy of meanings that an involved pun can convey. In this sense, puns used in advertisements which contain two relevant interpretations are more favorable than puns with only one relevant interpretation. All in all, we can claim that the significance of puns' role in advertising is indisputable as they proved to be an effective means of fulfilling the persuasive function of promotional language in business communication by capturing and holding reader's attention.

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THE ROLE AND FUNCTIONS OF A MODERN FOREIGN LANGUAGE TEACHER

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Nowadays, the issue of foreign language education becomes more and more actual. It is tightly connected with economic and politic

development of our country, as well as the reinforcement of intercultural communication. Today, the requirements for foreign language acquisition are dramatically changed. As the result, the role and duties of a foreign language teacher undergo certain changes.

Key words: intercultural communicative competence, teaching activity, functions, modern foreign language methodology, modern foreign language teacher.

Traditionally, we used to think that the success of pedagogical activity directly depends on knowledge of pedagogy, its subject, and methodology. However, during recent decades, studies have shown that a great deal of success belongs to a teacher's ability to create a classroom atmosphere of mutual understanding, trust, development, and active communication. Teacher's professional activity is determined by the specifics of its vocational subject, personal (individual psychological) and communication (interactive) qualities, and performs the following functions:

- ✓Developing
- ✓Educational
- ✓Communicative
- ✓Gnostic (research)
- ✓Structural-planning
- ✓Organizational.

In addition, there is a specificity of professional activity. For example, the teacher of a foreign language should have a high level of knowledge of a foreign language, as well as some linguacultural and socio-cultural information, methods of teaching foreign languages and new directions in this area.

Moreover, today an increasingly urgent focus is on the development of individual abilities of each student, the education of intelligent, thoughtful individuals who are prone to self-education. This requires adequate organization of the learning process – that is, the interaction of the teacher with the students as equal partners, individuals, collective identity (subject-subject relations). When the teacher treats the student, not as an object (does not solve the problem instead of the student, who then repeats the only solution), but they work together to solve it, and the teacher only helps – in this case only we can say that the productive interaction achieved [1].

So, what is really necessary for a modern foreign language teachers? To answer this question, we need to understand the essential features that characterise directly the system of foreign language education. The specificity of foreign language education is obvious due to a number of factors that Galskova N. D. defined as follows: socio-economic and political factors, socio-educational, socio-cultural, methodological, and individual factors [2, 192 c.]. Today the personality with the ability to actively engage in communication in a foreign language, owning the knowledge of both native and target cultures, and who is therefore capable of culturally sensitive partners in dialogue is highly demanded. In other words, we are, modern teachers, need to own intercultural communicative competence. There is no doubt that today the importance of FL program of secondary school and university increased dramatically, which is also caused by the opportunities of accessing to a huge flow of information, social and academic mobility, studying in a variety of institutes all over the world which are open to learners who acquire FL. Socio-educational factors are related to the language policy of the state, which defines a FL program for the institution (university). This group of factors is reflected in the content of a subject in the curriculum, as well as in the program by foreign language education. Social changes regarding the quality of acquisition of a foreign language, as well as a landmark on the communicative and intercultural orientation of training FL define new trends in foreign language teaching, which is the methodological factors contributing to the specificity of foreign language education. Socio-cultural factors, in turn, are manifested in the sociocultural context of learning. Finally, the last group - individual factors, indicates that the achievement of the main objective of foreign language education largely depends on the individual characteristics of all subjects of the process, and on students' individual characteristics and the development of professional skills of a foreign language teachers.

All these factors cause the specificity of training a foreign language teacher, as well as determine the functions of foreign language teachers in their future professional activities. Among them we can distinguish two groups of functions: 1) goal-setting function – communicative - teaching, educational, developing; 2) the operational and structural functions - gnostic, constructive and planned - organizational [3].

If we consider the goal-setting function in the light of the modern methodology of foreign language education, it can be interpreted as a communicative - oriented, personality-forming, and comprehensive. Based on those provisions, we propose the following statement: first, the teacher is no longer assumes the function of «training» itself, but rather helps students to orient and directs them in their own educational process. Secondly, in today›s society and in the school of a new generation a foreign language teacher does not only develops some qualities in

students, provides their adaptation to certain norms of social behavior, and moral values; but also promotes the full spiritual development of the individual student, taking into consideration their individual personality traits, provides each student's contribution to the manifestation of all their best qualities to the full, creates the right conditions for the realization of their individuality and identity, as well as creates an interactive atmosphere; as a consequence, this contributes to the formation of the valuable relation of the individual to himself, his culture, foreign cultures, the formation of tolerance in intercultural communication. And finally, it is necessary to add that the function of personality and abilities of the student has a comprehensive character, that is, the teacher helps it uncover in realization of students' talents in various fields of knowledge, and their intellectual potential; teacher develops pupils' creative skills, the ability to adapt to the fast-changing conditions of the world, and to be active and mobile in their social and professional life.

Group operational and structural functions can also be supplemented with such features as: assistance function, the function of monitoring and coordinating function. Promotional function implies that the teacher does not give students knowledge in a complete form, and tries to activate their cognitive mechanisms (thinking, perception, imagination and so on). That means that students can find solutions to problems by themselves, but teacher helps to cope with difficulties in self-development material, suggests sources of information, the analysis of which will help students find their personal vision of the problem and its solutions. The essence of the function of monitoring consists in the following: the object is not only the implementation of the lesson, but also the way of evaluation of the lesson position and its effectiveness in the learning process, which is aimed at the development of students' competences. In a broad sense, «monitoring is the methodology and systems of observation a particular object or process, which gives the opportunity to observe the development of a certain phenomenon, assess the results, and quickly identify the impact of various external factors» [4]. In a narrow sense, the pedagogical monitoring - is «the collection, storage and processing of indicators of the educational process, aimed at providing forecasting and correction of students» [5, 84-85 c.]. According to V. G. Bykova, «the goal of monitoring the educational institution is to provide effective information reflecting the state of education, analytical generalization performance, prediction of its security and development». [6, 104 c.] Monitoring, as one of the functions of the modern teacher, is very accurately determined by Shabanova J. V. in her article, in which the author takes into account the following characteristics of monitoring «in the frame of monitoring the processes of identification and evaluation of the pedagogical action are carried out. This provides feedback which indicates correspondence of the results of pedagogical activity to of its initial goals. The fact that the ultimate goals do not always match the planned ones (in a certain degree), - a common situation, but this fact is not always taken into account by education practitioners. The aim is to properly assess the extent, direction and the reasons of deviation» [7]. Emphasizing the coordination function is explained by the fact that in this process, in contrast to the function of organization where educational process is defined as «the subject – object relations», these relations take the form of a subject - subject relations [8]. H. Mintzberg [9, 512 c.] identified six ways of coordinating the work process that can be applied to the educational process: 1) mutual agreement - the learners and teachers act as partners in determining the substantive provisions (goals, objectives, methods of organization, learning outcomes, and so on. d.) a joint creative activities such as design; 2) standardization of work processes - adherence to the norms and leading provisions adopted in the education system - the state standard, sample programs, etc., which define the conditions and opportunities for academic mobility of students; 3) direct control - a method of coordination, based on the subordinate nature of the «teacher - student» relationship; 4) standardization issue - ensuring that the students meet the modern requirements of the labor market; 5) teacher qualification compliance; 6) standardization of rules - the admition by the participants of process of the educational shared values, following the unwritten rules of behavior and relationships within the educational process.

Thus, we can conclude that today the functions and role of foreign language teachers are very diverse and differ substantially from those previously established. The main goal of the modern foreign language education is the formation of intercultural communicative competence. On this basis, and also taking into account the new public demand for the quality of education, the teacher›s role in foreign language education becomes very responsible and multifaceted.

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PECULIARITIES OF LITERAL TRANSLATION FROM ENGLISH INTO KAZAKH LANGUAGE

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Broadly speaking, translation is finding expressions in another language preserving the semantic and stylistic equivalence, matching grammatical structures and cultural contexts. Put simply, translation can be considered as the replacement of the elements of the source text with the cultural context and grammatical and semantic conventions of the target language so as to transfer the impact of the source text on the mind of a reader who, being unilingual, has no way of experiencing it in the original form.

Three basic principles of translation provided by Alexander Fraser Tytler in his work "Essay on the Principles of Translation" propose that a translation should be accurate, faithful, graceful and creative [1, p.32]. Expanded, they cover all aspects of literary translation. A good translation preserves the spirit and sense of the original in the strength of the structure, force of expression, mastery of language and the qualities of imagination and discernment. These principles define what the final product of translation must be like and, by extension, what the duties of a translator are. However, a strict adherence to these principles seems a hard task to attain. In the modern scenario the problems of translation most specifically, literary translation have increased multifold.

There are two basic classifications of translation: (1) according to the type of translated texts and (2) according to the type of the translator's speech actions during the translation process. The first classification is connected with the genre-stylistic features of the original and the second is connected with the psycholinguistic features of speech actions in the written and oral form. Depending on these features, the genre-stylistic classification of translation gives grounds for differentiating between two functional types of translation: literary translation and informative (special) translation [2, p. 97].

Literary translation is the translation of fiction. Fiction is compared to other speech works, because literary aesthetic or poetic communicative function is the fundamental function for all of them. The main purpose of any literature of this type is the achievement of the certain aesthetic effect and the making of such image. Such aesthetic direction makes the difference between literary speech and other acts of the speech communications, which informative matter is primary and independent.

A literary text includes all forms of literature whether written in prose or verse. They are: the short story, the novel, the drama, the essay and the critical text. The latter might be objected to by some men of letters as bring a non-creative text. In reply to this objection, one can easily explain that the substance nourishing a creative literary text is normally derived from natural and social surroundings. In other words, a literary text can be viewed as a sort of parasite. The same can be said of a critical text as it almost largely draws on a literary text in developing its body [3, p.75].

Although all these kinds of literary texts apparently differ in form and content, yet they all have shared universal characteristics which distinguish them from other manners of writing. They are as follows: special language, expressive function, suggestive power, form, timelessness and placelessness.

As we speak about the translation of literary speech pieces, it is necessary to recognize the attribute of text translations to works of translating language, which have literary features, as the main difference of literary translation from the other translation types. Otherwise, literary translation is the type of translational activity, and its main goal is transferring of speech, capable to render literary-aesthetic influence on translating speech into translating language.

The translation of literary texts from English into Kazakh language represents an interesting and new area for translation studies. This article provides a contribution to the characterization of the main translation-related problems encountered in this area.

The research urgency is defined by the necessity of fuller revealing of translational transformations used for achieving of conformity while translation of literary texts from English into Kazakh.

The literary translation of works of the world's greatest authors into Kazakh language is very important for the cultural development of the State, since it will provide an opportunity to the Kazakh-speaking population to read world's popular and classical literature in their native language. The main task of the translator of literary texts is to overcome linguistic and cultural differences and barriers of two nations, and produce the same work to be accepted by the receiving party without any distortion.

The translation theory has many different issues to solve, and one of the most urgent ones is translational transformations. There are many papers devoted to this theme. This is not surprising, since this aspect is one of the central, and the knowledge of its theoretical foundations is extremely important in the work of any translator.

However, it should be noted that experts in the field of translation theory still had not come to a consensus about the essence of the concept of transformation. This explains the large number of classifications suggested by many prominent linguists and scientists, differing from each other.

The list of linguists who proposed their ideas on this problem includes such well known names as L. S. Barhudarov, R. K. Minyar-Beloruchev, Y. I. Retsker, A. D. Schweitzer, V. E. Shchetinkin, L. K. Latyshev, V. N.Komissarov, V. G. Gak and others.

Most of the researches and studies in the field of translation often refer to the classification by V. N. Komissarov, as it includes all the main aspects of translation process and ways used by the translator.

The concept of V. N. Komissarov defines such types of transformations as lexical, grammatical and lexical-grammatical (complex). Speaking of lexical transformations, he specifies transliteration, translation transcription, and loan translation, some lexical-semantic substitutions such as modulation, specification and generalization. Grammatical transformations include literal translation (or syntactic assimilation), grammatical substitution (replacement of parts of sentence, word forms, parts of speech) and sentence partitioning. Complex transformations may also be referred as lexical-grammatical. These include explication (in other words, descriptive translation), antonymous translation and compensation [4, p. 83].

We have provided an overview on the classification of translational transformations proposed by V. N. Komissarov, and present a short analysis of the translation of a literary work "The Children of the Corn" written by Stephen King from English into Kazakh language based on the above-mentioned classification.

The group of lexical transformations includes translational transcription and transliteration, loan translation, lexico-sematic substitues (specification, generalization and modulation).

The first group of operations (or transformations) is characterized by imitation of the form of a word or of a collocation. In the first case, the translator tries to represent the pronunciation or the spelling of the foreign word with the TL letters. This method is usually called translational transcription and transliteration. The leading device in the modern T practice is transcription with some elements of transliteration. As phonetic and spelling systems of languages differ considerably from each other, the rendering of a SL word form in the TL is always somewhat conventional and approximate:

For example, Burt Robeson – Берт Робсон; Vicky – Вики; Hamburg – Гамбур [7, p.3].

Blue-print translation (loan translation) is a way of T of a lexical unit of the O by substituting its components – morphemes or words with their lexical equivalents in the TL. The main essence of blue–print translation is in creating a new word or a stable collocation in TL by copying the structure of a SL lexical unit. This is the way the Tr acts when he translates such units as: Radio tower – радио мұнара; radio sermon – радио уағыз [7, p.7].

Lexical-semantic change – an operation with lexical units of the O by the use in the T of the TL units, the meaning of which does not coincide with that in the SL, but may be derived from them through logical transformations. The most common are specification, generalization and modulation (semantic development) of the meaning of a SL unit [5, p. 96].

Specification is the choice of a more specific word in translation, which gives a more detailed description of the idea than does the word in SL. This transformation results in the relations of logical inclusion between the TL unit and a SL unit: SL often makes use of general terms to describe very definite objects or actions – generic notion, and the TL units expresses a species notion, included into the former:

He was desperate for it not to happen [7, p. 1]. Ол <u>жанжалдың</u> болмауына қатты үміттенді [8, p.1].

"What?» he shouted [7, p. 3]. Не? – деп айқай салды <u>Берт</u> [8, p.3].

Generalization is the use of a TL equivalent with a more general meaning for the SL unit with a narrow meaning, i.e. the procedure opposite to specification. The created equivalent expresses a generic notion, which includes the initial notion of a species.

He was gripping the steering wheel so hard his <u>knuckles</u> were white [7, p. 3]. Берт рульды қатты қысқаны соншалық, оның <u>сүйектері</u> ағарып көріне бастады [8, p.3].

<u>You</u> could plunge into those neat, shaded rows and spend a day trying to find your way out again [7, p. 5]. <u>Біреу</u> осы тізбекті орналасқан алқаптар арасына түсіп қалса, бір толық күнін содан шығар жолды іздеумен өткізер еді [8, p.5].

Modulation or semantic development is the creation of a TL equivalent by replacing a unit in SL with a TL unit the meaning of which can be logically deduced from it and which is just another way of referring to the same object or an aspect of the same situation. Very often, the relation of cause and consequence connects the meanings of the SL and the TL related words: I do not blame them. –Мен оларды түсінемін. (The cause is substituted by the consequence: Оларды түсінгендіктен, күнә тақпаймын). When using modulation cause and consequence relations often have a wider character, but the logical bond between the two names is always preserved.

I did all that driving myself because you refused to drive [7, p.4]. Көлікті өзім жүргіздім, өйткені сен рульге отырудан бас тарттың [8, p.4].

But where the hell are we? [7, p.2]. Бірақ біз қазір қай жерде келе жатырмыз? [8, p.2].

Grammatical changes include syntactic analogy translation (word-for-word translation), sentence partitioning, sentence integration and grammatical substitutes.

Word-for-word translation is a way of T, when the O syntactic structure is converted into the analogous TL grammatical structure. This type of “zero” transformation is used in cases, when both the SL and the TL have parallel syntactic structures. Syntactic analogy translation may lead to full correspondence of the number of language units and their order in the O and the T:

Such wit [7, p.4]. Неткен тапқырлық [8, p.4].

Yes, Burt [7, p.2]. Иә, Берт [8, p.2].

A boy. A little boy [7, p.4]. Бала. Жас бала [8, p.4].

Sentence partitioning is a way of T, when the O syntactic structure is transformed into two or more SL predicative structures. Transformation of partitioning leads either to the transformation of a SL simple sentence into a TL composite sentence, or to the transformation of a SL simple or composite sentence into two or more self–dependent TL sentences:

Burt turned the radio on too loud and didn›t turn it down because they were on the verge of another argument and he didn›t want it to happen [7, p.1]. Берт радиоқабылдағыштың дауысын әдейі тым қатты шығартып қойды. Өйткені екеуінің арасында жаңа бір жанжалдың туындайтыны анық көрінді, және де ол соның болғанын еш қаламады [8, p.1].

Vicky was fanning herself with her scarf even though the T-Bird was air-conditioned [7, p.3]. Көлік ішінде кондиционердің істеп тұрғанына қарамастан, Вики мойын орамалымен бетін желпіп отырды [8, p.3].

Sentence integration is a way of T, when the SL syntactic structure is transformed by means of connecting two simple sentences into one compound composite. This procedure is the opposite of the first one:

So we could look at three hundred miles of corn. And enjoy the wit and wisdom of Burt Robeson [7, p.4]. Осылайша үш жүз шақырым бойы жүгері алқаптары мен Берт Робсонның тапқырылығын тамашалауға мүмкіндік алдық [8, p.4].

Twenty miles. Wide place in the road [7, p.4]. Жиырма шақырым бойы құр жолдан басқа еш нәрсе жоқ [8, p.4].

Lexical-grammatical transformations include antonymous translation, explication, and compensation.

Antonymous translation is a lexical-grammatical transformation describing the situation, as it were, from the opposite point of view and rendering an affirmative SL structure by a negative TL one or vice versa:

Or can›t you read? [7, p.2]. Сен оқи <u>аласың</u> ғой? [8, p.2].

He hated her [7, p.4]. Ол Викиді <u>сүйген</u> жоқ [8, p.4].

Explication. A complex change also occurs in explicatory translations in which a SL unit is replaced by a TL word combination

describing or defining its meaning [6, 109 p]. With the help of explication, one can render the meaning of any SL equivalent-lacking unit:

the ex-Prom Queen [7, p.3] - бұрынғы студенттер ханшайымының [8, p.3];

black skidmarks [7, p.5] – протекторлардың қара іздерін [8, p.5].

It’s manslaughter [7, p.6]. Бұл абайсыздан кісі өлтіру [8, p.6].

Compensation technique is defined as a deliberate introduction of some additional elements in translation to make up for the loss of similar elements at the same or an earlier stage.

He just ran out of the corn and... congratulations, tiger [7, p.5]. Ол жүгері алқаптарынан жүгіріп шығып...Бәрекелді, Берт, құттықтаймын [8, p.5].

Someone cut his throat [7, p.6]. Біреу осы баланы бауыздады [8, p.6].

Among with the translational transformations there are technical devices of translation, which include addition, omition, pronominal repetition and shift.

Shift is a replacing of lexical units. Translations from English into Kazakh give example proof of the significance of the difference in co-occurrence. Dealing with such problems translators use one of the following methods: they either replace one or both members of the original combination to make possible the same type of structure in translation.

“Didn’t you think he sounded kind of young? That preacher?” [7, p.8]. Уағыздаушының дауысы айтарлықтай балаша жас естілді. Солай ғой? [8, p.8].

Addition. Many elements of the meaning that are left unexpressed, implied in the O, must be rendered in T with the help of additional lexical units.

In English-Kazakh translations, additional elements are often necessary in T of attributive collocations:

We’re saving our marriage, he told himself [7, p.4]. Біз некемізді сақтауға тырысып отырмыз, деп ойлады ішінен Берт [8, p.4].

I did all that driving myself because you refused to drive. Then- [7, p.3]. Көлікті өзім жүргіздім, өйткені сен рульге отырудан бас тарттың. Мақұл, бірақ сонда... [8, p.3].

The omition technique. The omition technique is completely opposite to addition and it means the refusal to render in the T semantically abundant words, whose meaning is irrelevant and easily restored in the context.

“Where are we, anyway?” [7, p.2]. Біз қай жақтамыз? [8, p.2].

“Yes, Burt. I know we’re in Nebraska, Burt. But where the hell are we?» [7, p.2]. Иә, Берт. Небраскада екенін мен жақсы білемін. Бірақ біз қазір қай жерде келе жатырмыз? [8, p.2].

The technique of a pronominal repetition. The technique of a pronominal repetition can serve as example of a more particular character, which is the change of the name of the object repeatedly mentioned for a corresponding pronoun.

Drawing the conclusion of the results of our work, we can approve that all aims and tasks are achieved. We have revealed the main translational peculiarities of literary translation and translational transformations used in the literal translation from English into Kazakh language.

During the translation of a literary work “The Children of the Corn” written by Stephen King into Kazakh language the following groups of transformations were mostly used: addition technique (105 out of 500 sample units), omition (69), specification (84), transcription and transliteration (33). Based on our results, we can declare that English and Kazakh languages differ from one another both grammatically and semantically, and in order to get an adequate translation of a literary text, the translator should widely use all kinds of translational transformations and techniques.

In conclusion, we may state that the translation of literary texts from English into Kazakh stay as the rich area for linguistic research, and provides a new field of interests for linguists and translators.

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EMOTIVE SPACE OF PUBLICISTIC TEXT ON THE EXAMPLE OF WOMEN’S ENGLISH MAGAZINES

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The present stage of development of linguistic thought is characterized by the increased interest of scientists to study issues related to the text, as an object of study.

There is a starting position for all researchers in linguistics, which has a general clarification of that emotion is a special, peculiar form of cognition and reflection of reality, as the man is both the object and the subject of cognition, i.e. emotions associated with human needs, the underlying motives of his activities [1, 18 p.].

Emotiveness permeates all human activities and speech enshrined in the semantics of words as determinants of his various emotional states. Therefore, in the study of the language of the text in addition to the logical –semantic subject, reflecting any notion of human thought, it is important to take into account and emotive. The emotive semantics of words can be defined as the indirect language of the human relationship to the surrounding world. The establishment of gender-sensitive presentation of emotional states has acquired special relevance [2, 24 p.].

This work is devoted to the comprehensive study of the emotive text, as well as the characteristics and functioning of women’s images in emotive language. Explore adjectives, because they can be semantic and pragmatic features of meaning: subject-logical and emotional-evaluative content.

Despite the fact that problem of emotional component of the text isgiven quite a lot of research into this issue poorly investigated aspects. Correlation of the expression of the emotions and concepts really unclear to date. The emotive component is included in the lexical meaning of a word in linguistics is not resolved. Human emotional life is refracted in the language and its semantics, in the speech of almost any word can become emotive, neutral words, combining with each other, can form emotive phrases and super-phrasal unity [2, 66 p.].

In the course of the study, we considered the notion of publicistic text, as well as it's characteristics, since the basic work was done with this kind of texts. Publicism is a kind of works devoted to actual problems and phenomena of the current society. The principle of alternation of «expression» and «standards» is the main stylistic feature of publicistic style. Main aspects were explored in detail the interrelationships of human emotions and language [3, 188 p.]. As part of this study, it was important to explore the concept of emotionality. As the verbal communication is the exchange of information not only on the minds of people, but also their feelings, an important characteristic of speech becomes emotional, i.e. the expression of emotions the speaker, important role played by gender of communication participants. Emotiveness of the text is achieved by means of the connotations that expresses emotional attitudes to subjects or to their individual characteristics. Concept connotation includes categories of emotionality, evaluative and expressiveness. In the present work emotiveness is understood as the ability to express the speaker's emotional attitude to information reported, expressiveness – as an indication of the measure, the degree of manifestation of a trait.

In the language of emotional states are expressed through a special emotional vocabulary of words that are either emotional or conceptual and emotional relatedness [4, 133 p.].

Thematic and genre features of female publications largely due to heavier use of emotive adjectives. Women's magazines tend to cause more emotion from its readers. The image of the modern woman is a constant search for happiness, personal satisfaction, and continuous self-improvement. Women's magazines reflected changes in the mindset of people, their tastes and preferences, but gender stereotypes persist. Declares that a woman living feelings and emotions. If a man is restrained, careful and detailed, the woman is unbalanced and impulsive. When you create as female and male images are widely used emotive and emotional and evaluative adjectives expressing various emotions and relationships.

In this study we have theoretical and practical substantiation of the necessity of studying the components of emotive text. The importance of studying the laws of functioning of language as one of the objects of the private and General Linguistics, is obvious. It is necessary to deepen our knowledge of the language. This contributes to better understanding and interpreting the diverse linguistic facts, improving the theory and practice of translation, as well as the methodology for studying foreign

languages. Pragmatic effect communications, especially in a foreign language depends directly on art the art building ownership rules of the emotive text.

Based on the semantic and pragmatic meanings of English adjectives of emotive, we have identified the following groups taking as a basis the classification proposed by Anissimova A. V. [5, 136 p.].

1) Adjectives, expressing the mood, emotion: happy, joyful, merry, glad, satisfied, lucky, sorrowful, sorry, disappointed, sad and others. Sema of emotionality lies in adjectives. Joining in the context of the utterance, they increase the pragmatic effect, help more accurately and vividly convey the feelings and emotions of the characters. In example (1) author of the trouble with using adjectives to convey the emotions of the heroine:

(1) Clara felt happy, flattered, exhilarated and relaxed all at the same time [6, 126 p.].

In the example (2) intelligent talented adjectives, create a positive image of the hero, and the adjective is blissfully happy, showing that author really happy:

(2) He is intelligent, talented and blissfully happy with his wife [7, 225p.].

2) Adjectives that emotional events, people, objects: gorgeous, glamorous, splendid, magnificent, perfect, excellent, boring, unpleasant, disgusting, repulsive, abominable, and others. This group consisted of descriptive adjectives that have estimated this of emotionality in its semantics or acquire it in a semantic environment, expressing the attitude of the author or the characters works to events or surrounding people. In example (3) thanks to the adjective beautiful, exiting, romantic, you can pass an emotional evaluation of the events happening with characters, and the adjective poetic helps convey the general atmosphere of Romance:

(3) He sent poetic letters and took me to the beautiful restaurants, which was overwhelmingly exciting and romantic [Mademoiselle Journal, January 2015].

Emotional and evaluative adjectives not only describe the event and are emotional, but up in the context of the proposals also convey an emotional state of joy and admiration of the author's statements.

3) Adjectives that describe character: a warm-hearted, kind, quiet, tranquil, calm, down-to-earth, susceptible, sensitive, indifferent, etc. These adjectives are characterized by the ability to describe the character of the person, property, his personality and at the same time to express the emotional attitude to the surrounding or the author of the speech. So,

an example (4) demonstrates how adjectives to describe the properties of men, convey the sympathy of the author:

(4) Ryerson was so tender, so considerate, so kind and so content to let her set the pace of the relationship, Virginia reflected happily [Vogue Journal, December 2014].

4) Adjectives that are not themselves emotive, but acquire emotional significance in a particular context. The use of the adjective fits the needs of the author's statements. In other words, by engaging in semantics of context, adjectives «absorb» its meaning and begin to express emotions, feelings, as well as provide a means of creating a vibrant imagery. For example, in the example (5) rough slang word hard-assed, which contains a negative assessment, in the context of transfers the author's negative attitude to the city:

(5) New-York is a hard-assed, tiring, unrelenting, infinitely rewarding city [Marie Claire Journal, February 2015].

The proposed classification of emotive adjectives found in women's magazines and novels, is not closed. The first three groups of tokens are sema of emotionality, the fourth group are the adjectives in a particular context and semantic environment in accordance with the plan of the author of the text or the heroes of the piece.

Women's periodicals also relates to the fundamental interests and needs of women, and displays the role especially women, its social communication and interpersonal communication. The following topics were highlighted texts provided in women's magazines: fashion, lifestyle, beauty, relationship between the sexes. Also in magazines popular horoscopes. The purpose of articles of interest to readers, to advertise the fashion clothes, so the description of orders requires particularly careful selection of words, including adjectives. In the example (6) emotional and evaluative adjectives flirty, seductive, feel-good creates the image of a beautiful, seductive woman:

(6) You'll need lashings of flirty underwear seductive lace, feel-good and cute satin, big pants worn with his shirt for Sunday morning [Mademoiselle Journal, December 2014].

Also in the example (7) fashion designer Marc Jacobs mentions his wish as he would have wanted to see modern women:

(7) I want a woman to walk into a party with red lipstick and bronzed skin and say that she came back from a fabulous holiday [Cosmopolitan Journal].

Women's magazines pay much attention to the topic of gender relations. There are stereotypes of behavior rules, what to wear, what to

say, how to react to a particular situation. In the example (8) adjectives stressed, angry, upset describe different shades of emotions that occur depending on the nature of man, with all negative:

(8) You are re stressed, angry or upset about a non-relationship stuff-use a landline or try to meet with him [Cosmopolitan Journal, March 2015].

The issue of gender stereotypes is found in articles about the relationship between men and women. Magazines submitted by stereotypes about men they described as brutal, gruesome, heartless people that is the main explanation for all the failures in life, etc. Adjectives help convey that message to the readers. Emotional example (9) is transmitted using the ellipse and use strong adjectives awful and heartless, describing the nature of every man:

(9) Why? Because we're men. Awful, heartless men [Vogue Journal, February 2015].

For women's magazines is characterized by its own set of genres. The most common is the genre interview. His language is a live emotional speech, so it is particularly interesting to analyze. Articles about celebrities is highly emotional, these people are role models for the readers of the «glossy» magazine. Adjectives are designed to assess and describe personality traits and appearance of celebrities, as well as draw attention to the information in the article. In the example (10) emotional speech about Shakira with interjections from exclamation hooray!, adjectives attractive, perfect, giving an emotional evaluation of the appearance of the singer, as well as a set of positive emotional adjectives genuine, amazing, warm and friendly, describing the nature of woman:

(10) Up close-hooray! -she looks exactly her 35 years; a phenomenally attractive woman with perfect teeth and a set of dark, brown eyes. You are d be hard pressed to find anyone who are s ever come across her who doesn't find her loaded genuine and amazing and warm and friendly [Glamour Journal, January 2015].

Also in women's magazines, there are blogs, as well as a large number of articles on everyday modern life for women of working life, where they share about their readers their emotions, feelings. So for example in the sentence (11) author using adverbs simply reinforces the emotiveness proposal, expressing the character of fatigue to the point that she feels sick:

(11) The stress has simply become unbearable and I was sick of living a lie [Joy Journal, February 2015].

Another example (12) where the author comments by using the adjective stressful suggests that she was a hard working week:

(12) After a very stressful week at work my buddies and I decided to go to a massage parlor [Joy Journal, December 2014].

Through the use of emotive adjectives among readers of women's magazines spontaneously formed a desire to read the articles, letters, shocking revelations. In the example (13) the effect is created through the use of adjectives is shocking and steamy superlatives – these stories are singular:

(13) Cosmo readers share their most shocking stories and steamiest secrets [Cosmopolitan Journal, March 2015].

In conclusion, it should be noted that the emotion is inherent in many sectors of the vocabulary, and therefore required further study and analysis. During our research tasks have been completed, the goal achieved.

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TRANSLATIONAL CORRESPONDENCES ON THE LEVEL OF PHONEMES IN KAZAKH-ENGLISH TRANSLATION

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One of the main skills of a translator consists in his / her free mastery of various methods of the source text (ST) division – translational segmentation.

Division of the source text into units to be translated depends on:

• the overall orientation of the translator;

• typological differences in the methods of expressing the sign relation in the source and target languages (SL and TL).

The most widely-spread mistake of beginners in translation is the desire to translate word-for-word – to divide the ST or the source utterance into separate words, to look for their correspondence in the TL. The essence of this mistake consists in the substitution of apprehension of the character of the translated signs: instead of units of speech the translator mechanically substitutes units of language, while in different languages the composition of some speech units may not coincide.

A unit of translation is such unit in the ST for which one can find a correspondence in the target text (TT), but the constituent parts of which alone do not have correspondences in the TT.

The main unit of translation may serve not only a word, but any language unit: from a phoneme to a superphrasal unity.

The notion of a "unit of translation" is to a certain extent conventional. The chief condition of correctness of the definition of a SL translation unit is revelation of the textual function of a text unit. Inadequacy of a word-for-word translation is conditioned by the incorrect estimation of the textual functions of language units: getting into some situation, the word as a unit of language gets in a situational dependence or a number of dependences on the text conditions.

For example, the message "Она живет в Санкт-Петербурге" practically coincides in the language composition with the English phrase "She lives in St.Petersburg", while a similar (at first sight) message "Она живет в "Астории" corresponds to an absolutely different lexico-grammatical complex "She is staying at the Astoria". The attempt to follow the word-for-word translation leads to the distortion of the message, because in this case it is necessary to establish a unit of translation not on the level of separate words, but on the level of word-combinations.

In the Russian language the verb “жить” can enter both the collocation “жить в населенном пункте” and the collocation “жить в гостинице”, while in the English language these messages demand different language units. In the first case, the text gives the word-combination the parameters of “permanent residence in a certain settlement”, which in the English language corresponds to the verb “to live”. In the second case, the text establishes a more rigid special dependence “dwelling in a special place of accommodation”, which in the English language demands a quite different word “to stay”.

The most complicated cases in the determination of a unit of translation are related with the group of maximal contextual dependencies, when the sign function of a certain language unit is determined outside the sentence. A sentence does not obligatorily enter a self-dependent unit of the text; it can enter more complicated super-sentential unities.

In this connection, one can recommend the following rules for segmentation of the text for translation:

• determining the status and parameters of units of translation, it is necessary to divide the text into larger components – from a separate word to an entire episode. If a word preserves its contextual independence, it is a minimal segment for translation. If in the word there are more or less evident features of dependence on a minimal or more wide context, the translator must build an intra-textual unit which includes all or at least most important of dependent chains;

• if a word depends mainly on the nearest context, the basis for building a unit of translation is a word-combination or a simple sentence into which this word is included;

• if a word depends on several textual components, including those that exceed the limits of the sentence, building of units of translation is based on a composite sentence or on an episode;

• if a word depends on many textual components, in the basis of a unit of translation there must be the entire ST;

• if a word depends on conditions that go beyond the bounds of the text, the translator must think of the possibility of culture-related commentary or creation of a new language unit by transliteration or blue-print translation.

Creation of a new language unit by transliteration makes a translation correspondence on the level of phonemes: Goethe – Гёте. Here, we can add, in our opinion, correspondence on the level of graphemes (transliteration) (Heine – Гейне), because in a pure form transcription and transliteration are rather seldom used, and the term “transcription”

in this case is used with a certain share of conventionality, as sounds of the SL are transferred by letters (graphemes) of the TL. Thus, we can compare the translation of the name of the writer: Diderot «Дидерот» (transliteration), which by the middle of the XIX century changed into “Дидро” (transcription).

Translation of the level of phonemes is used regularly:

а) in rendering proper and geographical names, though there are restrictions, connected with tradition;

б) in rendering of exoticisms: Kurtka – куртка;

в) in the transcriptional way of borrowing of words from other languages, to denote new notions: office- офис, speaker – спикер, teenager – тинэйджер, manager – менеджер;

г) in poetic translation, when musical imagery of a poem is rendered.

The material of our work was collected and classified based on the book by Martha Brill Olcott “The Kazakhs” that enters the series of editions about the CIS nations, undertaken by Stanford University.

In her foreword M.B. Olcott states her rules of rendering equivalent-lacking lexical units, stressing the fact that she used the system of transliteration of Russian words used by the Library of the US Congress. Transliteration was used for the words that did not have a close English equivalent, and the proper names for which there are no accepted English correspondences. The majority of words were transliterated from the Russian language. They were the result of borrowing from the Kazakh language, because most of literature devoted to Kazakhs was published in the Russian language. Part of the lexical units was borrowed from pre-revolutionary editions in the Kazakh language, and its transfer into the English language differs from the transfer from the Russian language, but it is always consistent.

We give a list of Kazakh realia (exoticisms, culture-specific concepts, culture-bound terms/ items) in the Kazakh, Russian and English language, and it is possible to make a conclusion that translation into the English language was made predominantly from the Russian translation of Kazakh realia (23 out 33) (1 – 9, 12 – 15, 21 – 22, 26 – 33). Nine of the 33 were translated from the Kazakh language (11, 16 – 20, 24, 25). The word «Madrasah» phonetically does not correspond either to the Kazakh or to the Russian word. фонетически не соответствует ни казахскому, ни русскому слову. It was most likely borrowed from the Arabic language.

	Kazakh	Russian	English	definition
1	адат	адат	adat	the unwritten customary law of the Kazakhs
2	ақсақал	аксакал	aksakal	a tribal or clan elder
3	ақын	акын	akyn	itinerant poet-singer who performed at ceremonial occasions
4	Алаш	Алаш	Alash	a contemporary Kazakh nationalist organization named after the mythical ancestor of the Kazakhs
5	Алаш Орда	Алаш Орда	Alash Orda	the Horde of Alash, named after Alash, the mythical ancestor of the Kazakhs; this was the name chosen for the Kazakh nationalist party and autonomous government in 1917
6	аманат	аманат	amanat	the custom of keeping a relative as hostage to ensure a khan's loyalty
7	ауыл	аул	aul	the migratory unit of the Kazakhs, which generally consisted of several extended families drawn from the same clan
8	Азат	Азат	Azat	freedom, a Kazakh civic organization in 1990
9	бай	бай	bai	a local notable, generally used to denote someone of substantial economic worth
10	бақсы	баксы	bakshi	shaman healers or holy men whose services were employed to ward off evil spirits
11	барымта	баранта	barymta	punitive raids in which livestock was captured, launched against the auls of clan rivals
12	батыр	батыр	batir	heroic warrior
13	би	бий	bii	an Adat judge
14	ғазауат	газават	gazavat	Turkish for holy war
15	имам	имам	imam	a Muslim senior spiritual leader who leads those assembled in the mosque in prayer
16	жайлау	джайляу	jailu	the summer campsite of Kazakh pastoral nomads
17	жатақ	джатак	jatak	lie-about, used for individuals who lived off the proceeds of grain planted on commutal summer land
18	жігіт	джигит	jigit	warrior
19	жұт	джут	jut	ice-coated grass, caused when freezing rain fell before a snow cover was established, which often induced famine
20	жырау	жырау	jyrau	a man who wrote poems and often served as a scribe for the khan as well
21	қалың	калым	kalym	the so-called bride price paid by the groom's family to the father of the bride between the time of betrothal and the marriage ceremony
22	Құрбан Байрам	Курбан Байрам	Kurban Bairam	the Muslim holiday that commemorates the sacrifice of Abraham, which is celebrated 70 days after the end of Ramadan
23	медресе	медресе	Madrasah	Muslim secondary school
24	Мәжіліс	Мажилис	Majilis	council; the name of independent Kazakhstan's parliament
25	мүфти	муфтий	mufti	used first by the Russians and then by the Soviets to denote the head of a Muslim Ecclesiastical Administration
26	молда	мулла	mullah	a Muslim cleric; sometimes used as an honoric title as well as to denote graduates of a madrasah
27	шошала	шошала	shoshala	a dirt mound, which was the first permanent structure erected by the Kazakhs
28	той	той	toi	a Kazakh wedding celebration
29	туленгут	туленгут	tulengut	an hereditary slave caste composed of foreign captives and their descendants; these people were often trained as warriors
30	ұшыр	ушур	ushur	annual taxation payable in grain collected in accordance with Muslim law
31	киіз үй	юрта	yurt	a circular, domed, portable tent made of felt that was the residence of the Kazakh nomads
32	желтоқсан	желтоксан	zheltoksan	a nationalist party named in honor of the December 1986 demonstrations in Alma-Ata
33	жүз	жуз	zhuz	Horde; the Kazakhs were divided into three hordes during the period of the khanate: the Great Horde (Ulu Zhuz), the Middle Horde (Orta Zhuz), and the Small Horde (Kichi Zhuz)

It is also necessary to point to some inconsistencies in translation either from the Kazakh language, or from the Russian language. For example, the Kazak letter "қ" must be rendered by the English letter "q". This rule is not observed in example 17. In example 10 the sound and the letter "с" is rendered by the combination "sh", which corresponds to "ш". In the translation of the word "жайлау" – "jailu" – the letter "a" is missing. The word "батыр" is rendered as "batir", though the sound "ы" in other words is rendered by the letter "y" (English).

Different sources offer methods of transcribing Kazakh equivalent-lacking lexis that differ from each other (Kunaev – Kunayev). This testifies to the fact that rules of transcription and transliteration in rendering Kazakh equivalent-lacking lexis into English have not established yet and needs adjustment. We consider it necessary to give variants of rendering Kazakh letters (and sounds) that we recon most consistent.

Kazakh	English	Kazakh	English	Kazakh	English	Kazakh	English
А	A	З	Z	Ө	OE	Ц	TS
Ә	A	И	I	П	P	Ч	Ch
Б	B	Й	Y	Р	R	Ш	Sh
В	V	К	K	С	S	Щ	Shch
Г	G	Қ	Q	Т	T	Ъ	
Ғ	Gh	Л	L	У	U	Ы	Y
Д	D	М	M	Ұ	U	І	I
Е	Ye	Н	N	Ү	U	Ь	
Ё	Yo	Ң	N	Ф	F	Э	E
Ж	J	О		Х	KH	Ю	Yu
						Я	ya

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PHILOSOPHISCHE KATEGORIE „QUALITÄT“ UND MODERNE EINSTELLUNG ZUR LEBENSQUALITÄT

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Im Artikel ist es versucht, die Kategorie der Qualität und ihre Forschungsanwendung in der „Lebensqualität“ zu begreifen. Am 27-28. September 2013 fand in Almaty der erste kasachstanische philosophische Kongress zum Thema „Philosophie heutzutage: Entwicklungsstrategie“ statt. Während des Forums wurde die gesammelte Erfahrung der angewandten sozial-philosophischen Studien besprochen, die Errungenschaften des vaterländischen philosophischen Denkens behandelt, wurden die Fragen gestellt, wohin und wie sich die philosophische Erkenntnis entwickelt, wie ihr praktischer Sinn und Zweck sind. Es wurde objektive Notwendigkeit in gemeinsamen Anstrengungen geschätzt, um ein grundlegendes Verständnis der Einheit im Leben einer Person unter den Bedingungen der technischen Zivilisation auszuarbeiten [1].

Kasachstan erklärte die Politik des Aufbaus des sozialen Staates mit hohem Lebensstandard. Diese Position wiederspiegelt sich in den Aussagen des Staatsoberhauptes. N. Nasarbajew betont Ende Januar 2012

in seiner Botschaft an das Volk Kasachstans: „Die wichtigste Aufgabe des kommenden Jahrzehnts ist die Verbesserung der Lebensqualität und des Lebensstandards aller Bürger Kasachstans, Stärkung der sozialen Stabilität und Sicherheit“ [2]. Der Staat erklärt dabei nicht nur die Grundsätze der hohen Lebensqualität seiner Bürger, sondern erreicht auch Erfolg in diesem Bereich.

Die Lebensqualität (engl. - Quality of Life, abbr. Engl. - QOL; abbr. deutsch - LQ.) ist eine Kategorie, durch die wesentliche Umstände des Lebens der Bevölkerung charakterisiert werden, die das Niveau der Würde und der Freiheit jeder einzelnen Person bestimmt.

Oft wird jedoch unter dem Begriff „Qualität“ eine Reihe von Eigenschaften des Objekts verstanden, d.h. bei der Bestimmung der Qualität gehen Theoretiker und Praktiker der Gegenwart von der noch von Aristoteles gegebenen Definition aus. Es scheint, als ob es zwei Jahrtausende und Forschungen dieser Kategorie von den Philosophen nicht gäben.

Inzwischen kann man drei Perioden aussondern, im Laufe derer sich der Inhalt der Kategorie „Lebensqualität“ sehr aktiv verändert hat. Das sind Philosophie der Antike, die des Mittelalters und die moderne Philosophie.

Wie es bekannt ist, hielt die erste Generation von Philosophen der Antike den Urgrund als etwas Materielles. Aber Anaximander (VI. Jh. v.Chr. E.) hielt als Urgrund unendliche Natur, die qualitativ verschiedene Elemente wie Feuer, Luft, Wasser und Boden produziert und vernichtet. Heraklit, die zweite Generation, benutzt solche Begriffe der Kategorien wie Interaktion und Identität und hat ganz anders diese Kategorie behandelt. Er interpretiert die Kategorie der Qualität als ein Prozess: „Qualitative Veränderung des Feuers in die Luft ist eine Einheit der Zerstörung (der Tod) des Feuers und Entstehung (die Geburt) der Luft“ [3, 107].

In der Spätantike gab es unzählige multidirektionale Modelle der Welt. Die Welt ist nicht mehr als ein harmonisches Ganzes verstanden und die Kategorie der „Qualität“ und „Eigenschaften“ wurden zum ersten Mal als etwas Ähnliches analysiert. So versteht Platon unter der Qualität eine Sammelcharakteristik des einzelnen Elements oder geistiger Fähigkeit. Die Vielzahl von Eigenschaften der Menschen und Dinge verbindet Platon mit dem Vorhandensein der Einheit und des Kampfes der Gegensätze. Bei der Beseitigung der Gegensätze würde Gleichmäßigkeit der Eigenschaften hergestellt werden, die die Entstehung und Vernichtung stoppen würde.

Aristoteles hat die Ideen seiner Vorgänger behandelt und eine ganze Vielzahl von Modellen und ihren Basen erfolgreich synthetisiert. Das Ergebnis seiner Überlegungen war die Behauptung, dass die Qualität spezifische Differenz des Wesens ist, unter dem ein beliebiges Unterscheidungsmerkmal gemeint ist, das diese Sache von anderen unterscheidet. Außerdem hat er noch einen Sinn von Qualität genannt und ihn als Versetzung und Bewegung definiert.

Nach Aristoteles ist eine qualitative Veränderung durch einen Übergang von einer Gegensätzlichkeit in die andere und quantitative Veränderungen durch die Zunahme oder Abnahme der Größe gekennzeichnet. Die Grenzänderung ist selbst die Gegensätzlichkeit. Die Elemente sind im Prozess der qualitativen Umwandlungen fähig, ihre Eigenschaften in gegensätzliche zu verändern.

Im XIV. Jahrhundert haben T. Bradwardine und seine Anhänger nominalistische Philosophie von Qualität entwickelt. Der Lehre von Aristoteles folgend, bezeichnet T. Bradwardin die Quantität der Bewegung als die Zeit der Bewegung des Körpers und unter der Qualität der Bewegung versteht er die Charakteristik der Geschwindigkeitsbewegung: langsame Bewegung, schnelle Bewegung.

Der Gründer der klassischen deutschen Philosophie I. Kant klassifiziert den vorhandenen theoretischen Apparat der Philosophie in vier Gruppen: nach der Quantität, nach der Qualität, nach dem Verhältnis und der Modalität, jede von denen aus drei Kategorien besteht. Kant glaubte, dass man mit Hilfe dieser zwölf Kategorien „vollständig den Verstand messen“ kann, weil nur sie und nur in solch einer Menge all unsere Erkenntnis aus reinem Vernunft sein können.“ Kant bestand darauf, dass gerade im Kategoriensystem, nicht in jeder von ihnen einzeln, ihre methodische Funktion ihrem umfassenden und angemessenen Ausdruck erhält. Die Verwendung der Kategorientabelle macht selbst das Erlernen jedes Faches reiner Vernunft systematisch und dient als wahrheitsgemäße Belehrung oder als Leitfaden, der angibt, wie man und durch welche Wege eine umfassende metaphysische Untersuchung durchführen kann ...“. Kant aber war nicht in der Lage, die Änderung und die Entwicklung der Kategorien zu zeigen, erforderliche und gesetzmaesse Wechselwirkung zwischen den Gruppen von Kategorien festzustellen. Er weiste nur auf ihre Einheit hin.

Aber trotz seiner Schlussfolgerungen war der Versuch Kategorien als ein System vorzustellen, „aus einem allgemeinen Grundsatz auszusondern, zweifellos eine der wichtigsten Errungenschaften von Kant in der Entwicklung der Qualitätstheorie. Kant nannte die Qualität

als realer Inhalt der Erscheinungen und die Quantität als die Größe, bei derer Behandlung von ihren Eigenschaften ablenken kann. Also, obwohl Kant a priori Form der Erscheinungen - Raum und Zeit – mit der quantitaven Bestimmtheit und deren Inhalt (Empfindungen) mit der Qualität zusammenbringt, führt das Begründen des allgemeinen Charakters der Kategorien und Möglichkeiten der Zusammenfassung aller sinnlichen Erscheinungen zwangsläufig zur Schlussfolgerung, dass alle Erscheinungen sowohl der Form als auch dem Inhalt nach qualitative und quantitative Bestimmungen haben. So, zum Beispiel, können solche räumlich-geometrische Formen wie die Linie, die Zahl usw. nicht nur quantitativ – die Größe, Maße – sondern auch qualitativ – Geradheit, Zeichenkonturen usw. charakterisiert werden ... ” [5]. Metaphysisches Verständnis möglicher Veränderungen hat es Kant unmöglich gemacht, die These der Wechselbeziehung und der Selbstdarstellung der Qualität und Quantität bis zur Möglichkeit ihrer Umwandlung, noch mehr bis zum gesetzmäßigen Charakter einer solchen Umwandlung zu bringen. Dieses Problem wurde von Hegel gelöst und weiter im materialistischen Umdenken von Marx und Engels.

Hegel hat versucht, die Dialektik der kategorialen Formen aufzudecken und diese Kategorien aus sich selbst abzuziehen, dabei ihre systematischen Beziehungen und Selbstentwicklung , ihre Flexibilität, die Fließfähigkeit und gegenseitige Übergänge zu zeigen, das heißt, gerade jene Fragen zu lösen, die Kant selbst nicht lösen konnte. So zeigte Hegel zuerst, wie jeder Begriff in Konflikt mit sich selbst kommt, die in den folgenden Bewegungen der Kategorien eliminiert wird. Im Prozess der „Eliminierung“, wenn die Originalqualität gleichzeitig bewahrt, verändert und eliminiert wird, entsteht eine neue Gewissheit des Seins, eine Existenz, die im Prozess der Formation aus der „Unbestimmtheit“ gemacht wird.

Wirkliches Dasein ist ein bestimmtes Dasein, d.h. die Qualität. Die Qualität erscheint als Realität und als Grenze, über die hinaus es eine andere Qualität gibt. Der Unterschied der Qualität des wirklichen Daseins von der anderen Qualität offenbart sich durch den Vergleich. Im Hinblick auf das wirkliche Dasein zum anderen Dasein entdecken sich seine Eigenschaften. Die Eigenschaften zeigen den Inhalt der Qualität. Verschiedene Beziehungen zwischen dem wirklichen Dasein und anderem weisen auf unterschiedliche Eigenschaften. In seinen Überlegungen über die Qualität untersucht Hegel den Übergang von der Qualität in die Quantität …. Dies wird, seiner Meinung nach, ein logisch begründeter Übergang, weil die Qualität in Für-sich-Dasein ihren „Höhepunkt“ erreicht und in die Quantität übergeht. „Qualitative

Bestimmtheit, die in einem ihrem In-sich und Für-sich wirkliches Dasein erreicht hat, ist in die Bestimmtheit übergegangen, d.h. in das Dasein, wie Qualität“ [4].

Basierend auf dem Prinzip der Identität vom Denken und Wesen, geschieht der Übergang von der Qualität in die Quantität in der Erkenntnis und im Dasein. So formulierte Hegel die Dialektik von quantitativen und qualitativen Veränderungen in der Natur und zum ersten Mal in der Geschichte der Philosophie hat in systematischer Form eines der Grundgesetze der Dialektik formuliert - das Gesetz des Übergangs der quantitativen Veränderungen in die qualitativen und umgekehrt.

Gesetzmäßige Folge der Entwicklung des modernen europäischen Denkens wurde in den 40er Jahren des XIX. Jahrhunderts die marxistische Philosophie. Marx und Engels haben das Wertvollste in der Philosophie von Hegel und Feuerbach benutzt: dialektische Ideen der Hegelschen Philosophie und die materialistische Auffassung der Natur und des Menschen bei Feuerbach. Diese Ideen bildeten die Grundlage, die erneut kritisch in einer bestimmten „gesparten“/ kosteneffektiven Richtung verarbeitet wurden. Materialistischer Ansatz erfordert, die Welt so zu betrachten, wie sie ist und unter dem dialektischen Prinzip der Erkenntnis versteht man die Notwendigkeit der Beachtung der schon existierenden Beziehungen der Wirklichkeitserscheinungen, ihre Veränderung und Entwicklung, die innere Kompliziertheit und ihre Widersprüche. Das heißt, es ist unmöglich, die Natur aus irgendwelchen zuvor aufgenommenen Prinzipien zu erklären (so, wie es die Philosophen der vorherigen Zeit gemacht haben), und umgekehrt, man muss Prinzipien aus der Erlernung der materiellen Wirklichkeit aussondern. In den Überlegungen über die Kategorie der Qualität geht die Philosophie des Marxismus vor allem davon aus, dass die Objektivität und allgemeine qualitative Bestimmtheit der Dinge anerkannt wird. Die Qualität des Objekts zeigt sich in der Gesamtheit seiner Eigenschaften. Das Objekt dabei ist in seiner Art „keine Gesamtheit der Eigenschaften“, sondern besitzt sie: „... Es gibt keine Qualitäten, sondern die Dinge, die die Qualitäten haben und dabei besitzen unendlich viele Qualitäten. “Die Kategorie der Qualität führt nicht zu den einzelnen Eigenschaften des Objekts, sondern drückt eine vollständige Charakteristik der funktionellen Einheit der wesentlichen Eigenschaften, der inneren und äußeren Bestimmtheit, der relativen Stabilität des Objekts, seines Unterschiedes von anderen Objekten oder Ähnlichkeiten mit ihnen. Die Qualität wird nicht nur aufgedeckt, sondern kann sich auch verändern und in diesen Beziehungen gebildet werden [6, S. 547].

Eine der Formen des Begriffes „Qualität“ ist die „Lebensqualität“. Obwohl die Begriffe „Lebensniveau“ und „Lebensqualität“ nahe dem Sinne nach sind, sind sie nicht identisch. Man kann finanziell abgesichert sein, aber keinen Zugang zu reinem Wasser, zur hochwertigen Gesundheitsversorgung, zu den hochwertigen Lebensmitteln und anderen Produkten der Zivilisation haben. Das sind gerade die Bedingungen der Lebensqualität.

Die Lebensqualität und allseitige Entwicklung des Menschen sind die Kategorien, die inhaltliche Merkmale moderner Ansätze zu den Problemen des Wirtschaftswachstums und Gesellschaftsentwicklung bilden. Die Erklärung und die Relevanz dieser Probleme war nicht etwas Neues am Ende des XX. Jahrhunderts. In verschiedenen Epochen der Theorieentwicklung wandten sich die Denker zu diesem Thema. Es war ein zentrales Thema der philosophischen, ökonomischen, soziologischen Werke. Die Ursprünge der modernen Konzepte der Lebensqualität und der menschlichen Entwicklung kann man in den Schriften der alten Denker, in vielen Kulturen und Religionen finden. Aber es gibt eine lange Zeit, die besonders deutlich in der Wirtschaftswissenschaft erscheint, im Laufe derer solche menschlichen Probleme, wie Lebensqualität und Entwicklung – abseits gedrängt wurden. Im vergangenen Jahrhundert wurde der Ansatz zur Entwicklung als zum wirtschaftlichen Ziel dominant. Der Mensch in den ökonomischen Theorien wurde nur als Produktionsmittel betrachtet und ist ein „menschlicher Faktor“ geworden. Obwohl das Problem der Lebensqualität und der menschlichen Entwicklung in den 60er Jahren wieder mehr Aufmerksamkeit verschiedener Schulen und der Richtungen der Wirtschaftswissenschaft in der Welt ziehen.

Anerkannte internationale Organisationen und Forschungszentren haben begonnen, diese Fragen in den wissenschaftlichen Forschungen und Diskussionen zu stellen. Aber erst in den letzten Jahrzehnten des zwanzigsten Jahrhunderts bahnte sich eine deutliche Wende zu diesen Fragen in der Wirtschafts- und Sozialtheorie an. Eine wichtige Rolle in diesem Prozess haben folgende Faktoren gespielt:

- die deutlicher werdende Beschränktheit des neoklassischen Ansatzes zu den Problemen der Entwicklung, für die vor allem die Unterordnung des Menschen den wirtschaftlichen Zielen typisch ist;
- Eine starke Verschärfung sozialer Gegensätze und die Unfähigkeit, sie mit den traditionellen Ansätzen der ökonomischen Theorie zu lösen;
- Schnelle Entwicklung vom Institutionalismus und Ausbreitung des Anwendungsbereichs der institutionellen Ansatzes;

- Die sich wandelnde Rolle der Person im Wirtschaftswachstum;
- Der wachsende Einfluss der Soziologie in der Wirtschaftswissenschaft.

In diesem Zusammenhang wurden Ende der 1980er und Anfang der 1990er Jahre durch die Bildung von Konzeptionen und Theorien gekennzeichnet, die die Rolle des Menschen von neuen Perspektiven aus betrachten zu begannen. Vor allem ist es die Konzeption der nachhaltigen Entwicklung und die Konzeption der menschlichen Entwicklung. Die Kernidee dieser Position ist, dass der Mensch das Ziel des Wirtschaftswachstums ist und nicht seine Ressource.

Unter der Lebensqualität verstehen die modernen Konzeptionen die komplexe Charakteristik sozial-ökonomischer, politischer, kultur-ideologischer, ökologischer Faktoren und Bedingungen für die Existenz des Individuums, für seine Position in der Gesellschaft.

Das Wohl der Gesellschaft hängt wesentlich von der richtig gewählten Sozialpolitik des Staates, die wiederum davon abhängig ist, ob es genügend die Informationen besitzt, und wie voll diese Informationen Probleme in der modernen Gesellschaft zeigt. Von der Lösung des Problems der Lebensqualität und des Lebensniveaus hängt die Richtung und das Tempo weiterer Reformen im Lande und letztlich die politische und folglich auch die wirtschaftliche Stabilität in der Gesellschaft ab. Ihre Lösung erfordert die vom Staat ausgearbeiteten spezifischen Maßnahmen, derer zentraler Punkt, der Mensch, sein Wohlbefinden, seine physische und soziale Gesundheit ist. Gerade deshalb rufen alle Transformationen ein großes Interesse bei verschiedenen Schichten der Bevölkerung hervor, die zu den Änderungen des Lebensstandards führen können.

Die öffentliche Politik in Kasachstan wird zweifellos objektiv als sozial orientierte, auf langfristige Entwicklung von Qualitätsindikatoren gezielte Politik, bestimmt. Um dies zu erreichen, entwickelt und erklärt die Regierung viele staatliche Entwicklungsprogramme.

Die Hauptaufgabe des Staates in einem zivilisierten Land besteht in der Gewährleistung des angemessenen Lebensstandards und der Lebensqualität. In den heutigen Reformen der Marktwirtschaft ist das Problem der Verbesserung der Lebensqualität und des Lebensniveaus von großer Bedeutung.

Auf internationaler Erfahrung basierend, unter Berücksichtigung des existierenden Systems der statistischen Indikatoren und bestehender Entwicklungsprogramme wurde eine systematisierte Liste der relevanten Indikatoren zur Messung der Lebensqualität in Kasachstan gebildet.

Die Weltgesundheitsorganisation (WHO) definiert Lebensqualität als „individuelle Wahrnehmung ihrer Lebensstellung im Zusammenhang

mit der Kultur und Wertesysteme, in der sie leben und in Bezug auf ihre Ziele, Erwartungen, Normen und Anliegen ... Diese breite Palette von Konzeptionen hängt von der körperlichen Gesundheit, von psychischer Verfassung, von persönlichen Überzeugungen, von sozialen Beziehungen und ihren Beziehungen zu den Besonderheiten der Umwelt [7].

Die WHO hat ein internationales interkulturell-vergleichbares Instrument zur Bewertung der Lebensqualität ausgearbeitet, die sechs Hauptbereiche abdeckt:

- körperliche Gesundheit;
- psychische Gesundheit;
- Unabhängigkeitsniveau;
- soziale Beziehungen;
- Umwelt;
- Geistigkeit/Religion/persönliche Überzeugungen.

Es muss darauf hingewiesen werden, dass die Lebensqualität als eine Kategorie von Wirtschaftswissenschaft mit solchen der Herkunft und dem Inhalt nach identischen Begriffen wie die Lebensart, Lebensstil, das Lebensniveau miteinander verbunden ist.

Die Lebensqualität letzten Endes wird als das allgemeine Wohlbefinden der Menschen gemessen, obwohl die Forscher als Ziel die menschliche Persönlichkeit haben.

Monitoring von Bedingungen und der Lebensqualität ist nicht nur eine rein „wissenschaftliche“ Kategorie, sondern es hat einen angewandten Charakter und trägt dazu bei, Hauptprobleme und Ziele der Gesellschaft zu lösen.

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TO THE ISSUE OF ORGANIZING ADVISING SERVICES IN HIGHER EDUCATION INSTITUTIONS OF KAZAKHSTAN

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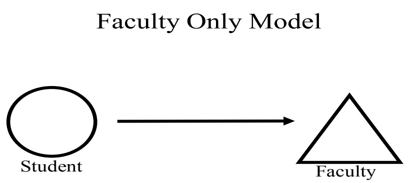
The talk about individualization and humanization of our contemporary education brings about the idea of the supporter who can help, encourage, explain and guide a student in his quest of knowledge. With the changed paradigm of the education where the alternative prevails over traditional one it is difficult to make a choice and find out the right direction of fulfilling the ideas and dreams. So every educational body nowadays is in search of such a person. Kazakhstan is no exception. Employing the ideas developed by the USA the Ministry of Education and Science of the Republic of Kazakhstan made the universities organize the service of advisors with the task to help students from very first moment of their appearance in the educational institution. So this is the task for any university to organize the service according to available financial and human resources.

Having studied the forms for organizing the service in the world we found out the following variants:

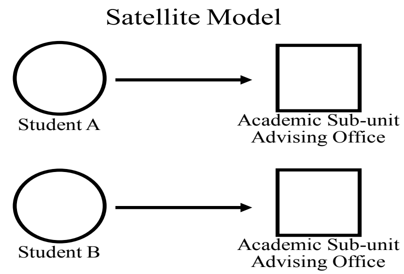
1. In the Faculty-Only Model, all students are assigned to an instructional faculty member for advising. Most typically, the faculty member is assigned based on the student's chosen major. Unlike other models, this model is unique as the organizational model and delivery system are congruent. All of the other models may utilize a combination of faculty, professional staff, paraprofessionals, or even peers [1].



Picture 1 – Faculty model depiction

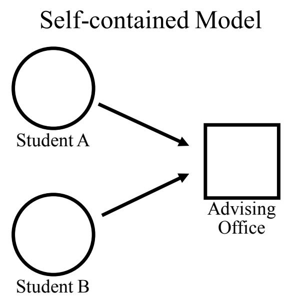
2. In the Satellite Model academic advising is coordinated and administered by academic subunits on campus. These academic subunits provide advising for a particular college or major and are typically located within close proximity to the units represented. Undecided students are typically advised by a particular subunit designated to handle undecided

or transitioning students. Typically advising responsibilities shift from a satellite office to a specific faculty advisor once a student has reached a particular milestone in his or her chosen major.



Picture 2 – Satellite model depiction

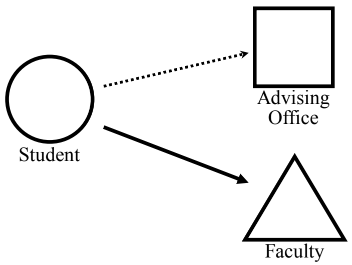
3. In the Self-Contained model, all advising from matriculation to graduation is handled in a centralized unit headed by a dean or director who is responsible for all of the advising functions that take place on the campus.



Picture 3 – Self-contained model depiction

4. In the Supplementary Advising Model, faculty continue to serve as the assigned advisors for students in the institution, however, in addition to the faculty advising, there is an office that serves an additional function. This office may serve as a central warehouse for advising information, a referral location for additional student support services, or a processing center for advising transactions or paperwork. All academic transactions continue to be the responsibility of the student's faculty advisor, but this central office may maintain structure, training, and support. Typically the supervision of faculty advisors is decentralized in this model.

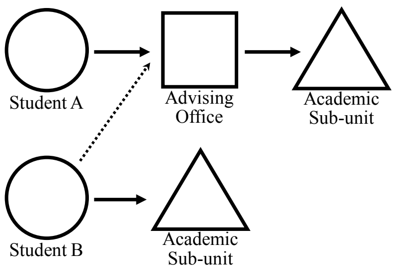
Supplementary Model



Picture 4 – Supplementary model depiction

5. In the Split Advising Model the initial advising of students is split between faculty in academic subunits and staff in a central advising office. A main advising office has jurisdiction over one subgroup of students, while faculty in academic subunits maintain jurisdiction over another subgroup of students. Perhaps the clearest example of this model is where an advising office has jurisdiction over students who have not yet declared a major, transferring that jurisdiction over to a faculty advisor once a student has declared a major. This same model is common for students who may have unique advising needs such as athletes, special populations, or nontraditional students. Typically, the advising office does not instigate academic transactions in this model; those transactions remain the in the jurisdiction of the assigned advisor in the academic subunit.

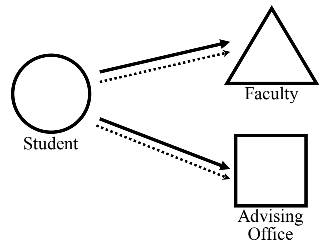
Split Model



Picture 5 – Split model depiction

6. In the Dual Advising Model, there is a shared responsibility for advising each student. Faculty members provide advising related to a student's academic major or discipline, and advising office staff provide advising that relates to a student's general education requirements, academic policies, registration, and other administrative referrals. There is typically a supervisor who manages the advising office staff who may have additional campus-wide responsibilities. In addition, if there are undecided students, they are typically advised in this central advising office.

Dual Model



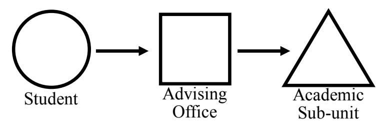
Picture 6 – Dual model depiction

7. In the Total Intake Model, initial advising responsibilities for all incoming students are assigned to an advising office. This initial advising office handles all advising transactions until a culminating event has occurred. These culminating events vary by institutions and can include the completion of a certain number of terms or credits, remaining in good academic standing, completing a certain subset of general education requirements, or satisfaction of a certain set of courses required for admission to an academic major.

Once this culminating event has been satisfied, the student is then assigned to an academic subunit determined by the student's major. The initial intake advising office may have responsibility over academic advising, academic policy, or curricular instruction, or may solely be responsible for academic advising. Again this varies by institution.

A director of dean according to the level of responsibility assigned to the office usually supervises the intake advising office [2].

Total Intake Model



Picture 7 – Total intake model depiction

It is interesting to note that in late years of the previous century most US universities chose to employ faculty only model due to its less costly organization. But nowadays considering the vast responsibilities assigned to advisors the preference goes to split model [3].

Having analyzed the situation among universities of Kazakhstan we may say that it is still a newly-formed duty for university staff and the way of organizing it is in its initial stage. Perhaps instead of going through the stage of employing faculty-only model it is better to use the experience of other countries and start with applying split of dual models.

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STARRY SKY OF THE ANCIENT KAZAKHSTAN

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Ancient astronomers knew seven objects, which they referred to as “planets,” the wanderers. These were the seven “stars” that constantly changed their places, ever moving through the band of constellations called the zodiac. We can see all of these in our sky as we close out November 1997.

Two of the objects that ancient people referred to as planets are no longer called by that name: today we know that the Sun is actually a star and that we on Earth orbit it each year. We also know that the Moon orbits us each month as it moves with us about the Sun each year. Thus, we grow up thinking of the Moon and Sun quite differently than ancient

people did. Even though they do move around the zodiac, we no longer include the Sun and Moon on our list of “planets.”

Our knowledge about the remaining five planets has also changed dramatically. We know Mercury, Venus, Mars, Jupiter and Saturn as bodies belonging to the Sun’s orbiting fleet of worlds, including Earth, and we have discovered three additional ones: Uranus, Neptune and Pluto. Actually we have discovered many more than this if we want to include the numerous minor planets, or asteroids, orbiting the Sun and natural satellites orbiting most of the planets.

What a sky we have in late November this year! In addition to the majestic stars that have recently come into the eastern sky, and the Moon that monthly cycles through the heavens, we can enjoy the ancient list of planets. After the Sun sets, the five planets -- Mercury, Venus, Mars, Jupiter and Saturn -- are in our evening sky. Go out. Look around, and find them for yourself.

Venus is difficult to miss if you are outside as it gets dark. Just look toward the southwest and it will «knock your eye out.» It is so bright right now that some people call police stations, planetariums, observatories and talk-radio stations to inquire about and report on the «UFO» they see every evening.» As you look at Venus, it is easy to realize why all ancient people paid so much attention to this most magnificent of celestial objects.

Just to the lower right of Venus, much dimmer and redder, is Mars. This planet has always intrigued humankind. Once it was labeled «God of War,» then when telescopes became available people thought they could see canals on Mars and they began to imagine a civilization there. Some invented stories of Martians invading Earth, among the best known science fiction of all time. Although the canals have faded from our understanding, we now know that our smaller neighbor is not entirely unlike our own planet. We have recognized gigantic canyons, a huge volcanic mountain, impact craters, polar caps with frozen water, many features indicating that water has flowed upon the Martian surface, and we have seen clouds in the thin atmosphere. Our increased knowledge has certainly not diminished our desire to go to Mars. It is a world waiting for voyages of exploration that should prove as exciting as any known before. Mars is slowly disappearing from our evening sky, but will remain visible for several weeks to those who take the time to watch it.

In the immensity, the breadth and the open space steppe land is equal to the sky. The sky, where Tengri, the God of nomads, dwells was filled with stellar worlds. It is no mere chance ancient Turkic Orkhon-Yenisey inscriptions (7th-8th century) began with this couplet: “When the sky above was created, the black earth appeared underneath...” Steppe is the basis where an architectural wonder of nature, harmonious and unexplainable, mathematically precise (perfect) sky is placed on. Cosmism thinking, the breadth of world outlook (ideology), the generosity and the kindness of the steppe nomad Kazakh are being genetically built into by a huge scales of the steppe land and the sky. Nomad’s cosmogonical and astronomical thinking is stipulated by the way of life in the steppe, constant (continual) movement in a space and time. In the nomad’s mind the sky above the earth and the earth itself Steppe, both ware equal to each other.

Meanwhile, the belief in the great god of the Sky Tengri occurred (came into existence) almost six thousand years ago. It is the oldest religion on the earth and “Tengrianism” is the cornerstone which forms the foundation of people’s all major religions on our planet. In this respect (therein), religious wars are obviously meaningless, senseless. Adherents (followers) of different religions are fighting with each other so that they quickly send enemies to the sky, closer to the God, while, to be closer to the God is the meaning of life.

Probably, first generated people believed in one God, and then during the breakup of the primitive communal system and the formation of the slaveholding system they began to believe in many gods. They became kagans (the nations). This picture was observed in ancient Egypt, Assyria, ancient Greece and Rome. Fairly strayed among the pagan centuries that contributed to the formation of almost all the major ethnic groups in Europe and Asia, these countries and nations begun to believe once again in One God. Christianity’s believing God is Christ. Arabs and Turks believe in Allah. Still I don’t understand, how many Gods are there Buddhists believe in? There are a few supreme Gods like Brahma, Shiva, Krishna, Buddha. But to believe in one God again to all of them was so easy and convenient because in the basis of the world religions, Christianity and Islam lies the belief in the God who lives in the heaven and even beyond the sky. In an unattainable heights and the sky is Tengrian symbol.

The idea of deified(idolized) Heaven underlies not only the first conceptions(ideas) of the ancient people about the God of heaven, but also ideas about it as the highest deity in general, which centuries later after the conversion of peoples to Christianity and Islam, merged with the concepts of the common(only) Christian and Muslim gods. In the ancient China, the state religion for a long time was belief in the god of the sky Tien, which is identified with the emperor of the heaven Shandy (Tien - Shuandi). It is likely that this belief ethnologically and linguistically is

a part of the worship of the Heaven, borrowed from tengrian people of southern Siberia, where moved the people of Mesopotamia, the Euphrates and the Tigris after the major geological and ecological disasters (Flood, for example, There, most likely arose Tengrianism.

The ancient Chinese philosopher Confucius, reputed to be a great sage, considered himself merely a keeper of ancient knowledge, and that he was an intermediary between the God and the man. He used to say that it is his duty to support the essential traditions of the ancient belief in the God of Heaven, “Tien”, calling it Shandi, and imputed himself that he does not preach the new doctrine, but shares with people the ancient knowledge.

In India, the teachings of the great God is developing in such things as the supreme spirit, world omnipresent soul, personified in the form of Brahma.

Murad Adji in his book “Kipchaks” writes the following: “For example, the Indians do not hide that it is a naga, that is the Turks, they took from the sacred text “Prajnaparamita”.Only the wisest educators(enlighteners) were allowed to read it. They were the only ones who were available to understand contained in the text wisdom. Of course, the Indians have had the great honor of Turkic culture (by doing this). They preserved relic(shrine, object of worship) of the Turks. They preserved what the Turks themselves have forgotten. “ (Magazine “Amanat”, Almaty, 2001, № 1)

In the medieval Europe, the doctrine of God, dwelling in the heavens passes to the philosophical concepts of Thomas Aquinas, Hegel, and Kepler that the world is a harmonious whole,and its soul is the God.

Tengrianism is Proto-Turks’ religion, which took shape as a philosophical doctrine in the 4th millennium BC. It exerted a significant impact(influence) on the ancient Egyptian cults, which gave rise to the Semitic and Indo-Iranian religion, safely survived to the present day. Tengrianism exists among the Kazakhs in a such carefully scrambled, but such a simple form that every day using of his attributes do not even makes you think about it that they came from the depth of centuries. When we say “Tengri bless you!” - (“Tanir zharylkasyn”), then we have in mind - “Heaven bless you!” That is, “God bless you.” Or the short form of the same treatment, “ God bless you “or in Russian” Thank you “. A name like “Tanirbergen”, the same as “Kudaibergen”, “Allabergen”, or the Russian and Bulgarian counterparts - Bogdan, Fedor, German - Theodore. It all has started with a boy whom the God gave to the parents – Tanirbergen. (God gave or Given by the god)

The cult of the sky - Tengri - recorded in Orkhon inscriptions: "In the beginning there was the blue sky above, and below the dark earth, and among them appeared the sons of men"; Kok Tengri (Blue Sky) – it is not the material sky, opposed to regular, visible sky. Very likely that under the "Spirit of the Sky" the Chinese understood Kok Tengri. The ritual sacrifice to the sky was observed even at the end of XIX century at kachinses. It was named Tygyr Taiho and consists in a public praying(supplication), accompanied by the sacrifice of a ram, and libations of koumiss, milk, ayran and beef broth. Men from the nearest auls gathered(came together). Women and shamans were not allowed. The object of worship were "the sky and the sun". Apparently, this is the rite(ritual), which is described in "Veyshu." Especially two things should be noticed: first is that the shaman was not permitted to participate in this ritual and the second is that the goal of sacrifice was achieving the favor of "light". Both of these factors are very important. Shaman's non-admission suggests that the cult does not refer to the spirits of the dead or the chthonic "ancestral spirits" but to the deity of a different order: "on the assurance of aliens, the shaman, found on the Taiho, becomes mad and falls in convulsions."

What is this deity? From the description it is clear only that its attribute is the light: it is an indication that stresses specificity of dogma, marking out the cult from a given number of the known solar cults, where the sun is worshiped as a celestial body (Ra-Helios) or as a source of inspiration and creativity (Apollo). Still, the cult would have been unclear to us if another ethnographic parallels were not found. It is the Nganasan's holiday "clean tent". Castren suggested that Nganasan one of the nearest kins of the ancient Ugrian Sayan, now fully turkizied. Being pushed to the far north, Nganasans preserved the ancient cult, despite the fact that they were influenced by shamanic demonolatry. They twice-yearly sacrificed to the sun-light: in the autumn, before the polar night, and at the end of January, when the first glimpses of the sun appeared on the tops of the mountains. Of course, the ritual aspect of worship is quite different from that described above, since the celebration of "clean tent" holds by shaman; it is affected by the fact that Nganasans at least a thousand years have lived in the new environment with new neighbors and, most importantly, the new territory, as well as we shall see below, the territory in the studying cult played a leading role. But in spite of external differences, we can state with confidence that the object of worship in turkut people,Ugrian Minusinsk turkizied and Nganasan is the same. It is the sunlight. Based on this, we have the right to apply to the consideration of the Nganasan's theory-space representations as the next of interest to us turkuts. The doctrine of Nganasan religion - pluralistic animism: all the good that is sympathetic to people termed nuo; the same term refers to the visible sky, which has no definite way, but rather worshiped (Turkic Tengri). Creator of the universe - Nelata nuo (Wed above the "Spirit of the sky"), an employee of his Con (Sun) directs created world, the rays of the sun - threads through which the spirits of plants are reported to the sun.

Proto "Tengri", Persian "Kudai", the Arabic "Allah - in different languages mean the same thing. Kazakhs as a result of the natural susceptibility use all three of them, and say:" «Tanir zharylkasyn», Kudai saktasyn», «Ala-Tagala baylyk-Bereke Bersin!», «May Tengri bless you», «May Kudai save you!», «May Allah-creator make you rich and happy!» And in each case means the supreme god - the god of the Sky - Tengri. Even if the Kazakhs accepted Islam, they didn't forget their roots, their main religion - Tengrianism.

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THE PHENOMENON OF POSTMODERNISM IN ARCHITECTURE

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Postmodernism being extremely complex phenomenon appears as a multiple concept, whose boundaries are blurred, and the essential content is not defined clearly enough. On the one hand, postmodernism is actual current situation (in which all sociocultural processes unfold), forms the world, a picture of the world in people's consciousness and manifested in all spheres of artistic activity. On the other hand, postmodernism is a system of various philosophical concepts, theoretically justifying the content of socio-cultural processes and artistic practices. Finally, postmodernism - a set of stylistic and formative principles in the art, which can hardly be called style or direction, due to their extreme heterogeneity [1, P. 52].

Postmodernism is very popular and has been studied extensively by modern researchers. These studies relate to ethics, literature, painting, cinema and other areas. They deal with the ratio in postmodernism mass and elite cultures, the problem of commercialization of modern culture, the relationship in the tradition and innovation of culture, aspects of cultural conformity and tolerance. The problems of postmodern architecture are developed least of all [1, P. 76].

M. T. Shub noted in his thesis "postmodern culture in the space of architecture" that the theoretical understanding of the practice of postmodern art is possible only within the framework of cultural approach. This approach allows us to consider the culture of postmodernism in all its diversity, to follow a complicated process of mutual influence of the structural elements of the culture [1, P. 22].

The emergence of postmodernism as a stylistic trend in architecture refers to the 50th years of the twentieth century. To the 70s this movement becomes international. One of the pioneers of postmodernism in architecture is Robert Venturi. He is distinguished by the ability to freely combine spatial and decorative elements of architecture from different ages, the desire to create an individual look of buildings, blend in with the natural and architectural environment.

Postmodern architectural theorist Charles Jencks criticizes previous era of modern architectural tendency for universal remedies, neglect of context and specificity (the houses of Mies van de Rohe - German modernist architect, a prominent representative of the "international style", whose work greatly influenced the architecture of the twentieth century - look as offices) [2].

The attempts of modern architects to design for some universal human are also criticized. Jenks believes that architecture can function as a means of communication, so the analyzes of those creative postmodernism designers who understand architecture as a language.

According to Jenks, postmodern architecture is characterized by the following features:

1. In contrast to modernist architecture, gravitated toward elitism, postmodernism seeks to overcome this elitism by extending the language of architecture in many directions: towards the development of local features and traditions. Related to this is "double coding": appeal both to professionals and to the public, which focuses the author, taking into account its specific architectural value.

2. The idea of context. The architect must as you can carefully consider the local features and architectural dimension. Jenks insists on the impossibility of "enclosed space", it is impossible to determine where it ends coverage or habitat of a particular object.

3. The idea of turning the future inhabitants of the house in its designers. When you create a project, the author takes into account the interests and wishes of customers. Jenks expands on the well-known experiment by Ralph Erskine, built in Newcastle under Baynere quarter for the community in which it is pre-long "get used", trying to better understand the habits and character of its members, and whose members choose their neighbors, layout and types of apartments.

4. Jencks emphasizes this feature of postmodernism as a multi-layered, multi-variant reading. Rich semantic series, coupled with the "irony" features a postmodern architecture.

5. Postmodernism is often called neoeklektizm, due to his interest in the mixing of styles, the coexistence of different architectural solutions for organic whole [3, P. 58].

Some of the brightest and most famous representatives of postmodernism include Ricardo Bofill, John Burgee, Michael Graves, Helmut Jahn, William Pereira, Norman Foster and many other European and Japanese architects. Modern researchers have noted that the architects of postmodernism attempted to return to the architecture of imagery, which was not in the functional architecture of modernism, which makes it an art form. The architects of postmodernism actively use fantasy game start, complex figurative associations. They are distinguished by the humanistic orientation, environmental friendliness, the desire to fit harmoniously new facilities in the urban environment of European (and other) countries with a rich cultural history. For example, in the work of the Spanish architect R. Bofill can be observed an abundance of decorative and structural elements such as columns and pilasters classical orders, arcades, arches. Through the use of such methods in architectural structures, it is possible to create a complete picture of architectural monuments and modern reinforced concrete buildings, which is important in the historic cities of Europe. The most significant achievement of R. Bofill became a large area of the French city of Montpellier - Antigone. Here, modern buildings interspersed with ancient and stylized antique.

According to the plan of the Spanish architect around the area were created artificial ponds, parks and squares are broken. Antigone was created in 1979-1983 years and continues to evolve. Architectural Workshop of Bofill designed the facilities to Beirut, Casablanca, suburbs of Guangzhou and Beijing, Tokyo Ginza and, of course, for Spain. In this workshop, creative projects, where work not only architects, engineers, urbanists, and sociologists, writers, filmmakers, and even philosophers, combines modern industrial technologies with elements of the local housing ethnic styling. Architectural cosmopolitanism is very popular.

Michael Graves (American architect and designer) critics considered to postmodernism, but he says that his “architecture was developed in part as a reaction to various aspects of modernism” [4, P. 45]. Graves founded a workshop in Princeton “Michael Graves, architect.” This company has created a variety of design projects around the world, including urban environments, offices, hotels, libraries, theaters, museums, academic buildings, healthcare facilities, and regional sports facilities and private homes. He - well-known professor of architecture, for nearly four decades has taught at Princeton University. According to his designs built more than 300 buildings in many countries around the world and created more than a thousand samples of products for companies such as Target and Alessi: Wall and watches, mixers, phones, chess, kettles, whistles and others. The love of history influenced architectural creativity Graves’ disease. His architecture is humanistic, not mechanical, it bears the stamp of imagination and experiment.

German and American architect Helmut Jahn is a five-time award of the American Institute of Architects. Among his works - stadiums, airports, skyscrapers. He manages to perfectly combine functionality and beauty of their buildings. Jahn does not accept modern attitude to architecture as art objects closer to him its functionality and environmental awareness.

Postmodern architecture can be called in the first place, some new starting point in the development of architectural art and at the same time a “mirror” of modern socio-cultural realities, and, secondly, - specific text, the content of which comprehended primarily in philosophical categories of postmodernism. Therefore, the study of architecture postmodernism is only possible as a comprehensive study of its worldview, philosophical, stylistic bases, which is the content of the cultural approach.

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TEACHING ENGLISH SPEAKING AT THE BEGINNING STAGE

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Every year in many parts of the world a considerable number of persons find themselves called upon to teach English to those whose mother tongue is not English. Their pupils may be children or adults; and range from those who already have some knowledge of English either in its spoken or written form to those who know not a single word of the language.mother tongue of those who are about to engage in such teaching is usually English, but to some of them English is a foreign language in which they may or may not be proficient. But in either case they find themselves taking on a job which is unfamiliar to them. They have rarely been specially trained to teach English as a living language and as a means of immediate communication.their pupils already have some knowledge of English, the teacher more often than not has recourse to a reading book, and causes his pupils to read - with or without the process of translation. Or, if a command of the spoken language is the objective, they content themselves with carrying on «conversation» with their pupils. In the latter case such teachers find themselves at a loss. The various techniques of teaching through conversation are usually unknown to them and, like the veterans who came into this field before them, they pick up the devices of oral teaching by dint of the process of trial and error.researching work is written to show that there are a lot of different ways of teaching speaking to children and adults on the beginning stage. There are The Oral Direct Method, Communicative Approach, Penny Urs Methods, Topic Approach and others.we consider our task to show how these methods work, so there are examples, which are in the practical part of the work.work consists of different tips, which can help teachers to work with children and adults. Psychological peculiarities of children and adults are describing in this work.

The object of the work is teaching English speaking.

The subject of the work is researching the theme at the beginning stage.

The purpose of the researching is to study different methods of teaching English speaking at the beginning stage.

The tasks are:

- to study what is the speaking itself;
- to study psychological peculiarities of children and adults;

- to examine different techniques of teaching speaking;
- to reveal how to deal with mistakes in oral speech.

It is a well-known fact that when two persons, ignorant of each other's language, find themselves in daily contact, with the necessity of communication by speech, either will soon become able to use the language of the other with sufficient proficiency for the purpose in view. We consider that the theme of the project is the one of the main themes of teaching English speaking because it is very important to teach oral English at the very beginning of the lessons to continue studying without difficult problems.

The Swiss psychologist Jean Piaget and his colleagues have demonstrated that children in primary or elementary school are usually in the concrete operational stage of cognitive development. This means that they learn through hands-on experiences and through manipulation of objects in the environment. Children in primary or elementary-school settings generally learn by doing. If this principle were extended to the English teaching setting, it would mean that children in language classes need to be active than passive; they need to be engaged in activities of which language is a part; they need to be working on meaningful tasks and use language o accomplish those tasks. So when the teacher wants to teach children how to speak he should not only show them how to do it but give them tasks and practical exercises.

This principle, which comes from the work of the Russian psychologist Lev Vygotsky, suggests that children need not only hands-on or direct experiences, but also experiences where they are interacting with and learning from others, both adults and other children. In terms of language classes, an implication would be that children need to use the new language with each other and with the teacher. Another implication would be that the teacher, as the one who knows more English that the children, needs to interact with the children in English, using the language that is related directly to activities in which children are engaged. So when teacher wants his children to speak he should use not only method of asking questions, but such methods of group work or work in pairs to teach them how to speak to each other in informal situations.

Language acquisition occurs through learners figuring out how the language works, through learners making and testing out hypotheses about the language. Language acquisition involves the cognitive work of creative construction of the rules of the language . So teacher should not be afraid of childrens mistakes, when they speak and experiment with the new language, it is a natural and inevitable part of language learning. Language acquisition occurs through social interaction, through having to use the language with others in authentic communication settings. Language develops as speakers try out the language they are figuring out in situations with others, and as others respond to their efforts. Interlocutors work together both to be understood and to understand each other. So one of the methods of teaching speaking is to give children tasks to speak to each other more then to speak to teacher. principles suggest a communicative approach to language teaching, which focuses on involving pairs and small groups of learners in authentic communicative situations and in problem-solving and information-gap activities. They suggest an approach in which the teacher uses English both to introduce and oversee the activities and to talk with children as they work together. So these principles help teacher, who wants his children to speak English, to be focused on the communicative approach in teaching.

Primary class teachers are only too aware of their responsibility in this area of foreign language acquisition and are anxious at all times that their pronunciation, intonation and rhythm are accurate, if only to ensure that the results of their teaching programs are validated and approved of by their secondary modern language specialist colleagues. Speaking is demanding of teacher and pupil alike. For the child it means discriminating between different speech sounds and being able to produce them correctly, building up new pronunciation habits and overcoming the bias of the first language, feeling the different stress patterns in the new language, having the confidence to hear themselves express their personality in a «foreign» medium, being content to inhabit a new persona. In their own language they can express emotions, communicate intentions and reactions, explore the language and have fun with it. If teachers succeed in creating the right ethos and atmosphere, this is what the child will reasonably expect to be able to do in the foreign language as well. However, these expectations can be fulfilled (or thwarted) by the teacher. Constancy of practice, a non-judge mental response to «errors», and an acceptance of the child's use of the mother tongue will contribute to a more creative, less circumscribed use of the foreign language.the foreign language, as in the mother tongue, the child will speak spontaneously only when they perceive the need, what Margaret Donaldson calls the «intention to say-so-and-so». Teachers can teach formulaic expressions and these will make up a substantial portion of the child's repertoire contributing to their growing sense of achievement. Indeed, their skilful use seems to contribute greatly to communicative success. After all, nothing succeeds like success! These are the child's «data» which they use to analyze how language works.

Teachers all know that to use a language creatively they must be able to operate a system of underlying rules; otherwise they would remain at the level of the phrase book. In order to make a foreign language really work for learners, teachers have to go beyond lists of vocabulary (nouns, adjectives, etc.) or lists of structures of functions. Teachers have to teach the language as dynamic system, one that enables the learner to create language rather than reproduce it and provide a learning context which is congenial to risk-taking, uncertainly, problematic situations and a real sense of purpose. produce appropriate language effectively, it is necessary to have a certain level of competence in a number of aspects of language use.

NEW TECHNOLOGIES IN TEACHING ENGLISH

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Language learning is hard work ... Effort is required at every moment and must be maintained over a long period of time. Games help and encourage many learners to sustain their interest and work.'

Games also help the teacher to create contexts in which the language is useful and meaningful. The learners want to take part and in order to do so must understand what others are saying or have written, and they must speak or write in order to express their own point of view or give information.'

The need for meaningfulness in language learning has been accepted for some years. A useful interpretation of 'meaningfulness' is that the learners respond to the content in a definite way. If they are amused, angered, intrigued or surprised the content is clearly meaningful to them. Thus the meaning of the language they listen to, read, speak and write will be more vividly experienced and, therefore, better remembered. If it is accepted that games can provide intense and meaningful practice of language, then they must be regarded as central to a teacher's repertoire. They are thus not for use solely on wet days and at the end of term!'

Games offer students a fun-filled and relaxing learning atmosphere. After learning and practicing new vocabulary, students have the opportunity to use language in a non-stressful way. While playing games, the learners' attention is on the message, not on the language. Rather than pay attention to the correctness of linguistic forms, most participants will do all they can to win. This eases the fear of negative evaluation, the concern of being negatively judged in public, and which

is one of the main factors inhibiting language learners from using the target language in front of other people. In a game-oriented context, anxiety is reduced and speech fluency is generated - thus communicative competence is achieved.

Games are learner centered.

• promote communicative competence.
• create a meaningful context for language use.
• increase learning motivation.
• reduce learning anxiety.
• integrate various linguistic skills.
• encourage creative and spontaneous use of language.
• construct a cooperative learning environment.
• foster participatory attitudes of the students.

Games have a great educational value and it can be used in the classroom to make learners use the language instead of just thinking about learning the correct forms. Games encourage learners to interact, cooperate, to be creative and spontaneous in using the language in a meaningful way. Learners want to take part in activities; to play games and are generally quite competitive. In order for them to take part they must be able to understand and communicate in the target language. Games also encourage learners to keep interested in the work and a teacher can use them to create contexts in which the language is useful. Why should I use games in the classroom? Games are used as methods or techniques to involve students in learning. Well-chosen and designed games are invaluable as they give students a break and at the same time allow learners to practise language skills. The benefits of games range from cognitive aspect of language learning to more co-operative group dynamics and as a result games are highly motivating since they are amusing and at the same time challenging. Games are a welcome break from the usual routine of the language class.

• They are motivating and challenging.

• Learning a language requires a great deal of effort. Games help students to make and sustain the effort of learning.

• Games provide language practice in the various skills- speaking, writing, listening and reading.

• They encourage students to interact and communicate.

• They create a meaningful context for language use. Students learn through experimenting, discovering and interacting with their environment. Students need variation to increase their motivation. By using games students already have a context in which the use of the target language is immediately useful. This learning situation is similar to how mother tongue speakers would learn without being aware they are studying. When to use games?

• A game must be more than just fun.

• A game should involve "friendly" competition.

• A game should keep all of the students involved and interested.

• A game should encourage students to focus on the use of language rather than on the language itself.

• A game should give students a chance to learn, practice, or review specific language material. What kind of games can I use? There are four types of games that can be used and they are: card games, board games, simulation games, and party-type games. When choosing games a teacher does not have to have a multitude of games up his/her sleeve, but rather creativity at taking existing, familiar or popular games and adapting it to the classroom to aim for maximum student involvement. Traditional games like hangman, Pictionary, charades, Chinese Whisper, Bingo, Snakes and Ladders, Battleships, Who wants to be a millionaire? etc. can be modified and tailor-made for your learners and teaching content. Many games require modification in use when the students' needs are taken into consideration. It is also important to note that a game doesn't need to involve a lot of movement or excitement or cheering, but it does need to be intellectually challenging. Teachers can use a variety of extra incentives to keep the energy in the classroom going during games with: group or team competition, using small prizes depending on age (stickers, stamps, reward points etc), using dice to determine amount of points or using fake money or playing cards as point system (every time a student answers correctly he/she receives a card or note). Students could be given a sticky ball to throw at vocabulary words, grammar structures etc that are written on the board and then asked to use them in sentences. Or alternatively they could answer a question and throw at a target on the board to win points. A paper airplane or bean bag could also be used in a similar way. Small whiteboards can be used in spelling competitions and be sent around in the team. Students love to play rock-paper-scissor and it can be adapted for various functions within games. It is very important that before organizing a game the teacher must introduce some words and expressions to the pupils.

Introduction:

Let's play a game.

Today I am going to teach you how to play a game called…

Now we'll play a guessing game.

This game will give you practice in the use of…

Do you know how to play this game?

Has anyone played this game before?

No? I'll explain it to you then.

Now, the rules are quite simple.

Some expressions for guessing games:

Guess what this is.

Guess what I am drawing.

Each team can also make a guess at the word.

One point for a guess…and so on.

As you know there are different kinds of games: lexical, grammar, role plays, the ABC games, phonetics games and so on.

Lexical Games

1. The aim of the game is drilling the usage of the prepositions and the question 'Where was…?'

There are some objects on the table: a book, a pen, and a pencil-box. Then the teacher puts the pen into the book, the pencil-box in the table. Then he/she puts these objects on the table and asks:

T. - Where was the book?

P1 - The book was on the table.

T. - Where was the pen?

P2 - The pen was in the book.

T. – Where was the pencil-box?

P3 - The pencil-box was in the table.

A. Guessing Game "Who Am I?"

Today we'll learn a new game. It's called "Who Am I?" Has anyone played it before? No? I'll explain it to you then. Now I am showing the pupils a card with the name of a character out of the book. And you have to guess who you are. You can ask the pupils any questions except of course the name of the character. You can ask questions like for example:

Am I an adult or a child?

Am I a man or a woman (a boy or a girl)?

Am I a pupil?

Am I working?

Am I married or single?

Am I old or young?

Do I live in the country in a city?

1. Out You Go!

The player thinks of some word. He draws on the blackboard or a sheet of paper as many squares as there are letters in the word. The players in turn call out some letters. 'Is there T in it?' or 'Has it B in it?' someone asks. If the word contains this letter the player writes it in its proper square, if not, the one who gave it drops out of the game. The one who guessed the greatest number of letters wins. The other name of this game is “The Hanger”. The word is “ C H R I S T M A S”

Grammar Games:

1. Think of the Future.

The teacher says a statement and throws a ball to a pupil. The pupil must catch the ball and give the answer very quickly.

Games are fun and children like to play them. Through games children experiment, discover, and interact with their environment. Games add variation to a lesson and increase motivation by providing a plausible incentive to use the target language. For many children between four and twelve years old, especially the youngest, language learning will not be the key motivational factor. Games can provide this stimulus. The game context makes the foreign language immediately useful to the children. It brings the target language to life. The game makes the reasons for speaking plausible even to reluctant children. Through playing games, students can learn English the way children learn their mother tongue without being aware they are studying; thus without stress, they can learn a lot.

Even shy students can participate positively.A game must be more than just fun. A game should involve “friendly” competition. A game should keep all of the students involved and interested.A game should encourage students to focus on the use of language rather than on the language itself. A game should give students a chance to learn, practice, or review specific language material.

Dear teachers, don’t be afraid to play with you children, because the game arouses children’s interest to English, their outlook, even the weak pupil can remember the words and grammar structures through the game. Don’t forget, the atmosphere must be always friendly, you must keep the score, because the game is always a competition. The teacher must know the aims and tasks of each game.

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THE LINGUO-DIDACTIC FEATURES OF LEXICO-GRAMMATICAL MATERIAL’S SELECTION ON THE SUBJECT “ENGLISH”

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When learning a foreign language a fundamental principle for purposeful formation of communicative abilities is considered the principle of reliance on the semantic classification of linguistic resources that reflect the cognitive structure of certain fragment of reality. For us, the object of the research was a thematic field «Man and his profession”. The semantic grouping of words for communication purposes is as follows:

The first group presents the thematic unity of words, serving the sub-topic “the occupational choice”: the importance of the profession in today’s society, the importance, exclusiveness, rarity, to attract, based (established) on the relationship “ man - man”, “man - society,” “man - machinery”, the prestige, called-for, the need to communicate with a large number of people, requiring constant travel, associated with the study of the Earth’s interior (body of water, soil, land, forest, flora / fauna, etc.), to visit the place of work, to meet with experts, to weigh “the pros and cons”, study in-depth, to come to the choice of profession with great responsibility, consult with elders, to examine the percentage of demand, to make the analysis in terms of the economy, to know the statistics, learn about higher education institutions, to examine the level of the teaching staff.

The second group presents the thematic unity of words, serving the sub-topic “The qualities which are necessary for a particular profession”: patience, attention, kindness, sensitivity, honesty, tact, love of life, the presence of broad-minded, competent speech, diligence, sense of responsibility, ability to understand people, the desire to help people save plants and animals, the speed of movement, lightness, ingenuity, resourcefulness, curiosity, hard work, self-discipline, the ability to quickly master the new electronic equipment, mobile, enterprise, the ability to predict the results of action, persistence, high cognitive ability.

The third group is the thematic unity “The educational institutions»: institute of higher education, specialized secondary educational institution, vocational school, college, school, college, university, Al-Farabi Kazakh National University, Y.A. Buketov Karaganda State University, S.Toraighyrov Pavlodar State University, KazGUU university, AbayAlmaty State University, Gumilev Eurasian State University, Lomonosov Moscow State University, Peoples' Friendship University of Russia.

The fourth group presents the thematic unity "The way to professionalism»: enthusiasm for their future profession, come to the point, to know, to talk with scientists, participate in conferences, attend unplanned lectures read by leading scientists, read the encyclopedia, rummage / dig in encyclopedias / non-fiction / literature, write research projects, participate in competitions, to take an example with luminaries of science, to study the biographyof scientists, follow the advice of scientists, to be purposeful.

The fifth group is the thematic unity "The names of professions": editor, corrector, artist (painter), illustrator, printing worker, compositor, printer, bookbinder; museum worker, researcher, designer, TB doctor, otolaryngologist, surgeon, psychiatrist, psychologist, technologist, combiner, livestock breeder, agricultural engineer, agronomist, transport worker, financier, postal and telecommunications worker, telephone operator, bank worker, sales worker, seameroftop or light clothing, laundress, sculptor, architect, photographer, animal artist, dombra player, guitarist, pop worker, circus actor, philologist, linguist, literary critic, radio and television broadcasters, sportsman, police officer, traffic officer, diplomat, NSC officer, surveyor, engineer-ecologist of industrial production, narcologist, zoologist, miner, oil industry worker, eat cutter, gasman, collier, faceman, sinker, power engineering specialist, electrician, metallurgist, roller, steel founder / maker, miner, builder, painter, designer, work superintenden, concrete worker, fitter, carpenter, crane operator, excavator operator, parquet floor layer, glazier, spinner, sewers, forester, raftsman, mechanical engineer/mechanician, grain grower, (land) reclamation expert, breeder.

In the first stage the pupils familiarize themselves with each group of words in several aspects - the semantic (fix in the memory meanings of words), orthoepic (learn to pronounce the words correctly with a teacher or the audio soundtracks), orthographic (relying on visual memory learn to recover graphically), paradigmatic (collect synonyms, antonyms, in terms with dialogical unity – learn to agree with someone, but with the consent of the same idea they should repeat phrase by using synonyms or if they disagree, they learnto express disagreement with the help of antonyms), syntagmatic (study the compatible abilities of these words and phrases). The teacher carefully thinks out each step of the lesson. The initial stage of words activation characterized by conditional-speech

exercises, which are aimed at the assimilation of elements of speech. The psychologists found that memorizing words will be durable, if you include all the channels of sense - auditory, visual, articulate. Therefore it is important to choose the colorful pictures, audio tapes with speaking tasks.The vocabulary is represented by the following functional-semantic support that allows to pupils to use it during the whole cycle of lessons on this topic:

Table 1 - CHOICE OF PROFESSION (Material for formation and improvement of lexical skills of speaking)

Thematic unity -1 "the sphere of work of a man"	Thematic unity - 2 "professions"	Thematic unity - 3 "the characteristic of professions"	Thematic unity - 4 "action of the person of a certain profession"	Thematic unity -5 "the characteristic of the professional, actions of the professional"	Thematic unity-6 "choice of profession"
of the industry (flying, heavy, meat, fish, woodworking), forestry, a rural farm, production of consumer goods, animal husbandry	Engineer, technologist, forester, agronomist, doctor, teacher, nurse...	noble, difficult, necessary, female, man's, interesting, honorable, prestigious, creative, the main.	to teach children, to lead, be an example for a smb., to give an injection, to conduct examination, to write out the recipe, to cure the patient.	like a duck to water, very strong, clever, dexterous, virtuoso, expert, clever fingers, walking encyclopedia, skillfully, professionally.	to consider the psychology of the person, quality necessary for this profession, tendency, ability to communicate with people, skill to communicate, to love children, to wish well, be sympathetic, ability to do calculations, to save means, anticipation of result, to warn unreasonable expenses, to like (to feel) the earth, to appreciate work of people

The next stage is the enrichment of the grammatical structure of speech based on the semantic types of elementary statements, that were allocated by K. N. Bolatbayeva, Doctor of Pedagogic Sciences [1; 2].

The teacher selects a list of the most active semantic types of elementary statements based on material for formation and improvement of grammar skills of speaking.

Functional and semantic fields:

- subject and its physical action;
- subject and its sign;
- subject and its state;
- subject and its movement;

- subject and its intellectual action;
- subject and its transformation;
- the subject and possession of it / absence at it something;
- great number of subjects and their relationship;
- whole and parts in their interrelation;
- comparison;
- the possible, expected action, a state, property.

Based on the semantic types of elementary statements, pupils can easily replace some of lexical units to another on a semantic basis. Each pupil expresses his thoughts, because he/she chooses the name of the profession that is close to his/her heart, and then the pupil deploys his/her judgment on the given sub-themes according to chosen profession. This approach provides a personal approach to learning, when the interests of each student are taken into account. Active vocabulary is absorbed by everyone around his/her chosen profession, and passive vocabulary is absorbed through listening, repeating judgments after others in situations of dialogical communication. Thus, there is a methodological problem of revising the traditional understanding of active and passive vocabulary: in the foreground active words that are common for all professions refer to the active vocabulary;our addition is the fact that there is a need of introducing a subject-active vocabulary, which for each pupil will be his/her own, special, associated with a particular profession, he or she has chosen. Passive vocabulary is presented for the students by the words, combinations of words, elementary statements that serve the semantic field of other professions, which is not the object of his/her choice.

The theme of verbal communication involves the preparation of pupils for life, namely the formation of the initial ideas about a particular profession that is of interest to each of them.This provides formation of pupil's functional literacy, because he/she thinks about what skill is needed for the future profession, whether it is a nature of this profession, what characters they should develop for future profession. On the assumption of tasks set by the teacher, the pupils continue to lead a double work: to improve themselves, to develop the English speech. It is important to teach pupils to independent search of required texts about the profession, translation and selection of the most important judgments from the texts that are correspond to their own thoughts, which are usually difficult to express in a foreign language. But any attempt to express «own» thoughts, using other people's formulations will allow them to gain vocabulary more intensively and consolidate grammar skills, becausespeaking comes from the inner motivations of the pupils to tell, in our case, about their future profession. Motivated by naturally arising problems, the pupil usually turns such work into his/her. Further work of the teacher is to support the pupils in every way in their initiative actions, to conduct with them an informal conversation about their positive results, to direct to a new aspect of the work.

On the material of one subject we have tried to show the function of the right selection of lexical and grammatical material, which is the basis for the generation of the natural motivation of learning English on the basis of pupils' own interests.

This lexical and grammatical material was tested in the learning process in schools under the leadership of Doctor of Pedagogic Sciences, Bulatbaeva K. N. (L. N. Gumilyov Eurasian National University)

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ACMEOLOGIC ASPECT OF STUDENT'S INDEPENDENT WORK IN MODERN FOREIGN LANGUAGE EDUCATION

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The main goal of the state program of the Republic of Kazakhstan's education development is to achieve a high level of quality in higher education that meets the needs of the labor market, tasks of industrial and innovative development of the country, the individualization and be appropriate for the best world practices in the educational field; maintenance of a system of Long Learning Life.

A paradigm changed from traditional education to student-centered one and the transition of Kazakhstani education to new state standards is required the improvement of specialists' training system in modern foreign language education (MFLE) from higher school.

Their professional development depends on subject knowledge, able to use various technologies of teaching, understanding not only the latest achievements in the foreign languages field, and also in the innovations of psychological and pedagogical science and the ability to design didactic process and student's independent work technologically [1].

Acmeology is a new direction of interdisciplinary researches of the person studying laws of person's (student's) development and self-development, self-realization of creative potential and development of readiness for the upcoming creative work (student's independent work), subjective and objective factors that promote and hinder the achievement of the top of professionalism (lack of effective learning technologies) and self-education, self-organization and self-control (organization, management and monitoring of students' independent work) [2].

Acmeologic aspect of student's independent work takes up student development process throughout the study. It manages with the objective and subjective conditions which allow a student become socially active person and high quality professional in the main labor field.

From the acmeologic aspect's point of view, the urgency of considering the student's independent work (SIW) in modern foreign language education lies on the fact that solving the problem of modern foreign language education, according to the demands of modern practices it develops and effectively implements strategies, tactics and techniques of optimal formation and subsequent functioning of the future professionals.

According to the circumstances contradictions between the needs of the society's social and cultural life and the insufficient issues development of pedagogical acmeology are revealed as well as between the increased demands of renewing society to a teacher of modern foreign language education and inadequate implementation of acmeologic aspects in teaching.

Processes of renewal in the modern foreign language education field create a situation in which teachers have the right to select the models of building subject courses, manuals, programs and other learning tools.

In this situation it is necessary to approach the solution of a number of methodological problems in terms of the revitalization of all participants in the educational process and, above all, a teacher. That is the teacher of new conditions who needs to choose more consistent with modern educational realities and specific conditions of learning from a variety of methodological systems and trainings.

Acmeologic aspect of the organization, management and monitoring of students' independent work includes the formation of a pedagogical orientation, the introduction of new components of educational content; supplying and perfecting student learning technologies.

The main conditions to achieve the result of students' independent work are to improve the content of students' independent work, to ensure the integrity of planning, organization, regulation, control and analysis of students' independent work result, to account intellectual student needs, learning individualization during SIW and student self-education, self-identity [3]. An intensive work on the formation of natural inclinations and student abilities, his needs and motives during the students' independent work is made. Training acmeologic aspect is related to the direction of the process to achieve students' "acme" (the peak of creative development) and includes: 1) development of self-improvement skills; 2) development of the ability to set a goal and design steps for its implementation; 3) focus on higher needs and human values; 4) readiness for creative self-realization in different life spheres.

Acmeologic approach is based on professional and personal growth of a future specialist, focus on self-actualization and self-realization.

Education and students' independent work in acmeologic paradigm provides the general methodological and acmeologic principles implementation:

- principle of subjective activities (student develops and functions in accordance with the individual way to effectively independent work);
- principle of potential and actual (the student is considered as a projective system who has the potential for independent work);
- principle of optimality (policy making students' independent work, monitoring effective SIW);
- principle of feedback (reflection ability in SIW) [2].

Acmeologic aspect of students' independent work in modern foreign language education involves the content of such discussion themes which are connected with student's personal position, hierarchy of values, self-improvement and social problems. It is also necessary to clarify methods and content of educational process taking into consideration the idea priority about the direction of learning to student's self-development and self-improvement.

Implementation of students' independent work in acmeologic paradigm includes interactive technologies that increase the quality of students' motivation, enhance their cognitive activity.

Nowadays, method of projects, portfolio technology, technology of critical thinking development and information and communication technologies are widely involved in educational process. These technologies and methods are focused on formation of students' life competence, preparing them for effective life which is full of different information. To form the critical thinking skills is allowed to adequately assess life situations, develop the ability to analyze information and to find solutions by self.

Using SIW in modern foreign language education contributes the development of critical thinking; forms independent work skills necessary for personal development and further self-realization; increases the level of motivation; reveals the importance of informative and communicative technologies in educational process, caused by the high technological modern educational space.

In modern foreign language education practice method of projects is widely used aimed at solving a particular problem and involving active interaction in the group. A teacher uses different techniques and tools for learning, motivating students who are engaged in high-level intense mental activity and integrate knowledge from different fields of science, technology and culture, including in students' independent work.

In modern foreign language education structural components of linguistic education environment are defined. They are spatially-subject, technological and social. Spatially-subject component characterizes the way of spatial and object "units" (premises, furniture, equipment, etc.) functioning in the educational environment. Technological component determines the content of programs, forms, methods, means of instruction, the structure of the educational process. The social component involves the interaction of educational process [2].

A student of multilingual personality is the epicenter who is able to work independently. Such an understanding of the essence of multilingual person allowed to allocate in its structure the following components: a valuable component, a cultural studies component and a personal component.

Their interdependence and interpenetration suppose understanding the content of students' independent work, knowledge of semantic reference of other lingvosociety, the ability to see the similarities and differences between different level objectives.

Determination of the structural components of linguistic education environment allows to pass from a given simulation environment for the design of the measurement system of its functioning and development.

Major structural elements of this system are: the assessment quantity, criteria and indicators by points.

The first component is "expertise options" grouped into two blocks: a) the environment characteristics; b) the students' independent work characteristics.

Indicators of the first blog are measured in quantitative terms:

1) dominance,
2) coherence,
3) mobility,
4) activity,
5) authenticity,
6) informative,
7) intensity,
8) and emotionality.

The second blog of indicators consists of valuable, cultural, personal ones. They are evaluated in the qualitative characteristics of formation of skills of students' independent work level.

Defining the essence of pedagogical expertise of the search phenomenon lets reveal the possibility of high school in the skills formation of the students' independent work as an indispensable condition of effective organization of the credit training system and integration into the world community in the context of continuous modern foreign language education.

Objective assessment of actual and potential opportunities of high school for solving the research problem allows developing a system of organizational and pedagogical conditions of perfection of students' independent work at the credit system of education. The fulfillment of the developed system of organizational and pedagogical conditions promotes the transformation from educational student independence to the autonomy of educational activity on language acquisition. It leads to higher progress and, ultimately, advances of the education quality.

Referred to above, we can give a number of recommendations to improve the organization of students' independent work in modern foreign language education:

- use the diagnosis technique of the educational environment and skills of students' independent work;
- involve a system of teacher training seminar on the problem of organization of students' independent work (SIW) in the conditions of the credit education system;

- develop methodological guidelines for students' independent work, including the system of tasks for independent work and algorithms for their implementation.

Thus, acmeologic aspect of independent work in MFL education makes it possible to improve independent work; use of information and communication technologies; continuity of formation of all links of modern foreign language education; study aspects of self-study subjects in continuing modern foreign language education.

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A MODEL OF COMMUNICATION AS A MEANS FOR APPROXIMATING ENGLISH LANGUAGE CLASS TO A REAL COMMUNICATIVE ENVIRONMENT

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Nowadays, it appears evident that it is not enough to teach languages by developing language skills. Recalling past experience, we can remember children studying grammar patterns or translating texts into native language, which resulted in their total unawareness of real life functions of the language studied. Foreign language class was (and still sometimes is) treated as a school subject rather than one more communicative code alongside with mother tongue. So, the question is how to let schoolchildren get used to using foreign language as a real means of communication? When I run my foreign language education methodology classes, I often tell a joke that helps my students, teachers in perspective, realize ambiguity that floods pupils' minds when they think (if they happen to think) about foreign language necessity: "Imagine you come to a party where you see your friends relaxing and having fun. You come to one of your friends and say: "Hi! Let's make a dialogue on the topic "Happy Birthday!" What will your friend's reaction be?" Students

find it undoubted nonsense, but paradoxically, a plenty of materials we provide our schoolchildren with sound similar to above stated situation. Many English language handouts display tasks like that, which makes pupils unconsciously feel confused about what they need this exercise for. Such kinds of tasks don't illustrate real functionality of language as a means of communication, no matter if it is English or Portuguese. Genuine functions of communication appear the same worldwide and are developed by different scientists; for instance, Lomov B. F. unpacks communication functionality focusing on three main domains: information, regulation and affection [1]. In other words, we use language to inform each other about facts or events; control and stimulate each other's actions and behavior; and express our feelings and emotions. Then, why should these functions differ from those non-native languages that we teach at school since we expect our learners to use it the same way they use their native language, for real communication? How can these functions help foreign language teacher in modeling close-to-life communicative environment? Actually, it is pretty simple to recognize if this or that task possesses or lacks language functionality. When a teacher designs a task, he or she should ask a question: "Is it possible that my learners use language like that if they communicate in their native language?" For instance, if you give a task where your learners need to ask each other about the meaning of newly learnt vocabulary, reflect about how much of true language functionality you provide your learners with. Do people frequently ask about the meaning of words while communicating in their native language? It's a rare case to happen. Still, many teachers may claim that it is an effective language task to practice – and it IS true if we "serve" this task as a "mediator" to step up from practicing linguistic material to real life communication. However, such kinds of tasks should serve as supplementary means to allow learners feel free in practicing close-to-life communicative stimuli. The importance of that strategy should specifically be underlined relating to primary and secondary school where it seems natural that learners deal with language material such as vocabulary and grammar as a prior subject matter. Nevertheless, this policy tends to distort their understanding of what their real aim is – to learn detailed meaning of a word or to use this word appropriately to convey a message to a friend? Thus, we see the importance of close-to-life tasks and at the same time, we realize that no fluent communication can happen without training language matter.

Thus, the next question is – what should this combination finally look like? The following scheme illustrates the hierarchy of tasks that let primary or secondary school learners communicate in class with functional model of communication as a key element:

STEP-1 Language matter tasks (e.g. training grammar or vocabulary patterns): "Explain the meaning of the word to your partner to let him/her guess it"; "Tell your partner about your yesterday in Past Simple."

STEP-2 Imitation (Level 1: handout-based): "Use a Question set (Student A) and an Answer set (Student B) to ask questions (*in Past Simple / with new words*) and choose relevant answers (learners need to work in pair)."

STEP-3 Introducing a model of communication: "Watch the video (read the text / listen to a track) where people communicate with each other (on a certain topic) focusing on new words (grammar) that speakers use."

STEP-4 Imitation (Level 2: video-based): "Imagine you and your partner are people from this video (text/audio). Roleplay their communication copying their intonation and tempo (using new words/grammar)."

STEP-5 Situation-based communication: "Use role cards given by a teacher where you see a task to fulfill. What questions will you ask your partner to reach your aim (e.g. get information, help to solve a problem, etc.)."

The above mentioned system is offered to be regarded as a technique that approximates learning conditions to a real life environment and lets learners understand language functions that they practice in. From this scheme, we see that Step-1, being purely linguistic, may also be modified to become communication-oriented; for instance, instead of pair work when learners just explain meaning of the word to let each other guess it, teacher may organize a game where teams need to explain the meaning of the word to another group to let people guess it (game "Crocodile"). In this case, learners pursue a common goal – to win by explaining words as quickly and carefully as they can, which makes them use foreign language as a means of conveying a certain meaning to peers, which, in its turn, approximates language use to its natural function – informative.

Speaking about Step-2, it may be characterized as a preparatory exercise that gives learners an opportunity to try new language material in dialogic pattern. It still lacks any anxiety as learners are offered to use prompts (handouts or text in the book) to ask questions they are interested in and to find appropriate answer in a handout / text. However, learners may not be interested in asking each other questions or giving answers as they don't pursue any goal. Again, it may be approximated to real life communication via imitative cases starting from "Imagine…" where

a teacher may set some particular goal to be reached. For instance, if learners are offered to play "interviewer – interviewee" or "detective – suspect" where it is necessity to ask and answer questions, the goal shifts to real life one. Here, it is important to mention some exercises already uploaded to teacher-oriented sites that are worthy to use while planning communicative language class. For example, www.listenaminute.com provides teachers and learners with A to Z audio tracks equipped with a number of exercises available. One of the exercises called "Student Survey" is considered communication-oriented. It looks as follows:

"Write five GOOD questions about (topic studied) in the table. When you have finished, interview other students. Write down their answers.

	STUDENT 1 (name)	STUDENT 2 (name)	STUDENT 3 (name)
Q.1	student's answer		
Q.2			
Q.3			

Now return to your original partner and share about what you have found out" [2].

It may also be helpful to recommend a YouTube resource where a teacher presents similar technique to involve learners into question-and-answer process. The video is called "Teaching Function: Finding an Apartment – ESL, EFL, TEFL" [3] and is devoted to show teachers the way to maximize language functionality in class. As the topic is "Finding an Apartment", learners are given out role play cards where they see a question or answer skeleton (Student A: flat renter; Student B: landlord) to use in a conversation. They ask and answer questions using these ready-made templates, but they already get used to the fact that they inform another person about details they want to know (landlords) or they require necessary information so as to make a final solution about renting a flat (flat renters). This kind of situation may naturally happen in real life, which explains its importance in teaching FL communication. This task may be modified to learners' level accordingly; for instance, they may be given cards that contain key words only (e.g. "24 hours shop nearby"), which makes them produce their own questions or answers with information given. Additionally, teacher may provide even more limited pieces of information (e.g. "_______ shop"), which provides learners with an opportunity to complete missing parts with their own words and thus, make a conversation unpredictable.

Another good example of communicative game is presented by Louisa Walsh who displays the way one can inhale meaning to question-and-answer activity [4]. The game she presents may be called "Are you a good liar?” The main idea of the activity is that a group of (3) learners discuss exciting stories that happened to team members, but finally, they need to choose one story only and each member of the group needs to pretend that this story happened to him/her. So, there is one person whom this story truly happened to and others are pretenders. Other group members need to spot liars in opposite group asking baffling questions and trying to identify liars by their answers, confusing or confident. What is important to underline in such kind of exercises is that learners again pursue a certain goal – to spot a liar and it comes natural that they need to do it using foreign language questions. It actually means that language functions here as means of fulfilling the task rather than being a separate goal itself. It also may serve as a base to work out more game-like activities like that, challenging learners with tasks similar to those activities they process in their native language.

Moreover, it may also appear useful if teacher uses the following Internet-resources as a prompt to make learners practice communication in class: “English with Jo” [5] and “Conversation Questions for the ESL/EFL Classroom” [6]. “English with Jo” provides teachers and learners with an opportunity to practice English starting with certain language material and ending with conversation questions basing on a video uploaded to a page. Alongside with this resource, “Conversation Questions for the ESL/EFL Classroom” offer teacher an A-Z list of topics where teacher can find a set of questions (from simple to difficult) to organize communicative language class. What is necessary to mention is the adaptability of these resources to any level and learner. Questions like that can be used to organize game-like contest where teams of learners compete with each other taking a card with a question from the box and answering it as quickly as they only can (imitative communication). Another variant is that students are offered to use a list of questions on a certain topic to choose several ones they are more interested in and make a survey among peers recording their answers and making analysis about people’s opinions, comparing and contrasting views of friends, choosing most trivial / surprising / unusual / rational answers (for secondary and high school).

Step-3 emphasizes importance of a model of communication that can be defined as any element (text, audio or video) that illustrates the way native speakers communicate with each other within a certain theme (topic). It should serve as a crucial element that lets learners watch (or, in case they read, trace) the way communication between native speakers happens. Here, we may speak about importance of video-based

fragment rather than text-based one. Video is more preferable as learners simultaneously get cultural information: the way native speakers use gestures, change facial expression, move, keep distance, etc. Beforehand, it is necessary to state purposes of communication displayed; for example, “this family discussion takes place in order to decide where to go in summer.” All language matter that learners studied is put to life with real people producing real communication. In this step, learners are offered to watch the video and identify new material learnt (e.g. grammar or vocabulary patterns). Typically, they need to watch it more than once to get used to the pace of native speakers’ communication; it is possible that teacher asks learners to watch the fragment at home where they have an opportunity to replay it several times. It is also important that a video teacher chooses correspond to “learner-captivating” criteria: it should

A. be played in real life environment (dining room talk, birthday party chat, etc.);

B. contain expressive intonations and

C. display speakers interacting with surroundings they are in.

In this way, if learners see real life environment, they inevitably (and beneficially) associate this environment with how they process this kind of talk in similar conditions, anticipate possible content and become ready to memorize conversational patterns. Any kind of recognizable environment reduces learning anxiety, which lets learners stay relaxed. Since they listen to expressive intonation patterns (especially those that contain some recognizable musical ones), they are more likely to memorize and remember it. It is also crucial to let learners see the way speakers interact with surroundings they are in, which basically may be realized in the following actions: pointing to some objects, passing things with simultaneous commenting, discussing how this or that device may function (pointing to details), decorating interior, etc. The more speakers interact with objects, the better and easier content understanding happens. Learners thus tend to memorize and associate conversational patterns remembering this or that scene. For instance, teacher may divide a video into several scenes (e.g. scene-1 to scene-5). So, when teacher wants learners to remember some details, he or she may go asking by indicating the scene: “Do you remember scene-3 where Lucy has just found out that she lost the key? What did she say to Emily?” By that, learners visualize the picture that helps them fill it with appropriate words or use necessary grammar patterns. Teacher may ask learners to provide a synonymous row for new lexis as well as explain functions of grammar patterns in context. If organized in a team contest form, this stage may appeal to learners' memory and inspiration to win. Thus, Step-3 gets learners familiar with the way new material matters in particular real life context. It is important to mention that when learners get used to this style of work (using the scheme "Step 1 – Step 5"), Step-3 may easily be processed at home to save class time for the next two stages.

In Step-4, since learners are aware of an ultimate goal of communication between speakers in the video, they are offered to imitate the fragment with the same words, phrases, intonation, etc. It is obvious that they still don't truly communicate, but imitate an act of communication by role playing. However, it appears to be useful in terms of copying some native speakers' manners, intonation and pace. In this way, learners show the way they put this new content into life; it gives them an opportunity to be corrected by teacher in case any misinterpretations of the meaning occur. It appears to be fun for learners if they are allowed to play it bringing some objects similar to those that they saw in the video. However, this step shouldn't be overestimated by teacher – it increases learners' confidence in conversation and gets them familiar both with culturally-based behavioral patterns and language material learnt.

Step-5 appears to be a top of a pyramid and is presented via "Situation-based communication." Since learners acquired conversational patterns, teacher helps them use it as a means to communicate their own thoughts and ideas. It may be offered in two ways:

A. modifying (at least) one condition of the video they have practiced;

B. playing another video with limited sound / playing only a part of the video;

A. For observing this variant, let us take the following video plot as example. The video "Family talk" displays conversation between four family members (father, mother, sister, brother) who move to a new flat and need to choose the best location in the city. As everybody needs to work and study comfortably, they need to point out their needs and preferences taking into account each other's demands (note that this task needs a map to be given out). In Step-4, learners role-played the way speakers discuss this issue. In Step-5, teacher may modify conditions of the video offering learners to imagine that 1) there appears one more family member (granny, uncle, nephew, etc.); 2) parents work in other places (bank instead of a college); 3) members have individual preferences (fresh air, safe neighborhood, shop or gym nearby, etc.). The final statement may look like this: "Imagine that there is one more

family member – granny arrived to join the family. How will the family discussion change?" In this way, learners may come up with totally different conversational phrases, still on the base of already learnt ones. It is possible to let them work in pairs rather than groups to let more learners try the role of a granny. However, another person (whoever it is from the family) comes up with novices, too, as he or she needs to adjust to changed conditions.

B. For secondary school, it is effective to choose similar video, but to play it without sound or in a rewind manner. In this way, if it is played like this, teacher asks learners to come up with appropriate insonification for this video fragment referring to what speakers are doing. It is also effective if teacher displays only a part of the video (beginning, middle or ending) asking learners to complete it using the following question: "What do you think happened (will happen) before/afterwards?" Thus, learners are offered to define the content of their conversation basing on what they have seen; they may or may not plan the content of their communication depending on their level.

Basing on above mentioned techniques of imitative and close-to-life communication, it should be stated that once teacher starts approximating learning conditions to real life ones, he or she needs to remember that stating the goal of communication is essential in designing a task. In this way, it may appear helpful to mention intentions that task should contain to provide learner with a goal to reach: "Inform" instead of "Speak", "Persuade / Explain" instead of "Make a conversation", etc. Once teacher supplies learners with a right intention equipped with supporting language material, it may become a starting point in running opinion-based debates and communicative sessions with your learners.

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DEFINITION OF THE NOTION “POLITICAL CORRECTNESS”

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Scholars who have to deal with the problem of political correctness believe that functionally politically correct words and expressions are of the same type as euphemisms. It is well-known that euphemisms are emotionally neutral words and expressions which are used instead of synonymous words or expressions that seem to the speaker obscene, rude or tactless [1]. Thus, words and formulations that came to be used instead of politically incorrect expressions got the name of euphemisms. And so far as this category is insufficiently studied and arouses much argument there is still no universal definition of the notion “political correctness”.

The most capacious and adequate definition of this term is given in the book by Professor S.G. Ter-Minassova devoted to the problems of language and intercultural communication. In her work, she writes that political correctness of language is expressed in the tendency to find new methods of lingual expression instead of those that hurt the feelings and dignity of an individual, impair his human rights by a usual language tactlessness and/or straightforwardness in relation to race or sex, age, state of health, social status, outward appearance, etc. [2]. She also writes that language correctness is a very positive endevour not to insult, not to hurt the feelings of a person, to maintain his/ her dignity, good temper, health and life.

Professor Komlev N.G. defines political correctness as a slogan concept that appeared in the USA which demonstrates the liberal trend of American policy that deals not only with-the content, but also with symbolic images and correction of the language code. Speech is decoded by the signs of anti-racism, environmentalism, tolerant treatment of ethnic and sexual minorities [3].

The researchers Grishayeva L. I. and Tsurikova L. V. interpret political correctness as a behavioral and linguistic phenomenon that reflects the endevour of language speakers to overcome discrimination, which exists in the society and realized by the society, in relation to various members of this society [4].

One of American dictionaries give the following definition of political correctness: “conforming to a belief that language and practices which could offend political sensibilities (as in matters of sex or race) should be eliminated” [5].

Some researchers, for example, Bill Lind, consider political correctness to be cultural Marxism. «If we look at it analytically, if we look at it historically, we quickly find out exactly what it is. Political Correctness is cultural Marxism. It is Marxism translated from economic into cultural terms» [6].

It should be noted that in all the cited definitions, it is spoken about the political correctness of language, but the inseparable connection of this phenomenon with the culture of the society is evident. Language is the bearer of cultural knowledge, the weapon of culture. It is through the language that we cognate ourselves and the world.

Thus, from these definitions it is possible to separate two most essential aspects of political correctness:

1) the cultural-behavioral aspect which is closely connected with ideology and politics, especially in the sphere of education;

2) the linguistic aspect of political correctness which is explicated in the search of new means of language expression and correction of language code [7].

The cultural-behavioral aspect of political correctness is dominating. It is logical that the ideas of political correctness appeared in the USA, which is the country where the problems of intercultural and interreligious relations are paid much attention to.

Especially consistently at the present stage ideas of political correctness are demonstrated in the sphere of education. Because of the multiform ethnic composition of students in the institutions of education in the USA, new standards of education are introduced, which are based on the principles of “cultural diversity” or “multiculturalism”. The adherers of multiculturalism call for consideration in the process of teaching of such factors as race and ethnicity, sex, social status, language, religion, age, etc. According to ideas of political correctness, the enrollment in educational institutions must be conducted in accord with the plan of “affirmative action”. It presupposes considerable advantages in the enrollment of Afro-Americans, Spanish-speaking Americans, Indians and some other groups of population (the disabled, homosexuals, veterans of war in Vietnam).

Another serious feature of political correctness is formation of behavioral norms that presuppose loyal treatment of various minorities and their representatives. Violations of these norms are punished. The punishment can be a verbal warning as a minimum and as a maximum the student can be expelled from the educational institution. In the sphere of prohibition are the “use of insulting names”, “unfortunate jokes”, and even "misdirected laughter". The charters of many US colleges specify various kinds of discrimination: "ableism" – oppression of people with physical defects, "ethnocentrism" – discrimination of cultures that are different from the dominating one, "heterosexism" - discrimination of people of non-traditional sexual orientation, "lookism" – creation of standards of beauty and attractiveness and infringement of rights of those who do not comply with them.

As a language category political correctness has categorical features and formal expression.

The categorial features of the language category of political correctness are: a) the integral feature is absence in the connotative meaning of the language unit of discrimination on the basis of race, ethnicity, sex, age and property status and state of health; b) the differential feature is the ability of a language unit to exclude manifestations of the above-listed types of discrimination [8]. From this, it is possible to single out a number of oppositions that are characterized by the presence / absence of the given feature: African-American/Negro, Asian/Oriental, Native American/Indian, senior/old, physically challenged/handicapped, low-income/poor, etc. Members of these oppositions, with the same denotative meaning, acquired different connotative meanings, on which basis they can be treated as politically correct / politically incorrect ones.

The category of political correctness deeply penetrated the language and culture of the USA. It involved all spheres of human life. That is why the theme of political correctness, its problems and urgent issues do not go under the radar.

That's what the newspaper "Boston post" writes about it: "The name political correctness originated as something of a joke, literally in a comic strip, and we tend still to think of it as only half-serious. In fact, it's deadly serious. It is the great disease of our century, the disease that has left tens of millions of people dead in Europe, in Russia, in China, indeed around the world. It is the disease of ideology. PC is not funny. PC is deadly serious" [9].

"Political Correctness is very well entrenched in American educational system, at scientific, religious and community levels, the media, the workplace and even our government.

It is changing the American society from within, and the citizens of this nation are increasingly censoring themselves and losing their freedom of speech out of fear of Political Correctness repression" [10].

And here, it is worthwhile going back again to the opinion of Bill Lind that political correctness is cultural Marxism. First, both the

ideologies are totalitarian. The totalitarian nature of political correctness is now more clear and evident than it formerly was. Earlier, in students' camps, students and teachers who broke the established framework in relation to sexual minorities, ethnic and other groups, might be subject to legal authoritative actions: fines and other punishments [11]. At the present period, violation of political correctness is fraught not only with fines, but also by lengthy legal procedures and arrest.

Besides, in the economic theory of Marxism, it is stated that workers and peasants are a priority group, while bourgeoisie and capitalists are evil. In the political correctness or cultural Marxism, one can also single out a priority group: feminists, Afro-Americans, USA population belonging to Spanish-speaking ethnic groups, and homosexuals. They are a kind of victims, while Europeans as bourgeoisies and capitalists are evil.

It should be noted that movement for politically correct speech in America has many times undergone its ups and downs. Now, judging by the publications in the American mass media, this theory is going through the decline and rejection.

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OVERCOMING LANGUAGE AND COMMUNICATIVE BARRIERS WITH FOREIGN STUDENTS

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Language is our greatest mediator that allows us to relate and understand each other. It can be defined as a system of conceptual symbols that allows us to communicate [1].

Nowadays there is a positive dynamics of growth in number of foreign students in TPU. The number of foreign nationals, who were internally trained in TPU in 2008-2009, was 1626. By 2010-2011 this number increased to 1794 people. Today the number of foreign students TPU is 15% of the total number of students. [2]

The main goal of the research is data and information collection about internal and external problems with the Russian and English languages.

There are many reasons why interpersonal communication may fail. In many communications, the message (what is said) may not be received exactly in the way the sender intended. It is, therefore, important that the communicator seeks feedback to check that their message is clearly understood. The skills of active listening, clarification and reflection may help but a skilled communicator also needs to be aware of the barriers to effective communication and how to avoid them [3]. Before overcoming language problems, it is necessary to point classify main barriers of communication.

There are seven main communicational barriers:

1. Physical barriers. Such type is easy to spot – people try to have a distance between them. It works against effective communication. Person also can have physical disabilities such as hearing problems or speech difficulties.

2. Emotional barriers. Barriers may arise due to the fair of saying that can be used against person. Some people may find it difficult to express their emotions and some topics may be completely ‘off-limits’ or taboo.

3. Perceptual barriers. It consists of three main social problems: different interpretation the same data; learn information without checking its accuracy; people’s perceptions are based on their own experiences.

4. Cultural barriers. The norms of social interaction vary greatly in different cultures, as do the way in which emotions are expressed. For example, the concept of personal space varies between cultures and between different social settings.

5. Gender barriers. Men and women tend to form their thoughts differently, and this must be taken into account when communicating.

6. Interpersonal barriers. It is a problem not just to be heard, but to hear others.

7. Language barriers. They seem pretty self-inherent, but there are often hidden language barriers. For instance: the use of jargon; over-complicated, unfamiliar or technical terms; language differences and the difficulty in understanding unfamiliar accents.

The method which has been applied in the research relates to sociolinguistics. Sociolinguistics is a scientific discipline, which develops at the junction of linguistics, sociology, social psychology and ethnography studies. It explores a wide range of issues related to the social nature of language, its social functions, the mechanism of the influence of social factors on language and the role that language plays in society. Some of these problems (for example, “Language and Society”) are considered in the framework of general linguistics [4]. Sociolinguistics methods are a synthesis of linguistic and sociological procedures. They are divided into methods of field research and methods of sociolinguistic analysis of language material. Field research methods include questionnaires, interviews, direct observation. Questionnaires differ significantly from sociological questionnaires, and the main strategy is to get more information about the informant’s speech, level of language and communication problems.

Mass questionnaires were used as a main source of data. The survey was conducted in the presence of the researcher-interviewers. It consists of 12 questions:

1. Gender of student;
2. Course number;
3. Nationality;
4. Personal assessment of knowledge of the Russian language;
5. Personal assessment of knowledge of the English language;

6. The list of academic disciplines which person do not understand well;

7. Easiest part of the Russian language;

8. Easiest part of the English language;

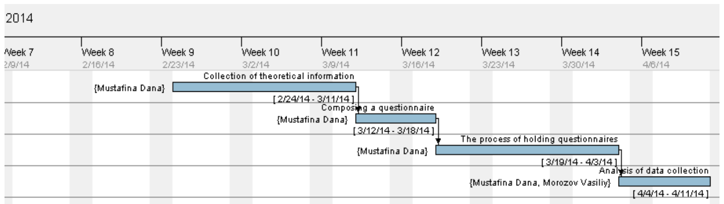
9. The use of the Russian language in person's spare time;

10. The use of the Russian language in person's spare time;

11. Offers from foreign students to improve learning the Russian language;

12. Offers from foreign students to improve learning the English language.

Questionnaires were held in two languages – English and Russian. Respondent could choose more understandable language for him. Main stages and time frames of the research are represented in a project scheduling application "GanttProject".



Picture 1 – Time frames of the research

All the process can be divided into four steps: collection of theoretical information, composing a questionnaire, the process of holding questionnaires, analysis of data collection. Main venues of the survey: lectures and practical classes, dormitories for foreign students.

As a result, 113 foreign students of Tomsk Polytechnic University took part in questionnaires. There are 108 bachelors, 3 candidates for a Master's degree and 2 PhD-students. Gender percentage of the 113 participants: men – 82 (62.2%), women – 31 (37.8%). They came to study from such following countries: the Democratic Republic of Vietnam, the People's Republic of China, Mongolia, the Federal Republic of Nigeria, the Republic of Indonesia, the Arab Republic of Egypt, the Republic of Cameroon, the Kingdom of Thailand. Number correlation of students is shown in the table below.

Table 1 – Number correlation of respondents

Country	**Number**		
	Men	**Women**	**Total**
The Democratic Republic of Vietnam	31	14	45
The People's Republic of China	36	8	44
Mongolia	2	8	10
The Federal Republic of Nigeria	6	0	6
The Republic of Indonesia	5	0	5
The Arab Republic of Egypt	1	0	1
The Republic of Cameroon	1	0	1
The Kingdom of Thailand	0	1	1

Further analysis of the statistics and questionnaire's results are classified by 4 groups. First group consists of preparation and 1 course, second group – 2 and 3 years students, third – 4 and 5 courses, last one – Master's degree and PhD students. The main reason of such classification is different age experience of the language communication.

Eight respondents are studying in the preparatory course. They came from Mongolia (6 persons), Vietnam (1) and Indonesia (1). There were twenty students from the first course in the questionnaire from Vietnam (10), Nigeria (3), Indonesia (3), China (2) and Mongolia (2).

The list of academic disciplines which person do not understand well consists of such subjects: a country study, regional geography, materials science, technology of construction materials, history, chemistry, physics, mathematics and philosophy.

Twenty students use the Russian language in person's spare time. Analogically, thirteen students speak English in their spare time.

To sum up all information, it is recommended to pay attention to the low level of Russian speaking and writing skills and English listening skills. Students have pointed that they want to speak more with native speakers and watch films in English classes. They also want to have more interesting sections where they can make friends with Russian native speakers.

Twenty six respondents are studying in the second course. They came from Mongolia (1 person), Vietnam (19), Indonesia (1), Nigeria (1), China (3) and Thailand (1). There were forty one students from the third course in the questionnaire from Vietnam (7), Nigeria (2), Cameroon (1) and China (31).

The list of academic disciplines which person do not understand well consists of following subjects: history, philosophy, mathematics, economy, materials science and the Russian language.

Easiest parts of the Russian and the English languages

Forty four students use the Russian language in person's spare time. Nineteen students speak English in their spare time.

In conclusion, it is recommended to pay attention to the low level of Russian writing skills and English listening and writing skills. Students have pointed that they want to speak more with native speakers, watch films and make presentations in English and Russian classes.

Twelve respondents are studying in the fourth course. They came from Mongolia (1 person), Vietnam (4), China (7). There was one 5 year student from China.

Personal assessments of knowledge of the Russian and the English languages:

The list of academic disciplines: mathematic modeling, software and operating systems.

Ten students use the Russian language in person's spare time. Eight students speak English in their spare time.

In conclusion, it is recommended to pay attention to the low level of Russian writing skills and English listening, writing and speaking skills. Students have pointed that they want to read more science articles and news by themselves. They also want to speak more with native speakers.

Three respondents are getting Master's degree from Vietnam. There were two PhD students from Vietnam and Egypt.

The list of academic disciplines: philosophy, jurisprudence, political science.

Four students use the Russian language in person's spare time. Two students speak English in their spare time.

In conclusion, it is recommended to pay attention to the low level of Russian writing skills and English listening, writing and speaking skills. Students have pointed that they want to travel for a work with Russian native speakers.

Analysis of the data shows that the level of consciousness, self-critical thinking and desire for knowledge of the material on their own increase each academic year. Foreign students realize that for improving the knowledge of the Russian language they need to communicate more with native speakers. It is also need to pay attention to the low level of writing skills in the Russian language, as well as listening, writing, speaking skills in the English language.

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TRANSFORMED PHRASEOLOGICAL UNITS IN NEWSPAPER HEADLINES

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Publicistic style as one of the functional styles of modern Russian literary language stands out among the rest by the goal of saying and by the nature of the use of linguistic resources in it (lexical, phraseological, morphological and syntactic). In publicistic works, "the speaker or writer is designed to not only to give some content, to explain it, but also to encourage listeners or readers to certain decisions and actions, to affect their will and feelings, to convince them" [1, p.86].

Newspaper language is one of the kinds of modern publicistic style. Its specificity consists of content saturation, conciseness, accuracy of usage, special expressiveness and evaluativity, which can be achieved by the means of phraseological units transformation. Although the important feature of phraseological units is the stability and reproducibility of their components in finished form, in the newspapers, on the contrary, there is a tendency to a particular change of semantics or renewal of structure of phraseological units. However, changed phraseological units preserve artistic features of traditional phraseological units such as figurativeness and aphoristic nature. Changing of phraseological units allow journalists to avoid clichés, as in these cases, in addition to features inherent in itself, phraseological units receive new, expressive features.

Headline is a typical position for the phraseological units, because their use in this position helps to set the projective assessment of further material, catch the interest of the reader, to direct his attention. It is found that evaluation, expressed in the headline, and then throughout the text is always maintained by expressive means – phraseological units, proverbs and colloquial vocabulary [2, p.97]. According to many researchers, newspaper headline is a strong, accented position, because it is the headline in the first turns attention of any reader who has taken a newspaper. For achieving the goal – to attract the reader's attention and make him read the text – it is necessary to come up with interesting, original headline for the article. In this regard, journalists use method of renewal of well-known language structures. Headlines-phraseological units, which are the subject of this article, give authors the greatest scope for creative transformation.

We will consider the cases of transformation of phraseological units in the newspaper headlines. Pay attention to the headline Холод не тетка in the newspaper "Express K" № 17 (17856), 31.01.2014. The article tells about the severe frosts in the Republic of Kazakhstan, the Russian Federation and the United States. In this example, phraseological unit Голод не тетка (English equivalent – hunger breaks stone walls). has undergone transformational change. According to the "School phraseological dictionary of the Russian language: The meaning and origin of the phrases" by N. M. Shansky, V. I. Zimin, A. A. Filippov [3] the original phraseological unit has the following meaning "About a strong hunger which forces any action. Initially, Hunger is not an aunt: will not give a patty". The headline makes the reader to think about the cold weather. Components "голод" (hunger) and "холод" (cold) contextually synonymous in Russian, component "не тетка" (not an aunt) means something non-native, which ensures the preservation of meaning. Replacement in transformed phraseological unit draws attention by the consonance of original and replacing components.

The headline Моя хата в центре of the article in the newspaper "Express K" № 9 (18087), 17.01.2015 is a transformational model of phraseological unit Моя хата с краю (English equivalent – I am not my brother›s keeper). According to "The great dictionary of Russian proverbs" by V. M. Mokiyenko and T. G. Nikitina [4] the original phraseological unit means "It does not concern me, it is not my business". The structure of the phraseological unit has undergone a change: the component "с краю" (on the fringe) was replaced by the component "в центре" (in the centre). The article tells about the national Kazakh house yurt (round felt-lined dwelling) which became home to an American couple. It follows therefrom that transformed phraseological unit is different from the original not only by the structure but also by the meaning.

Next headline with transformed phraseological unit in its composition – Бабочка надвое сказала. The article of the newspaper

"Express K" № 13 (17852), 25.01.2014 tells about the exhibition of many different kinds of butterflies in Kyzylorda regional museum. Original phraseological unit Бабушка надвое сказала (English equivalent – a chance in a thousand, or even your grandma wouldn›t know whether it›ll be rain or snow) according to the "The great phraseological dictionary of Russian language. Meaning. Use. Cultural commentary" [5] means "It is unknown how it will be. The expectation of the alleged events or cases; probability or improbability of correspondence of any information to the facts are meant". Consequently, the phraseological unit has undergone transformational change – replacement of the component "бабушка" (grandmother) by the component "бабочка" (butterfly), which changed both the structure of phraseological unit and its meaning, and the meaning of the whole article as well.

Consider the headline Голубев высокого полета in the newspaper "Karavan" № 48, 11.29.2013. It originates from the phraseological unit птица высокого полета (English equivalent – high flier) which in the phraseological dictionary of Russian language under the editorship of A. I. Molotkov [6] means "an influential person who occupies a prominent position in society". This headline has following changes in the structure: component "птица" (bird) was replaced by component "Голубев", but the semantics is preserved, since Kazakhstan tennis player Andrey Golubev became the winner of Challenger tournament series, which was held in Tyumen and got 82th place in the World Table of Ranks that is very honorary for our country. Noteworthy is that the tennis player`s surname is Golubev (golub is Russian equivalent for pigeon). The given transformed phraseological unit makes the headline more specific and gives it emphatic shade of meaning.

Formation a lexical new version on the model of commonly used phraseological unit is a patent example of journalists` use of Russian language phraseology resources. According to N. M. Shansky, "phraseological innovations are formed using both separate elements of commonly used phraseological units and using only their structure" [7, p.114]. As a result of transformation, there are new phraseological units with a completely different meaning. Mentioned transformation method is often used by journalists in the headlines of Kazakhstan newspapers. For example, the article headline Дареной сове в клюв не заглядывают in the newspaper "Express K" № 239 (18078), 12.27.2014 which tells the story of the five most unusual gifts that you can present to your loved ones in Kazakhstan for the New Year. One of these gifts is the original live owl, which can be purchased in the poultry market in

Astana. The prices range from 20 to 200 thousand tenge depending on the species of the birds. In the present case on the model of phraseological unit Дареному коню в зубы не смотрят (English equivalent – Don't look a gift horse in the mouth) new phraseological unit was formed. New phraseological unit resembles the original only schematically. But the meaning of the transformed phraseological unit, as can be seen by reading the article, is far from bringing back to the meaning of original phraseological unit which is "one should not complain about, or look for faults in, something that is freely offered or received as a gift".

Another example of the formation of new phraseological unit by analogy with the commonly used phraseological unit is a headline И на старушку бывает ловушка. In her article in the newspaper "Express K" № 38 (17877), 03.01.2014 Irina Temina tells about a crime committed in Shymkent. Law breakers stole 78-year-old woman`s apartment documents, issued a fake letter of attorney on apartment sale. When they found buyers, the criminals grabbed an elderly woman walking on the street and took her to Taraz, where she was kept for a month and a half. Having noticed that the old woman for a long time did not appear at home and suddenly a new tenant began to live in her apartment, the neighbours called the police. During the investigation, police managed to arrest the criminals. Transformed phraseological unit was formed on the model of phraseological unit И на старуху бывает проруха (English equivalent – The best cloth may have a moth in it) which means "an experienced person makes mistakes too". The meaning of the new phraseological unit is partly similar to the meaning of original phraseological unit since the criminals who committed analogous crimes several times before eventually were caught, but the main purpose of the headline expressed by this transformed phraseological unit - to draw attention of newspaper audience to the problem of old woman fell in a trap of law breakers.

Thus, the analysis of the newspaper language made by the authors shows that the use of transformed phraseological units is a frequent occurrence in the headlines due to the ambition of journalists to make text more colourful, more emotional, to give it richness and originality. Transformation of phraseological units can return the effect of surprise and freshness of viewpoint, to highlight vivid set expressions in the context of everyday speech again.

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NATIONAL-CULTURAL CHARACTER OF ENGLISH AND KAZAKH PROVERBS

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The national-cultural semantics of any languages is interesting. It reflects specific cultural characters of a nation. The article suggests semantic comparative analysis of English and Kazakh proverbs which in spite of being nationally and culturally different can express similar actual meanings.

Key words: culture, cultural values, linguistic world image, linguoculturology, folklore, proverbs.

Culture and proverbs are closely connected and language is a mean to express these two notions. The language of any ethnos is a life form which is inseparably linked with its history, culture and social life. A language is a chronicle of people's life and their activities during definite historical periods. If you know these conditions and the specific features of the culture it can help you understand and learn not only the language but also its culture. As a result, a science called linguoculturology that studies a language as a cultural phenomenon has started active developing at the end of XX century. It is a particular vision of the world in terms of the national language.

According to the content culture breaks down into different areas: the morals and customs, language and literature, clothing, settlements, work, bringing up, education, the economy, army particularity, the socio-political system, judiciary, science, technology, art religion, all forms of manifestation of people's spirit. The level and condition of culture can be understood only in terms of the development of cultural history. It is considered to talk about primitive and high culture; degeneration of culture creates either incivility or "refined culture." The difference between culture and civilization is that culture is an expression and a result of self-determination of people and individual's will ("a cultured man"), while civilization is a set of advances in technology and therefore comfort.

The value of culture is a special objective positive significance of something in the spiritual life of a particular person, social group, society, expressed in signs and sign systems of the culture. There are can be many values in a human mind at the same time, so it is justified to talk about values system, because values exist not chaotically, they are arranged in a certain way in relation to each other. When people master values of the world they rely on well-established traditions, rules, customs and gradually form a system of fundamental and common values that serve as a guide in life. On this basis, an own system of values is formed and reflects its specific position in the world [4, p. 59].

There are material and spiritual values, practical values, social-political, educational, moral, aesthetic, religious values according to the spheres of social life. The essence of values lies in the importance, not in the fact of their existence. It should be borne in mind that the values are different from the object in which they are found because not all objects and processes have value. The own system of value-conscious relations to nature, to their own and other nations, to ideas, to things is formed in the process of historical development of each nation. Value-conscious attitude toward the world is expressed in the value-conscious orientations and attitudes, which in turn form the behavioral model and govern the conduct of representatives of the people [3, p. 53-54].

Nowadays such cultural values as a language, nation, identity, uniqueness and life of people, customs, traditions must be actual, because since the development of civilization they lose their significance.

Language learning means studying a culture of a nation that owns this language. And a bright example of it can be proverbs studying, because they have reflection of nation's life, its thoughtway and character of a nation.

Works of such linguists as Deeva I. M., Karlinsky A. E., Telia V. N., Mieder W., Nuryshev S., Kenesbaev U. show that proverbs are diverse. They

are outside of temporary space. Indeed, whatever time we live proverbs will always be relevant and actual. Rich historical experience of the people, image related to work, lifestyle and culture of the nation are reflected in proverbs and sayings. Proverbs are considered as one of the main «code» of culture as «the language of everyday culture formed during centuries» which is transmitted from generation to generation and reflects all categories and aspects of nation's life philosophy - a native speaker [4, p. 219].

Proverbs can be considered as «autobiography of people», «mirror of culture.» By studying proverbs of different nations we can learn a lot about the people and their culture. Each language has a particular world image, and a linguistic individual is obliged to make and say content of the statements and utterances in accordance with this image. The concept of the world image (including linguistic world image) is based on the study of human image about the world. Representatives of cognitive linguistics claim that our conceptual system displayed in the form of a linguistic world image depends on the physical and cultural experience and is directly related to them [2, p. 64]. And these world images are different in different nations due to their culture, identity character of these peoples.

Most of the proverbs express the moral characteristics of a man. They look for and try to find out a content of concepts such as good and evil, justice, honor, conscience, diligence, laziness, friendship, etc. Thematic grouping is carried out according to: 1) a keyword, 2) a meaning. Wisdom and national spirit, a wide range of ethnic and cultural stereotypes and cultural values are widely reflected in the proverbs. Despite the fact that an English culture and Kazakh culture are different in mentality, by geographic location, ethnicity, religion, character they have the same lexical-semantic concepts. An attempt of comparative study of English and Kazakh proverbs is made in this article. The article is based on an analysis of proverbs using descriptive, comparative-contrastive methods and conceptual analysis. The proverbs relating to one semantic field - «friendship» are analyzed, which discloses their inner form, motivation, values specified prototypical situation of their source. The study helps identify cultural values in English and Kazakh culture.

Table 1 – Contrastive analysis of proverbs with the same semantic field "Friendship"

№	English	Kazakh
1	Old friends and old wine are best.	Dostyn – eskisi, tonnyn – zhanasy zhaksy. (Old friends and a new fur coat are best.)

2	Friendship is not be bought at a fair.	Dossyz omir – tuzsys as. (Life without friend is like a meal without salt.)
3	Lend your money and lose your friend	Dosyna atyndy berme, bersen, akyryn zhur deme. (Don't lend a horse to your friend, but if you did so, don't say to ride it carefully.)
4	Friend in court is better than a penny in purse	Zhuz somyn bolgansha, zhuz zholdasyn bolsyn. (Having 100 friends is better than having 100 dollars.)
5	Friend's frown is better than a foe's smile.	Dos zhylatyp aitady, dushpan kuldirtip aitady. (A friend can make you cry by telling the truth, a foe always tells the lie.)

So it can be noted that the "friendship" semantic field has various literal senses, but all of them have the same actual meanings. It depends on national-cultural peculiarities which lead to express this concept differently.

For instance, proverbs Old friends and old wine are best and Dostyn – eskisi, tonnyn – zhanasy zhaksy have an identical actual meaning, but English culture supposes that friendship can be compared with old wine whether in Kazakh culture friendship is compared with a new fur coat.

English wine is a rarity, it is expensive, and everybody knows that the longer wine is stored the better and the more expensive it is. Comparing wine and friendship one can understand that the longer friendship, the more valuable it is. In Kazakh culture the concept of friendship is associated with the duration of the relationship, time-tested in life situations. If friendship does not lose its strength over the years, it is compared with a new fur coat that for ordinary Kazakh people is a very expensive purchase, and thus the newer a coat, the more expensive it is, the older friendship the stronger and more valuable it is.

The concept "Friendship" shown in proverbs Friendship is not be bought at a fair and Dossyz omir – tuzsys as shows that friendship for an Englishman is a kind of good which is not usually bought at a fair, and for Kazakh, friendship is meal prepared without salt.

The Englishmen are very fond of fair. You can buy everything at British fairs - from old irons, lamps, some sculptures, moss-covered vases, old decanters, broken scales, flashlights, cracked flower stands,

cups and saucers to delicious pastries. According to the specific character of English culture the Englishmen come to the fair not only to make money, but it is also a chance to chat, to meet up with old friends, the opportunity to make new acquaintances. But you are strongly mistaken if you think that friendship can be bought at the fair. Friendship is the only thing that is not for sale at the fair. Living without friends, like having a meal without salt. Here is an example how Kazakh people appreciates friendship - with meal prepared without salt, that is tasteless, not appetizing and not very pleasant to eat. And a person's life without a friend is considered uninteresting, valueless, unworthy.

The concept "Friendship" often has positive character. But proverbs like Lend your money and lose your friend and Dosyna atyndy berme, bersen, akyryn zhur deme have negative colour. Because there are some tabbos concerning "Friendship" notion for English and Kazakh people.

The Englishmen like individualism and rationalism. They do not like lending or borrowing money. They believe that there are banks, credit institutions for doing so, as well as shops specializing in the sale of goods on credit, where all responsibility for failure to pay the debt lies with the borrower. Such relationship has advantages and disadvantages like the inability to lose a friend if he could not pay the debt on time, and Englishman's good conscience if your friend does not have money because it is his personal problems.

A horse is the most beautiful, pure, sacred animal for the Kazakh people, which made it possible to embrace the endless steppes of his native land, to see the beauty and the vast mysteries of his native land. Once Shokan Ualikhanov said: "When Kazakh people had been greeting each other at first they asked if livestock and family members were safe and sound." Only an honored guest could be given such a priceless gift like a horse. Thus, giving the most precious thing to a friend, you should do it without regret, without specifying how to treat animal, not to give advice how to ride it carefully, etc. Because friendship is highly appreciated in Kazakh culture and by doing so you can lose a friend.

Proverbs Friend in court is better than a penny in purse and Zhuz somyn bolgansha, zhuz zholdasyn bolsyn say about money. Here one can see that either Englishman or Kazakh compare friendship with money.

According to the English linguistic world image friendship is made quickly. English friendship supposes tendency to get potential profit from friendship. Confidence in each other, mutual understanding, trust creates a feeling of psychological comfort which as a rule can not be bought. Therefore it is more profitable to have a friend than money.

Kazakh people always appreciates close friendship and mutual supportiveness. Families had been living in the same village were as one big family. Holidays and fun become one big holiday. But if a trouble comes, neighbors or friends always help in difficult situations. Friendship and mutual supportiveness between the families was one of the ways of the survival of the village. Consequently, a large number of friends meant a quiet life and confidence in the future that can not be bought.

Not only the similarity of actual meanings of friend – foe concepts but opposition can be mentioned when analyzing the following proverbs: Friend's frown is better than a foe's smile and Dos zhylatyp aitady, dushpan kuldirtip aitady.

It is difficult to engage Englishman's friendship but if you are a true friend it means it is possible to rely on you and critical comment to you will be understood positively than a stranger or an enemy will smile, make flattering noises that can fail at a difficult time. Because as a rule the Englishmen are reserved.

Unity and friendship concepts that are inseparably coexist in Kazakh culture. There is not a Kazakh without a friend as there is no food without salt and bird without wings. And only a friend will help if you are in trouble and in joy. Only a Kazakh friend thinks about his friend's well-being and if you act badly or doing something wrong, only a friend will tell you about it, even if it brings you to tears and sorrow. On the contrary an enemy not willing to seem bad will always keep silent, smile and feel joy that the man is in trouble.

The fact that proverbs store a knowledge of the world and a man in this world allows scientists to talk about proverbial image of the world. So, E.V. Ivanova in her book «The World in English and Russian proverbs» writes about the existence of proverbial image of the world as a «separate fragment of the linguistic image of the world» [1, p. 3], as well as the existence of proverbial mentality (the mentality reflected in proverbial image of the world). Proverbial mentality is not the mentality of proverb but reflected mentality of the people in proverbs fund, to be exact, of certain social groups of people [1, p. 49].

It is known that a human being only becomes a man when he/she adopts a language since childhood and learns culture of his/her people as well. All the peculiarities of people's culture are usually reflected in their language, which is specific and unique, as variously record the world and a man in it.

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THE BELIEFS OF TURKIC ETHNICS IN NATURAL PHENOMENA

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The mystery of praying on nature and natural things lies on the mythical system of people as the sources of beliefs formed in their minds. For example, turcik speaking ethnics prayed on "Tengri"(means God), revered the spirits, and they honored the heaven as their father, land as mother. It is shown in linguistic sources.

Ancient Turks also considered Earth-Waters (Yer-Su) sacred. The belief in "Yer-Su" related to the mountains, forests, rivers etc. and this later transformed into a "Cult of Homeland". Through history, the Turks also respected fire and saw within it a cleansing and sacred power. The cult of fire among the Turks is closely related to "the cult of family hearth" which in turn is related to "the cult of the ancestor". The term "Yer-Su" (Earth-Water) implies that in addition to trees, fire, water, mountains, the earth, rocks and stones have a sacred meaning and importance. In the Orhun inscriptions, "the blue sky" and "the black earth" form the two main cosmic fields and complement each other.

In languages of karachai-balkars, bashkirs,tatars, well preserved the notion about the appearance of the existence of life which is shown in myths that it was created by gathering of heaven and the mother land. The searchers said that this notion is close to the Slavic ethnics with settled lifestyle: "The Slavs - farmers all agricultural calendar holidays permeated agricultural magic associated with the worship of deified nature, which, as a supernatural force participants treated magical acts. At planting time, practiced ritual copulation on the field that is symptomatic of a magical conception of Earth and Space symbolized the marriage of heaven and earth, who was considered the cause of fertility" [1,36]. Though "the magic of agriculture" plays so huge role in the life of turcik ethnics,but karachai-balkars and qumyks which started earlier a settled lifestyle, pray on land and they have make a sacrifice for the sake of the land in order to have rich harvest. So they have such notions like mother of land and mother of water.

Karachai-balkars claim: " mother of land is the source of life and its foundation". But for qumyks the role of mother of water is important too: "The system of pagan beliefs Kumyks it takes about the same place as a mermaid" [2,37]. If they didn't pray on mother of water recognized as the god of water, it was considered to be dangerous go for water in the evening. The marks of this belief we can see in the followings tekst in language of qumyks: Suvanasy,Suvanasy, Duniany altun baganasy, koi suv almahga bizin… Kyrgyz ethnic has such tradition of making a sacrifice for the god of the land and water too.

Mythology within the scope of the cosmological concepts are likely to change the size of the different times. As for the so-called outer core of the Planet of the sky, the sky of the ancient concept of faith which means "the beginning of creation".

Turks considered that the month as a sacred thing , and they claimed that it was a whole world. Old people are still thinking that the moon is one of the sacred planets and they have still the tradition of greeting with the moon. Shokhan Ualihanov explains the reason of this action this way: "Kazakhs never stays looking at the mon for along time,because they are afraid. They think the Old woman on the moon will count their eyelashes, and if it happens, they will die" [3,12] The Sunlight is claimed to be particular and sacred notion in the outlooks of turcik ethnics. There is a following legend: "In ancient times, a king had a beautiful daughter. The jealous girl of the king was taken out from the country, she was put on a dark and hidden train home. She was served by only one old woman. She wanted to know and asked "Where do you go to?" , " Thereis a light of the World, my daughter, and I go there" –she said. As the girl was eager to see this magical thing, the old woman desided to show this light to the girl. As soon as she saw the light of sun around her head, she lost the consciousness and fell down. Some time later she became pregnant. So it was sacred power of the sunlight " [4, 12]. According to this Yakut ethnic has such holiday as "Yskhah".

The stars were considered to be "holy" in the traditins of turcik nations too. For example, Kazakh expressions like жұлдызың оңынан тусын, жұлдызы жанған - mean that every person has his own star above

his head. Tatar people have such beliefs too.For example, «the owner of a star shining bright lights of the same ground - just a happy person» Tatars say *"bahetle yoldoz astynda tugan".*

One of the elements remained from the system of Turks' ancient beliefs is praying on the wind. Actually it remains rather in Altaic Turks, but it is almost be forgotten in Turks of Central Asia. For example, "Salkhun khut" in yakuts languages give such meaning like the wind is the spirit of human. According to this belief, when person dies, his soul will turn into the wind. Bashkirs say *"auyzyndy el alhun"* means that the force of the wind blows out the negative messages.

Claiming the fire as a sacred notion shows the reality of Turkic outlooks from the ancient times. The fire is the symbol of lightening the darkness and it is the attribute of demonstrating the praying action on Tengri. There are many traditions remained according to worshiping to the fire. For example, Altaic Turks have such ritual as "feeding the fire". Because the Siberian Turks believe that every family has its own fire and it defends their families. According to the tradition, guests have to feed their fires. If the fire burns stronger it means that the guest accepted. By this tradition they show each other their appreciation.

The traditions like praying on fireplace and pouring the oil on fire is well preserved in Siberian Turkic ethnics, but in Turks of Central Asia we can meet a few elements of this tradition. One of them is when the newlywed pours the oil on fire before entering the home. This tradition remained to the Kazakhs from Siberian Turkic Ethnics culture. Kyrgyzs show their honor to the fire some another way. They perform such ritual as "otka kirgizu" for a newlywed bride. This kind of rituals is performed in order to acquaint a newlywed bride with relative families of bridegroom. Karachai- balkars have expressions like "out erge zhanmaidy, otlaru zhanmaidy" which mean not to be able to communicate, that is not to be able to save somebody's family.

Khakases and yakuts are still praying on the fire at present days:

Ot anasy otubuznu sakylasyn,
Typyrlybyz ansyz biri de bolmasyn,
Ot soluu bizde tokhtap khalmasge.
Kech eritte de shynzhir zhylilai tursun,
Bu uiurge teiri zharykh achylsun,
Bu uiurge ot zhyluyn Bergen sen,
Khar zamanda aruy kezden kergen sen!

Turkic people worship a stone as the sacred thing . Nowadays this trust remains on the Nogai, Tatar, Bashkir, Karachai -Balkar ethnics.

According to this M.Khairullin said: “The motive of turning a man into stone, and other inanimate objects can be seen as a relic of the most archaic outlook and ustonovok” [5, 138]. Also we can see this in bashkirs language: Tash kazyk khymak! Tashmanlai! Tashyn ashakhyn! *Tik khaitui nime oson bit. Eii, tashka ulseim, tashka ulseim. Ofe tigenderge oshu iken* [5, 138], in kazakhs:*Til kozin taskha*!, in karachai-balkars: Sabyrlygy tashkha bailangan, tashni ata bilmegen – bashina urur, auar tashkha tyianma, tash okyna irer, tashny sagyyp khan surghan, baltasy tashkha tigen… All of the expressions given above show us that the stone is one of the sacred things for Turkic ethnics.

Pine, beech, hybrid, fur and spruce trees play an important role in the daily lives and beliefs of Altai Turks. Among these, the beech tree is the one of used most in religious rituals and practices. The branches of a beech tree, and especially its leaves, are burnt to get rid of the evil spirits in a house. Therefore, beech can be considered as a link between human beings and God. Certain types of cloth named *kiyira* or *calama* are tied to this tree.

Although the spruce tree is one of the trees created by *Erlik* and regarded as evil, it is referred to as *bay terek* (holy spruce tree) in oral literature, particularly in epics. The epic hero rests and sleeps under this tree. Dreams relevant to the plot of an epic usually occur while the hero is sleeping under this tree, and important events take place nearby.

When people live in a natural surroundings with trees stretching up into the skies, creating the impression that the stars are within reach, and where every area of life, ranging from nutrition to shelter, depends on nature, the latter is bound to be considered as holy.

Finally, I want to give the following example from the record of ancient scripture: *“Heavenly Father Ilterish Kagan and my mother Ibïlge Khatun manage them(people) from the heights, praising”* [6.86]. Based on this, we understand that the source of the Turkic world view is Nature.

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EFFECTIVE USE OF VIDEO PROGRAMS

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Fernando Cerezal Sierra demonstrates in his research “Foreign language teaching methods: some issues and new moves” the main FLT methods that are still in use at schools and presented the theory of language and learning underlying them, their main features, activities and techniques, their foundation and decline, as well as a general assessment of all of them. The following methods had been analyzed by him: the Grammar-Translation Method, the Structuralist Methods, and the Communicative Approach [1].

It seems worthwhile, first of all, to clarify briefly the concepts of approach or principles, method and technique, which are mutually and hierarchically related. They represent, in fact, three levels of analysis and teacher’s decision making for teaching and learning English in the classroom. An approach or strategy is the most abstract of all three concepts and refers to the linguistic, psycho- and sociolinguistic principles underlying methods and techniques. Actually, every teacher has some kind of theoretical principles which function as a frame for their ideas of methods and techniques. A technique is, on the other hand, the narrowest of all three; it is just one single procedure to use in the classroom. Methods are between approaches and techniques, just the mediator between theory (the approach) and classroom practice. Some methods can share a number of techniques and, though some techniques have developed autonomously, the most important ones start from the main methods [2].

Now it seems appropriate to mention the three major language learning issues that language pedagogy and ELT have dealt with through this century and that always concern researchers and the teaching profession. Stern labels them as follows:

1 The L1-L2 connection, that is, the disparity in the learner’s mind between the inevitable dominance of the mother tongue and the weaknesses of the second language knowledge.

2 The explicit-implicit option, that is, the choice between more conscious ways of learning a foreign language and more subconscious or automatic ways of learning it. This issue remains to a great extent unresolved and has very often posed a dilemma to the FLT profession and research, as, for example, during the debate between cognitivism and audiolingual approaches in the 60s, and later on with Krashen's Monitor Theory, which makes a distinction between language learning (explicit and conscious) and language acquisition (implicit and subconscious) [3].

3 The code-communication dilemma has become a major issue recently. It refers to the problems that learners have to cope with when learning a new language, as they have to pay attention on the one hand to linguistic forms (the code) and on the other to real communication [4].

Fernando Cerezal Sierra has considered the main approaches and methods of FLT as models or paradigms of theory, research and school practice. Some of them may be considered obsolete from a scientific point of view, some others seem to be more current, but in fact all of them have introduced innovations at a given moment, superimposing on the former ones in an eclectic way. However, all methods have at least two things in common: 1) their belief to be the best one, and 2) a set of prescriptions that teachers have to follow necessarily. He does not suggest then -from the assumptions in this article- that teaching should be approached following a particular method as a set of prescriptions, but on the contrary as a dynamic and reflective process, which means a permanent interaction among the curriculum, teachers, students, activities, methodology, and instructional materials. What actually happens in the classroom, alongside careful planning and evaluation, becomes the most important thing teachers have to reflect on and then relate to theory or to other expediencies. He proposes, therefore, an active role for teachers, who design her or his own content and tasks, classroom interaction, materials, methodology, evaluation, etc., instead of a passive role which means dependence on other people's designs and methods. The expression classroom researcher clearly represents the new role considered above. Then, instead of an uncritical and eclectic way of teaching, teachers should introduce a constant analysis and interpretation of what is happening in the classroom. Certainly it is the best way of curriculum, teacher and learner development [5].

There were many similar researches in the Internet, and also I used books which I found in the Internet. This literature can be useful for different focuses connected with the video during the EFL teaching; however I took only those ones that are related to my topic. To relating

my research question, I'll give examples on the studies of previous researchers.

Video can be an exceptionally effective resource in the classroom for many reasons. It allows students to actually see history as it happens. When it is used to enhance visual memory, video can be a very valuable tool. Video can reach children with a wide variety of learning styles. It can bring fresh and timely information into the classroom. It can serve to expose students to people, places, and events that other learning resources can't. Video should never serve as the entire lesson, but rather as an enhancement to the lesson or unit of study. It is important to remember when using video that the medium needs to be manipulated to meet specific instructional needs. It is not serve the purpose of something to use to fill time but rather as a very valuable asset to make the information personal and interesting for the learner.

«Generally speaking, showing shorter video clips with frequent pauses for discussion is more effective than showing a long video" claims Amy Buttner [6].

I agree with Amy Buttner, because for students it is boring to watch a long video. Lesson will be interesting if teacher show the video with frequent pause for discussion, learners can explain suggestions, opinions about video.

A great advantage of video is that it provides authentic language input. Movies and TV program are made for native speakers, so in that sense video provides authentic language input. That is to say, it is obvious that the practical implications of video in the classroom in any classroom environment it can easily be used; teacher can step in the process whenever he wishes; he can stop, start and rewind to repeat it for several times where necessary. Any selected short sequence from the programmed can be utilized for intensive study. To pay special attention to a particular point in the program it is possible to run in slow motion or at half speed or without sound. Besides, the learner can concentrate on the language in detail and interpret what has been said, repeat it, predict the reply and so on. The learner can also concentrate in detail on visual clues to meaning such as facial expression, dress, gesture, posture and on details of the environment. Even without hearing the language spoken clues to meaning can be picked up from the vision alone. Using visual clues to meaning in order to enhance learning is an important part of video methodology. The other point that should be focused is that in foreign language to interpret attitude is very difficult owing to the fact that the listener concentrates himself on the verbal message, not the visual clues to meaning. Video gives the students practice in concluding attitudes [7].

Methodologically speaking, watching video films should be different from passive television viewing. So, the teacher should encourage the learners to watch the films actively, by using the supplementary materials, such as worksheets prepared by him or supplied with the films. The learners should participate in the activities; if possible, they themselves set up some projects in the target language, by recording their own activities such as speaking, interviewing, reporting etc. Shortly, the role of the learner is not to be a passive viewer but an active member in the triangle of the video, the teacher and the learner. To reach successful and effective results with teaching language through video, the learners and the teachers should perform their tasks perfectly. Moreover they should be informed of the new methods and techniques in FLT. To do this, seminars can be organised. A group of teachers and experts should prepare video cassettes, which will enable the schools to obtain them easily. These cassettes should be modern, interesting and in parallel with the syllabus. In a word, it can be concluded that the use of technology is nowadays inevitable in the classroom. When used appropriately, video is quite beneficial for learners and teachers as long as they are considered only as mere entertainment, but carefully chosen films can be a useful and extremely motivational teaching tool for both practicing listening skills and stimulating speaking and writing.

<u>Also, these mediums can be used:</u>

– to practice/ consolidate a range of language points
– to introduce subjects for debate
– to encourage conversation amongst students
– to improve writing skills
– to develop listening skills (with visual aid)
– few lessons would involve continuous viewing-even with speech-free films. Strategic stopping is essential.

Bibi Baxter gave the ways to use videos in ELT. In order to develop writing, speaking and listening skill, the way to discuss something among students. It should not be too long, and life TV programs not recommended. Teacher should watch the videos before lesson and if has parts which are should not heard by students and watched; teacher should look for other videos. Mr. Baxter showed ways to teachers how to use videos on the lessons.

Arthur claims that: “Video can give students realistic models to imitate for role-play; can increase awareness of other cultures by teaching appropriateness and suitability; can strengthen audio/visual linguistic perceptions simultaneously; can widen the classroom repertoire and range of activities; can help utilize the latest technology to facilitate language learning; can teach direct observation of the paralinguistic features found in association with the target language; can be used to help when training students in ESP related scenarios and language; can offer a visual reinforcement of the target language and can lower anxiety when practicing the skill of listening” [7].

Video sustains learners to improve speaking and listening skills. There are lots of types of video that can be used in ELT classroom. It can be commercials, interview with famous people, animated cartoon, telecast and news fragments, art, sci-fiction, educational videos. Due to modern technologies and internet, practically any information can be found in a global network. Research shows that student remembers that he hears and sees five times better than that he or she only hears.

To make the process of learning second language with the help of video to be effective, systematic and rational use of video at lessons is necessary. It is also important to know how often video should be used in the lesson. In foreign methodical literature it is recommended using video once a week or at least once in two weeks. Duration of classes using video is from 45 minutes to 1 hour.

Language teachers have been using video technologies for at least the past twenty years. From videotapes to DVDs and streaming video from the Internet, the visual mode is still powerful and popular. Far from being mere entertainment, carefully chosen films can be a useful and extremely motivational teaching tool for both practicing listening skills and stimulating speaking and writing. This paper reviews some of the principles on which the use of video in ELT is based. It is divided into two major sections reflecting two kinds of video use – showing videos to students and videotaping student activities. Within these two categories, specific pedagogical applications are summarized and educational foundations elaborated.

There are a number of features found in real spoken language but not found in typical teaching materials. Real people mumble and talk with food in their mouths; some speak rather rapidly and use nonstandard forms; they incorporate different levels of formality and colloquialisms; they talk in incomplete sentences and use all sorts of pause fillers, hesitation phenomena, and the like. Differences in speech may be found from those of different regions, ethnic groups, social classes, ages, even gender. Speech is full of variety and ambiguity and students need to develop some ability to deal with this, even if it’s just to learn how to ask for clarification when they don’t understand something. Using video examples, we teachers can slowly guide students do deal with language as it is really used.

These activities incorporate listening and understanding, perhaps writing down key information, and talking about what we heard with others. The activities might take the form of comprehension questions (multiple choice, ticking off, or completion), note-taking, and discussion. But students also know that there are certain kinds of activities that are authentic in a classroom context. Thus we have students fill in blanks in the transcript while listening or focus on certain lexical and grammatical usage [8].

Both in theory and in practice the significance of using videos is strongly highlighted. Video activity is to develop listening skills, speaking fluency, ability to think widely, to broaden horizons, to see language use in action, also to learn more complete information about learning subject. Usually teachers face up with students who can speak, however cannot understand authentic materials at all. So, it helps to achieve one of the main purposes of the language – listening comprehension and to communicate.

All in all, knowledge of language of depend on the teacher, we all know that each teacher are waiting good results from students. Teacher wants to see four skills from the students: speaking, listening, writing and reading. But for that teacher should make good Classroom Management, using Intercultural Communication Competence and Time Management. The teacher should establish a friendly and warm atmosphere in the classroom, as a friendly relationship with the students. Teacher should bring enthusiasm & optimism and positive emotion in ELT classroom.

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GROUP FORMATION METHODOLOGY AT THE ENGLISH LANGUAGE CLASSES

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Problem Statement

It is widely known that pair work and group work are the best pedagogical strategies to encourage student activity in the language classroom [1, 17 p.]. Not all group work, however, is effective.

Purpose of study

The purpose of current scientific project is to determine what guidelines teachers should follow when they divide their students for group-work activities on their lessons. Answers to these research questions were investigated:

1) What is the significance of using group-work activities on EFL lessons?

2) Should teachers let students divide into groups themselves or should the teachers do it?

3) What is the optimum number of learners per group?

4) Which is more effective fixed or flexible grouping?

5) How to deal with dividing different proficiency level students?

6) How to deal with talkative and shy students?

7) How to deal with friend-group mates (affiliation)?

Methodology

A qualitative approach was considered an appropriate method. A survey for students and interviews for teachers were conducted.

Results

1) What is the significance of using group-work activities on EFL lessons?

Both in theory and in practice the significance of group work activities is strongly highlighted. Team work activity is to develop cooperation and collaboration among students [2, 3 p.], which is important not only in English lessons, but in real life too. It also teaches tolerance, ability to think widely and be able to accept someone else's opinions and outlooks. And the most important thing group work activities give to students is the opportunity to speak more, to practice the target language in real-like situations, to use the language for its first purpose - to communicate.

There was no negative response to the question whether students or teachers like this kind of activities or not. They are often used on the lessons and are liked by both EFL teachers and EFL students.

2) Should teachers let students divide into groups themselves or should the teachers do it?

Both teachers and students agree that it depends on the activity and situation. However, still students think that a teacher better does this work and that it is her/his responsibility to do it. Teachers do agree with this statement too, as do the scientists [3, 61-71 pp.]. It's mainly because of the affiliation which takes place in classes.

3) What is the optimum number of learners per group?

Bell and Brown were right about the optimum number per group. They said it should be between 3 to 6-7 learners [4, 23-25 pp.]. Most students and teachers do agree with this statement. However they are more inclined to maximum amount of 5 students. This leads to Johnson and Johnson's opinion: "Co-operative learning groups have to be small enough that everyone is engaged in mutual discussion while achieving the group's goals".

4) Which is more effective fixed or flexible grouping?

Teachers insist on dividing students every time differently and so do half of the asked students. Some students do like fixed grouping scheme, but still not constantly. Theory says the same, that it's useful for students to have an opportunity to work with all the students, but still sometimes it's better to use fixed groups [5, 573-603 pp.]. It of course depends on the activity content and class itself.

5) How to deal with dividing different proficiency level students?

This matter is very important and very difficult to make a decision about. The results are "fifty-fifty". Some prefer to work with the same proficiency level students, but sometimes like diversity and vice versa. Teachers also agree with these opinions. It depends on the activity itself and the situation taking place in the classroom.

6) How to deal with talkative and shy students?

This question is very personal. There are different kinds of students and teachers should be ready to be able to work with all of them effectively. It has been found in the survey that talkative students usually don't give a chance to speak for shy students. Teachers sometimes attempt to mix them, sometimes not. And it's wise of them to do it in this way. Because when responsibilities in the groups are determined from the beginning, there is a chance for both shy and talkative students to use their abilities equally [6, 96 p.]. Teachers do agree with this statement, as do scientists.

7) How to deal with friend-group mates (affiliation)?

While teachers strictly disagree to have friend-students within one group, students, as it was expected, like to be in the same group with their friends. Mostly because, as they claim, they feel more free to talk and learn. This is very important especially in EFL, anxiety should be reduced. But still as scientists state, putting friends in one group can lead to difficulties in classroom management and outlooks of students are not widened enough in such cases [7, 340 p.].

Conclusion

The results of the survey and interviews were compared with the theory. Mostly they are close or the same, which supports the found results. By adopting the suggested approaches mentioned in this paper, teachers will be better equipped to cope with the challenges of their students' learning, while empowering schools to become better learning institutions.

"Group work activities in EFL lessons" is a very wide topic to discuss in TEFL. There are too many aspects that should be considered, that's why only some most important division guidelines were taken into consideration in this research project. The researcher recommends to investigate other aspects of group work activities, such as classroom management, use of mother tongue, gender matter and kinds of tasks that should or shouldn't be used for group work activities.

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KULTURDIALOG – AUSTAUSCH VON KULTURELLEN WERTEN

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Die ganze Geschichte der Menschheit ist ein Dialog. Der Dialog - das Mittel der Verwirklichung der Kommunikationsbeziehungen, die Bedingung des gegenseitigen Verständnisses der Menschen. Die Wechselwirkung der Kulturen, ihren Dialog - die günstigste Grundlage für die Entwicklung der interethnischen, internationalen Beziehungen.

«Der Dialog ist ein Verkehr mit der Kultur, die Realisierung und die Reproduktion ihrer Errungenschaften, dieses Entdecken und das Verständnis der Werte anderer Kulturen, die Weise der Aneignung der Letzten, die Möglichkeit der Abnahme der politischen Gespanntheit zwischen den Staaten und den ethnischen Gruppen. Er - die notwendige Bedingung der wissenschaftlichen Suche der Wahrheit und des Schaffensprozesses in der Kunst. Der Dialog ist ein Verständnis «Ich» und den Verkehr mit anderen. Er ist für alle und es ist allgemeine Anerkennung» [10: 9]. Der Dialog vermutet die aktive Wechselwirkung der gleichberechtigten Subjekte. Die Wechselwirkung der Kulturen und der Zivilisationen vermutet auch irgendwelche allgemeine kulturelle Werte.

Nach M.Bachtin, jede Kultur lebt nur im Befragen anderer Kultur, dass die großen Erscheinungen in der Kultur nur im Dialog verschiedener Kulturen, nur im Punkt ihrer Kreuzung aufkommen. Die Fähigkeit einer Kultur, die Errungenschaften anderen - eine der Quellen ihrer Lebenstätigkeit anzueignen. «Die fremde Kultur nur in Augen von anderer Kultur öffnet sich voller und tiefer.... Ein Sinn öffnet die Tiefen, getroffen und mit anderem, fremden Sinn berührt..., zwischen ihnen fängt wie der Dialog an, der die Verschlossenheit und die Einseitigkeit dieser Sinne, dieser Kulturen überwindet... Bei solchem dialogischen Treffen zwei Kulturen werden sie zusammengezogen werden gemischt, aber sie werden» [1: 354] gegenseitig bereichert.

Wie wir die westeuropäischen Wörter wissen, die ins Russische eingingen, haben viel Wörter verschiedener thematischer Gruppen gegeben. Jedoch wird in diesem Vielthemen nach den Sprachen eine bestimmte Spezialisierung verfolgt. So sind die Altslawischen im Russischen von den Titeln der vorzugsweise abstrakten Begriffe vorgestellt; die griechisch-lateinischen Entlehnungen «haben der Bezeichnungen vieler abstrakter Begriffe zugrunde gelegen, haben unsere wissenschaftlich-philosophische und politische Terminologie» [13: 86] bereichert. Der Einfluss der Gallizismen war in der Sphäre der Politik, der Geschichte, des Handels, des Rechtes, der diplomatischen Beziehungen, in der Literatur stark; die deutschen Wörter haben die Militär-, professionelle und administrative Lexik des Russischen bereichert; die Entlehnungen aus der englischen Sprache (und holländisch) haben die Meerlexik, sowie die sportliche Terminologie ergänzt; die italienischen Wörter sind in die Sphäre der Kunst usw. durchgedrungen.

Im Unterschied zu den westeuropäischen Entlehnungen, die in angewendet sind «die verallgemeinerte und nicht zergliederte Bedeutung, aus der sich nur im Folgenden andere, mehr privaten, konkreten, engen Bedeutungen und die Schattierungen herausgebildet sind» [2: 255], Turkismen in die russische sprachliche Sphäre in der unterdrückenden Zahl als eindeutige Wörter eingingen, die die konkreten Haushalts-, militärischen Realien bezeichneten.

Die westeuropäischen Entlehnungen sind «fast ausschließlich mittels schriftlich – hauptsächlich durch solche Sphären, wie die Zeitung und die wissenschaftlichen Stile der Rede» [9: 56] durchgedrungen. Der Hauptstrom der Turkismen wie der aktive Prozess wird nach dem XVII. Jh. datiert und ging mit dem mündlichen Weg, der für die Entlehnungen «ungefähr bis zum Ende des XVIII. Jh. [3: 97 charakteristisch war].

Die fremdsprachlichen Wörter, eingehend mit dem schriftlichen Weg, warfen sich den graphischen Normen der wahrgenommenen Sprache wie dem auch sei unter, die, obwohl einige Schwingungen hatten, doch mehr typisiert waren und sind im Vergleich zur mündlichen Wiedergabe vereinheitlicht. Deshalb wurden die westeuropäischen Entlehnungen «unter Einfluß der normalisierenden Einwirkung der Rede schriftlich» [2: 182] verhältnismäßig schnell stabilisiert.

Der mündliche Weg der Durchdringung, die Normen widerspiegelnd, die verschieden auf verschiedenem Territorium gezeigt sind, bewirkte das Erscheinen der mannigfaltigen Varianten der Entlehnungen unvermeidlich. Nicht zufällig vielen Turkismen, wie auch anderem entlehntem mündlichen Weg den Wörtern, sind die alternativen Formen [4: 200] eigen. Die Lexik ohne Äquivalent trägt in sich die spezifischen Schattierungen der vorliegenden nationalen Kultur.

Für Turkismen, eingehend in die altrussische Sprache, ist die Variationsmöglichkeit im Laufe des Eintrittes und in der ersten Etappe des Funktionierens charakteristisch (vgl. besermen´ / besermenin´ / besurmanin´ / busurman´ / bosurmenin´ / musul´manin; jartaul´ / ertaul´ (der Vortrupp der Truppen); saadak´ / sagaidak´ / sagoidak´ / saidak´ (die Zwiebel); baidana / bodana / badana (der Kettenpanzer), woilok´ / woiluk´ u.a.).

Für viele Fälle die Uneinigkeit in der Aussprache der Form wurde davon unterstützt, dass die Entlehnung Ergebnis der verschiedensprachigen Kontakte war. Für dialektal Turkismen wird die Buntfarbigkeit der Formen und auf der Gegenwart (bemerkt vgl. jumschan´ / juschman´ (der Kettenpanzer); kontschan / chandshar (das Geschlecht des Schwertes); tschikitschei / tschigitai / dshigitai (das wilde Pferd); tschaprak´ / tscheprak´ (die Unterlage unter den Pferdesattel), tschembur´ / tschambur´ / tschalbur´ (der Anlass des Zaumes) u.ä.). Es illustriert die Erscheinungsform der nicht normierten mündlichen Rede in Betrieb.

Das Turkwort machan´ / mochan´, das bezeichnende «Fleisch»: östlich-russk. «Das Hammelfleisch», kasansk. «Das Pferdefleisch». Vgl.: «Wo sch´ach´ tarakan´ - tot´machan´ (fleisch-). Kalmyk´ – Iwan› Iwanowitsch›, machannik´; pod´ soboju kobylu s´el´. Kalmyk´ tatarina machaninoi (koninym myasom) korit´. Machannik´ brano, kto ´st´ koninu» [6: 308]. Dieses Wort ist vom Russischen verschiedener Dialekte aus den Turksprachen entlehnt: kalm., mong. migan «das Fleisch»; es vgl. kalmückische machanina «das Pferdefleisch» [6: 584], was das Vorhandensein der phonematischen Varianten im Russischen erklärt.

In den lexik-semantischen Umgestaltungen, die in den Geschichten der russischen literarischen Sprache geschehen, besonders vorbildlich trat der Prozess der Entwicklung der übertragenen Bedeutungen auf, der wie für althergebracht russisch, als auch der Lehnwörter charakteristisch war. Turkismen, und den westeuropäischen Entlehnungen, waren die Veränderungen in Semantik, beitragend dem Ausgang aus dem Rahmen der ursprünglichen Sphäre des Funktionierens eigen. Jedoch werden zwischen jenen und anderen Entlehnungen die Unterschiede in der Ausrichtung dieser Veränderungen bemerkt: unter den westeuropäischen Entlehnungen wird die aktive Fortbewegung aus den Sphären speziell in die allgemeine Sprache beobachtet, unter Turkismen geschieht die

Umstellung in der Sphäre der speziellen Terminologie hingegen. Die Westeuropäismen, in der Mehrheit die Bezeichnungen abgelenkt, oft der wissenschaftlichen Begriffe seiend, bekamen die Fähigkeit, «wie die konkreten Haushaltsvorstellungen über diese Begriffe verwendet zu werden», vgl. *Quadrat, Kub, Zylinder* u.a. [7: 104]. So ist das Wort bruki in die russische alltägliche Rede aus der Meersprache eingegangen, das Wort galstuk war in der Militärumgebung, und nachher und im allgemeinen Alltagsleben u.ä. [7: 196-197] ursprünglich bekannt.

Turkismen, der allgemeinen sprachlichen Tendenz der semantischen Umgestaltung nachgebend, nach der semantischen Ausgangsposition die Haushalts-, militärischen Wörter seiend, erwarben die übertragenen Bedeutungen und drangen in die Grenzen verschiedener terminologischer Systeme und die Sphäre der abstrakten Begriffe und der Vorstellungen durch.

Zum Beispiel, *sergi* «der Schmuck» → «die Schößlinge beim Hahn und dem Huhn unter dem Hals», „die Blumen“; *kolpak* «die Art der Kopfbedeckung» → «der Lampenschirm», «der Kescher für den Fang der Fische»; kaima «das Detail der Kleidung» → «der enge Streifen etwas»; *schtany* «die Art der Kleidung» → «die Vereinigung der Schornsteine», «die Form der Verkleidung des Schiffes» usw.

Die Durchdringung der Turkismen geschah in den Bedingungen, ausgezeichnet von den Bedingungen des Eintrittes der westeuropäischen Entlehnungen. Für den Prozess der Entlehnung aus den westeuropäischen Sprachen ist die Doppelform der Benennungen, der lexikalische Überschuss charakteristisch. Turkismen, als die Titel dem neuen in alltäglichen und militärischen Alltagsleben der Realien *(buntschuk, ambar, stakan, tschulki, tulup, karman, arba, argamak, aktaz, kamtscha, esaul u.a.),* lange Zeit ein einziges Mittel der Nomination.

Im Folgenden, sich in die altrussische Sprache einlebend sich, die übertragenen Bedeutungen bedeckend, haben in den «zwischenschichtlichen» Plan Turkismen begonnen, die Monopollexeme zu verlieren und haben die Reihen des lexik-semantischen Überschusses ergänzt. Die Erscheinung des lexikalischen Überschusses, hat Turkismen später, mit dem westeuropäischen Zufluss so betroffen, die sich in einer Reihe von den Fällen mehr lebensfähig erwiesen haben (die synonymischen Reihen sieh: *baschmak* (turk-) – *botinok* (westeuropäisch); *schtany* (turk-) – *pantalony* – *bruki* (westeuropäisch). Deshalb nicht zufällig sogar führten die puristischen Stimmungen, die von der zweiten Hälfte des XVIII. Jahrhunderts wendeten, den Eintritt gegen westeuropäischen; «die Entlehnungen der alten Zeit aus den altertümlichen Sprachen zogen sich der Revision in der Regel nicht unter: sie galten kommend in die Sprache nach der Notwendigkeit und bereichernd es» [7: 171].

Zu Ende des XVIII. Jh. im lexiko-semantischen System des Russischen wird der Prozess des Archaismus, der Verlust der Bedeutungen und der Lexeme, herbeigerufen von der Tendenz zur Überwindung des Überschusses deutlich gezeigt. Turkismen spiegelten diesen Prozess vollständig wider, der sich vor allem auf die alten Entlehnungen erstreckt hat. Wobei für die Turkentlehnungen nicht so der Archaismus der Bedeutungen charakteristisch war, ist es veralteter Ausdruck mit dem nachfolgenden Verlust der Lexeme (wieviel vgl. *tolmatsch,* defter «ханский das Etikett", *epantscha, klobuk, minder* „das Kissen", *taf΄ja* „das Käppchen", *terlik* «die Art des Kaftans», *ferjaz΄* «die Art der Oberbekleidung», jam «die postalische Station» u.ä.). Hauptgrund veraltete Ausdruck außersprachlich war der Grund: die Abschwächung der Aktivität und der Ausgang aus dem Gebrauch der Reihe Turkismen war die Realien veraltet vorherbestimmt; es ist der Prozess des Ersatzes Turkismen von den Wörtern anderer genetischer Schicht (des Typs *baschmaki –botinki, stany* – bruki) weniger vorbildlich.

Insgesamt ist für die westeuropäischen Entlehnungen die stilistische Stabilität, für Turkismen die vorbildlich lexik-semantische Absetzung charakteristisch. Die Mehrheit Turkismen wie der Nominationen der neuen Realien funktionierten als neutrale Wörter ursprünglich. Im Folgenden den Teil von ihnen, die Bezeichnungen der veraltenden oder veraltenden Gegenstände vorstellend, fing an, eine bestimmte stilistische Färbung zu erwerben.

Das Wort alafa/ *olafa* ist aus den Turksprachen entlehnt, in die es bezeichnete: der tur.-Araber. *ulufe* «der Gehalt, die Ration des Soldaten» [12: 68].

In der altrussischen Sprache bezeichnete dieser Turkism «die Belohnung» (vgl.: « *A ot΄ kotorye sheny ot΄gostya zatschnetsja ditja, i mush΄ daet΄alafu*» [11: 15]) gezeugt werden. Im Russischen hat sich die Bedeutung dieses Wortes entwickelt: «*shalowanie; datscha, paek΄; furash΄ na loschad΄*» [4: 10]. Später hat das Wort *lafa* im Russischen andere Sinne erworben: «*das Glück, den Erfolg, der unabsichtliche Gewinn, besonders der Gewinn in die Karten, die Belohnung*»; vgl.: *Eka emu lafa priwalila* [4: 10].

Der Prozess der veralteten Realien hat die Entwicklung bei Turkismen der negativen-Bewertungsbedeutung (herbeigerufen vgl. *kabak* „über den Lärm, die Unordnung", azjam «die zerrissene Kleidung», *balachon* „nicht nach dem Umfang die breite Kleidung"

u.ä.). Die Entwicklung der übertragenen Bedeutungen, die den Übergang Turkismen in die Kategorie anderer thematischer Gruppen veranlasste, hat auch die Varianten der russischen Parallelen des emotionell-abfälligen Charakters (bewirkt es vgl. *birjuk* «der menschenscheue Mensch», «über den dicken Menschen", *ischak* „eigensinnig", *kolpak* „der Tropf", *epantscha* „die Schlampe", *azjam* „der Landstreicher", *balyk* „über den schlauen, gewandten Menschen», *tjufjak* „über den matten, nicht behenden, willenlosen Menschen», *baran* «der dumme Mensch», «der eigensinnige Mensch» u.a.).

So sind für Turkismen, im Unterschied zu den westeuropäischen Wörtern, die folgenden Striche charakteristisch: das Vorherrschen unter ihnen der eindeutigen Wörter, die die konkreten Gegenstände bezeichnen; die Durchdringung in die altrussische Sprache mit dem mündlichen Weg und, wie die Untersuchung, das Vorhandensein der Varianten Turkismen; der Erwerb der übertragenen Bedeutungen; die Durchdringung in die Sphäre der terminologischen und abstrakten Lexik; die Abwesenheit unter Turkismen der Doppelbenennungen; daraufhin die Veraltung einiger Turkismen der Erwerb von ihnen einer bestimmten stilistischen Färbung. Die genannten Besonderheiten der Turkismen waren von der Besonderheit ihres Eintrittes, der Anpassung und des Funktionierens im Russischen bedingt.

Über tiefe Aneignung der Turkismen zeugt auch, dass das Russische Vermittler für ihre Entlehnung in die europäischen Sprachen wurde. Das so veraltende Wort *tolmatsch΄* entstanden («der mündliche Übersetzer») ist vom Turkwort *tylmasch*, durch russisch wird es ins Deutsche entlehnt: *Dolmetcher* (vgl. «der mündliche Übersetzer»), *Übersetzer* («der schriftliche Übersetzer»).

Das Wort tscheprak΄ «tuch-, die Pelzunterlage unter den Sattel» aus dem Russischen ist ins Deutsche entlehnt: Schabracke «*tscheprak΄*», das Wort *palasch΄* «die gerade Klinge» durch russisch und durch ungarisch (венг. *pallos*) ist es in den Deutschen entlehnt: *Pallasch* [12: 191]; aus dem Russen in den Polnischen ist Turkism die Riemenpeitsche entlehnt: polsk. *nagajka*, tschechisch. *nahajka* [9: 35].

Es ist interessant, dass die Turkwörter (*caftan, araba, kilim, kibitka, barkhan, altyn u.a.*) im Englische bemerkt werden [5: 35].

Bedeutet, beim Dialog der Kulturen geschieht der Austausch von den kulturellen Werten. Dabei ist eine Grundlage des Dialoges der Kulturen die Beziehung einer Kultur zu anderem wie zu «gleichberechtigt, gleichwertig bei allen ihren Unterschieden und interessant, nötig, erwünscht gerade in ihrer Unähnlichkeit, in ihrer Einmaligkeit» [8: 213].

«Wir stellen der fremden Kultur die neuen Fragen, welche sie selbst sich nicht stellte, wir suchen bei sie der Antwort, auf diese unsere Fragen; und die fremde Kultur antwortet uns, vor uns die neuen Seiten, die neuen Bedeutungstiefen" öffnend [11: 213].

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LEAPING OVER LANGUAGE BARRIER

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Modern conditions of professional work produced by the rapid entry of Kazakhstan into the world community are responsible for the high demand for foreign language teaching. The success of international relations depends on the ability of people to correctly understand each other, communicate and collaborate. Achieving results that would satisfy all parties intercultural communication - that is the true purpose of communication, why should strive to each student.

The term «barrier» in the educational activity, we understand the subjective state of brake failure or in the implementation of communication. As a result of misunderstanding the message or friend, a message is sent, a foreigner, there is a collision of two or more cultures, where the person is a native speaker of his people, and going into another language, he touches another culture.

The language barrier is the barrier created by the student, so that it was an incentive of knowing the English language, not only English culture, but also to all other countries. Free communication in a foreign language is not given to all at once, and communication means «to listen, understand and provide a substantive response» companion-foreigner. Great desire to know English have all Kazakh students, it's a business card to a new world, a world of new technologies and new people.

About 70% of Kazakh students who become involved with a tutor can not talk freely in English, that is, without appreciable error, effort or pause. This is the main reason why we have so much in class time devoted to conversation practice. We can observe this phenomenon still in the XX century, because we pay more attention to the beginning of learning grammar, vocabulary of a foreign language, not communication. The reasons for the formation of barriers actualization digestible skills can be distinguished in the analysis of learning activities.

Terms digestible updating skills in the learning process can be practically provided by overcoming the causes of folding barriers. So why did the student must eliminate these barriers or difficulties to be successful, a qualified person?

Our time dictates the rules of the global market, where competition is prerogative of youth, and mostly in education and science. The language barrier can be almost anyone, if he is certainly not a polyglot. And the daily practice of hearing and speech reveals a new world, and not just a simple knowledge of the spoken language, but also professional, at the level of a native speaker.

Excellent knowledge of the language is always welcomed anytime and anywhere. A person who knows the language perfectly, never left unqualified, unclaimed. Freshman student wants to speak English, not knowing how to listen. Today the situation has not even changed the knowledge of the English language is not a necessity. But why for many of us is the development of the language barrier or challenge? Often we give up employment, complaining that lack the ability. Each student has the ability to master a foreign language - the only question is clear and effective teaching methods.

And also in the student, his incentive to master the English language in the development of future qualified demanded specialist in his own country. Daily practice, as a repetition of the material studied, and communication with the carrier, or at least more knowledgeable student of the student, gives a good start on a new path in the future life.

Those who defy the law of life, those outside the ship of life, so there will always be competitive in price. They are currently an effective factor in socio-economic, scientific-technical and general cultural progress of society and the progress of the individual as the core of any society. All this greatly enhances the status of the subject - foreign language, as a comprehensive discipline and motivation of the teaching of students in higher education. Our state should take care about the level of education of the student to take not only knowledge, but grew spiritually. Student should look for something new in science and language. Because the language - source of knowledge. Tomorrow become the leading expert in his field, because the knowledge acquired in college, it is the guarantor for the future advancement of the state in the future, a new generation.

In this article I want to point out that any obstacles or barriers created in intercultural communication and students learn the English language, not just to hear or read the words in this language, but to open the cultural code of the nation, and the opening of this code correctly depends on the teacher and the student in particular.

Therefore, everyone should think about before the start of training, whether it will continue to study or stop halfway.

And every student being individual, wants to see themselves successful specialist, so you cannot assume that an agronomist or engineer does not need knowledge of the English language. After all, English is currently the global language, and affects all spheres of human activity.

Competitive specialist - a man who knows his profession very well capable to explain to a foreigner his profession, and knows how to show their work or product in the world market. This is the meaning of this competition to be on a par with the leading experts in Japan, the US, Russia, UK.

We characterize the language barrier, as an individual, subjective impossibility in a conversation using the knowledge which is already a student. This phenomenon of subjective nature that occurs in this situation objectively, signal manifestations of which are emotional negative experiences, accompanied by nervous and mental strain prevents interaction

Since the subject does not manifest itself because of the inability to express their thoughts, their point of view. In the process of foreign language communicative activity, manifested as inadequate passive subject. Internal obstacle is the reluctance of a psychological nature, fear, insecurity, lack of spontaneous speech skill. Emotional mechanism of the language barrier is to reinforce negative feelings and attitudes associated with the task, guilt, fear, anxiety, low self-esteem. As a consequence, manifested destructive role of the language barrier - the silence and prefer to speak their native language or, at best, a few of the usual phrases.

Highlighting the scope of the concepts we have used as bases dividing the basic sphere of the person and identified barriers cognitive, motivational, operational and emotional species. It should be noted that all kinds of barriers are interconnected and are «pure» pronounced psychological.

There are some rules to overcome language barrier

Speak slowly, clearly, and with carefully chosen words.Assume you're dealing with someone who learned English out of a book — reading British words, not hearing American ones. They are reading your lips, wishing it were written down, hoping to see every letter as it tumbles out of your mouth. If you want to be understood, talk like a Dick-and-Jane primer. Choose easy words and clearly pronounce each syllable (fried po-ta-toes) Try not to use contractions. Be patient — when many Americans aren't easily understood, they speak louder and toss in a few extra words. (Listen to other tourists talk, and you'll hear your own shortcomings.) For several months out of every year, I speak with simple words, pronouncing...very...clearly. When I return home, my friends say (very deliberately), «Rick, you can relax now, we speak English fluently.»

Can the slang. Our American dialect has become a super-deluxe slang pizza not found on any European menu. The sentence «Can the slang,» for example, would baffle the average European. If you learned English in a classroom for two years, how would you respond to the American who uses expressions such as «sort of like», «pretty bad», or «Howzit goin›?»

Keep your messages grunt-simple. Make single nouns work as entire sentences. When asking for something, a one-word question (“Photo?”) is more effective than an attempt at something more grammatically correct (“May I take your picture, sir?”). Be a Neanderthal. Strip your message naked and drag it by the hair into the other person’s mind. But even Neandertourists will find things go easier if they begin each request with the local «please» (e.g., «Bitte, toilet?”).

Use internationally understood words. Some Americans spend an entire trip telling people they’re on vacation, draw only blank stares, and slowly find themselves in a soundproof, culture-resistant cell. The sensitive communicator notices that Europeans are more likely to understand the word holiday — probably because that’s what the English say. Then she plugs that word into her simple English vocabulary, makes herself understood, and enjoys a much closer contact with Europe. If you say&restroom or bathroom, you’ll get no relief. Toilet is direct, simple, and understood. If my car is broken in Portugal, I don’t say, “Excuse me, my car is broken.” I point to the vehicle and say, “Auto kaput.”

Relevance of the study due to insufficient knowledge of the impact of language barriers on the learning process of students in vocational education.

For example, first-year students believe that a good knowledge of the English language will ensure competitiveness in employment, facilitate the possibility and conditions of travel abroad, will help to communicate with native speakers.

In general, the data presented indicate the need to amend the forms and methods of work in the classroom foreign language, as well as the need to focus for the development of the individual student and to overcome the psychological barrier of speaking. The use of techniques aimed at learning the words, phrases, texts retelling and theoretical study of grammar do not meet modern requirements. They cause the appearance of a number of psychological barriers. We believe that learning should meet both educational and personal needs of the student. It is essential that students were aware of the importance of foreign language for their future careers, and overcome the language barrier was the impetus for personal growth of the student.

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PROFESSION-ORIENTED FOREIGN LANGUAGE TEACHING AND LEARNING IN THE CONTEXT OF MODERN PERSPECTIVES

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The impact of socio-economic factors in the modern world, the origin and the spread of new ideas and concepts in linguistics, methodology of foreign language education, studies of ways of getting knowledge, and learning, emphasize the necessity of considering the issue of vocational, profession-oriented foreign language teaching and learning (POFL), teaching and learning language for specific purposes (LSP), teaching and learning profession-oriented intercultural communication (POIC).

Studying of methodological literature and sources gives an opportunity to elicit such key basics of considering an issue as professional linguadidactic fundamentals of teaching and learning profession-oriented foreign language viewed by Koupchenco A. K. (2007), the concept of the ‘Language for Specific Purposes’ by Hutchinson T. and Waters A. (1987), the functional-and-conceptual approach to intercultural communication teaching and learning as interpreted by Obraztsov P. I., Ivanova O. Yu.(2005), as well as the modern profession-oriented approach to teaching foreign languages and cultures in the context of cognitive lingua-cultural methodology of foreign language education (Kounanbaeva S. S., 2010).

According to Kroupchenco A. K. (2007), the issues of profession-oriented foreign language teaching and learning become the aspect of concern of professional linguadidactics, a new branch of linguadidactics, characterized by its integrity and interdisciplinary nature [1, 9 p.]. As the author asserts, professional linguadidactics could be defined as the branch of linguadidactics which studies methodology of profession-oriented foreign language teaching and learning, implying that the object of professional linguadidactics is the methodology of profession-oriented foreign language teaching and learning, while the subject of professional linguadidactics is the organization of the process of 'Profession-Oriented Foreign Language Teaching and Learning' (POFLTL). Professional linguadidactics has its own scientific-and-conceptual base, and its principles. Theoretical premises of professional linguadidactics could be described in terms of the concept of the 'Language for Specific Purposes' (ESP) by Hutchinson T. and Waters A. (1987), who consider ESP and Content-and-Language Integrated Learning (CLIL) to be approaches, and in terms of the 'Learning-Centered approach' [2, 92-95 p.]. In addition, the supporter of the English for Specific Purposes (ESP) approach Dudley-Evans T. (1998) introduces the idea of four 'i', which includes learners' involvement in the process of studying profession-oriented foreign language, the integration of certain fields of knowledge, individualization and independence, indicating at the same time the integrative nature of the ESP, its interdisciplinary features [3, 183 p.].

Studying the organization of the process of profession-oriented teaching and learning in the context of professional linguadidactics, Kroupchenco A.K. (2007) states that the aim and the result of the process under consideration is the formation of the 'Foreign Language Profession-Oriented Communicative Competence (FLPOCC) of the Specialist's Language Personality', which includes such components as educational, linguistic, intercultural/sociocultural, strategic, discursive, informational, as well as such components as the so-called 'business competence', invariable for all fields of specialization, and the 'special competence', being a variable element in the structure of the FLPOCC. This interpretation is of a certain interest as in the context of the cognitive lingua-cultural methodology of Kazakhstani foreign language education such competences as 'profession-identifying', 'profession-oriented', and 'profession-based' of the intercultural communicative competence (Kounanbaeva S. S., 2010) of the 'Specialist's Language Personality'(Kroupchenco A. K., 2007) might be assumed to be developed. Moreover, the 'special competence' in the structure of the foreign language profession-oriented communicative competence

becomes an integral part between the professional competences and the intercultural communicative competence of the personality of the 'Subject of Intercultural Communication' (in terms of Kounanbaeva S. S., 2010 [4, 70 p.]) in the Specialist's Competence Model, which provides the reason of considering the process of formation of these competences as a unity.

Furthermore, reviewing the conditions of the formation of the FLPOCC, Kroupchenco A.K. (2007) notes that the process requires the creation and the immersion of the learner and the content of profession-oriented foreign language teaching and learning in the corresponding profession-oriented language environment/field, or situation, which is characterized as the combination of linguistic and extra linguistic (including professional) components (for example, domains of communication, themes, sub themes, situations), as well as the whole Educational-and-Methodological Complex of the Subject (EMCS). In addition, the formation of the FLPOCC of the specialist's language personality is a dynamic process and goes through the levels of the Common European Framework of Reference for Languages: Learning, Teaching, Assessment (2004), or National Standard (NS) levels (in the classification of Kounanbaeva S.S., 2010), or the stages of competences formation. As for the methods and technologies of the FLPOCC formation, alongside with others, the 'conferences' should be mentioned (cf. dialogue technologies, context-based technologies, problem-solving education, modelling of the situations, simulations, critical thinking, etc.).

Considering the issue of the nature and similarities of the subjects of 'Profession-Oriented Foreign Language' and 'Language for Specific Purposes', the former one is supposed to be the prerequisite of studying the latter one. Moreover, the teachers and instructors of the subjects under consideration should develop a wider range of their own functions and professional competences, and be aware of the subject of specialization, to a certain extent. Obraztsov P. I., Ivanova O. Yu. (2005), in their turn, argue that profession-oriented language learning differs form foreign language teaching and learning for educational purposes and socialization (social communication, survival in the country abroad, etc.); it also does not only mean learning language for specific purposes [5, 21 p.].

Obraztsov P. I., Ivanova O. Yu. (2005) claim that the implementation of the functional-and-conceptual approach to the foreign language teaching has similarities with the trend called 'Language (English) for Specific Purposes LSP (ESP), which makes the base for the modern profession-oriented approach to foreign language teaching and learning [5, 17 p.]. The authors report that at the advanced level of foreign language teaching and learning, when the content, not the form becomes the priority, the functional-and-content fundamentals of foreign languages, or intercultural communication, teaching and learning become crucial and imply systematization and activating of learners' communicative intentions, a differentiated usage of the linguistic means in the situations of communication, considering a variety of types of motivation: information-and-cognitive, professional and communicative [5, 16 p.].

Obraztsov P. I., Ivanova O. Yu. (2005) state that the definition of profession-oriented language learning describes the learning based on the consideration of learners' needs in studying the foreign language, which could be regulated by the peculiarities of their future profession or their field of specialization, requiring the necessity of studying this language. Moreover, the nature of profession-oriented foreign language learning implies its integration with professional subjects in order to obtain additional professional knowledge and form personal qualities, which are considered to be meaningful for the specialist [5, 22 p.].

Consequently, the modern profession-oriented approach to foreign language teaching and learning should include the formation of the learners' disposition and ability to the intercultural communication in the certain professional, business, and scientific contexts and situations, regarding the peculiarities of professional thinking, connected with the organization of motivation-stimulating and research-oriented activity.

Considering the definition provided, the model of profession-oriented language learning could be viewed as the didactic system (with such components of the model as goal-oriented, motivational, content, procedural, and controlling-and-assessing), aimed at the realization of the mechanism of the learners' language preparation and explaining scientific fundamentals of the organizational approaches to defining learning aims, selection and structuring of the content of the foreign languages education, the choice of forms, methods, means and technologies of teaching and learning, control of the results of learning and its correction [5, 27 p.].

Regarding the aims and objectives of profession-oriented language learning, it should be mentioned that the tasks and activities targeted at the formation of corresponding competences need such characteristics as situation-orientation, information richness, time efficiency, while the lesson in the subject of 'Profession-Oriented Foreign Language' should be distinguished by its complexity, integrity, intensive intercultural communication, communicative and professional orientation of all the language aspects and the linguistic base [4, 71 p.]. Integrity and

complexity provide an opportunity to combine separate parts of knowledge into a unity and united complexes of required qualities, contribute to the generalization of knowledge. The profession-oriented modelling of the 'cascade' of profession-oriented situations, combined and incorporated into the scenario of the educational role play by its whole idea might serve as an example of the tasks [5, 63 p.].

In conclusion, profession-oriented foreign language learning and, correspondingly, profession-oriented intercultural communication is a dynamic process and requires the suitable interpretation for understanding its essence and didactic opportunities.

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ON CONDITIONS OF COMMUNICATIVE TRILINGUALISM FORMATION

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The development of competitive human capital assets in the country involves the ability of everyone to access (without any help) any information of the modern world. This means that the younger generation must freely operate information technologies and use three or more languages.

Successful mastery of the second and third languages in school and University requires revision of the educational programs for Kazakh and foreign languages in favor of strengthening the practical orientation of the training content. Analysis of training programs for school language subjects [1] shows the differences in content, although they recognized the communicative approach to learning. The starting points of the levels are described in the «Common European Framework of Reference...» [2]. We observe this in the explanatory note to existing programs. However, the implementation of strategies in the system of exercises shows the opposite: more than half of exercises aimed at mastering the abstract language system, there are no conditions which ease the burden of students through single standard content in all languages also studied in a certain class. Moreover, many schools use imported English textbooks that are not correlated with the textbooks studied in parallel languages. As a result, the school has not yet achieved at least a single theme, the extra-linguistic basis (minimums of lexis, grammar, minimums of speech intensions on topics, minimal structural types of monologue and dialogue). This first experience is now represented in the textbooks on the second and third languages for the 12-year experimental school [3,4,5]. Thus, the authors of the Kazakh language as a second language, Russian as a second language, English as a third language selected 10 topical units (Man and his birthplace; Kazakhstan in the modern world; Famous people; Man and his possibilities; Human security; Economic life of the country; State and society; Man and his profession; Innovations in the world; Leadership qualities of a man), in which the whole educational process is built in the course of the year. Providing a single cognitive structure of the fragment of reality is essential for the development of trilingualism. This approach is currently the most optimal, as students easily acquire speech and communication skills in the same meaningful ways: semantically grouped words, the same speech tasks on micro-themes, that are key to the disclosure of the content and semantic content of which is determined (just differently voiced in the target language); the same structure of the monologue, consisting of certain micro-themes.

We believe, it is important and urgent to put the contents of the second, third and even first language in a single methodologically sound system, as the subject of cognition is one: personality of the student.

In this article we will disclose the terms of the communicative development of trilingualism. Firstly, according to three language courses

the same vocabulary is concurrently submitted. It is offered in the form of semantically organized table that consists of certain micro-themes.

АДАМ ЖӘНЕ ОНЫҢ ДЕНСАУЛЫҒЫ

Айтылымның лексикалық дағдыларының қалыптасуы мен іске асырылуына арналған материал.

1-тақырыптық бірлік – «дене мүшелері»: дене, арқа, иық, білек, бүйір, кеуде, іш, бас, мойын, желке, маңдай, көз, құлақтар, ауыз, еріндер, тіс, тіл, тамақ, бұлшықеттер, қолдар, қолдың буыны, аяқтар, өкше, табан, жіліншік.

2-тақырыптық бірлік – «дене мүшелеріне сипаттама»: үлкен, орасан зор, шағын, турашыл, кең пейіл, толық, арық, дөңгелек, жарқын, тасырайған, бадырайған, қоңыр, көк, қара, қой көз, сұр, жайнаған, жарқыраған, ашық, түйық, салпаң құлақ, жіңішке, ақ, түзу, таза, шымыр, қатты, ұзын, қысқа, ақ, сүйелі бар, күтім көрген, майтабан, қабысыңқы, тар, дөңгелек, еңкіш, түзу.

Тақырыптық бірлік – 3 «адам жагдайына сипаттама»: әрлі көріну, нашар, жас болып көріну, дімкәс, шаршаңқы, белсенді, батыл, тың, көңілді, жарқын, іскер, жүзі ажарлы, нарттай қызыл рең, энергиясын күшейту, оптимистік, терең ұйқы, салмақты, адам төзгісіз, адам төзгісіз ауру, сыздау, бұрап ауыратын, бас ауру, қатты ауыру, тіс ауру, ауыр жағдайда болу, ауруды сезіну, қатты ыстық, қыжыл, жүрек айну, жөтелу, сандырақ, ыңырсу, қысым, лоқсу, естен тану, құлақтағы шуыл, қалтырау, сырқырау, дірілдеу, тітіркендіру, тамағы жыбырлау, түшкіру, ұйқыға тарту, ауырғаннан ыңырсу, жасаурау (көз), құлағы шыңылдау, бүйірі шаншу, ыстығы көтерілу, сергек болу (енжар), ойы жинақты (шашыраңқы), жегідей жеу, тершеңдік, солғындық, әлсіз денсаулық, ол ауырып жатыр, ол ауру.

Тақырыптық бірлік – 4 «адамның жағдайына байланысты іс-әрекеттері»: көп жұмыс істеу, шарша(ма)у, тәбетті тамақтану (тәбетсіз), үлгеру – үлгермеу, денсаулықты бағалау (ескеру).

ЧЕЛОВЕК И ЕГО ФИЗИЧЕСКОЕ ЗДОРОВЬЕ

1) Материал для формирования и совершенствования лексических навыков говорения.

Тематическое единство — 1 «части тела»: туловище, спина, плечо, предплечье, бок, грудь, живот, голова, шея, затылок, лоб, глаза, уши, рот, губы, зуб, язык, горло, мышцы, руки, кисть руки, ноги, ступня, стопа, лодыжка.

Тематическое единство - 2 «характеристика частей тела»: большой, огромный, небольшой, прямой, широкий, толстый, худой, круглый, ясный, выпуклый, пучеглазый, темный, голубой, черный, карий, серый, сияющий, блестящие, с блеском, открытый, закрытый, лопоухий, тонкий, белый, ровный, чистый, с налетом, упругий, твердый, длинный, короткий, белый, с мозолью, ухоженный, плоскостопие, впалый, узкий, круглый, сутулый, прямой.

Тематическое единство — 3 «характеристика состояния человека»: выглядеть хорошо, плохо, свежо, болезненным, усталым, активный, энергичный, бодрый, веселый, жизнерадостный, работоспособный, здоровый цвет лица, румянец, кровь с молоком, источать энергию, оптимистичный, глубокий сон, спокойный, невыносимая, нестерпимая боль, ноющая, режущая боль, головная боль, острая тупая боль, зубная боль, быть в тяжелом состоянии, ощущать боль, сильный жар, изжога, тошнота, кашлять, бред, стон, давление, рвота, обморок, шум в ушах, дрожь, ломота, лихорадить, знобить, першить в горле, чихать, кашлять, клонить ко сну, стонать, слезиться (глаза), звенеть в ушах, колоть в боку, бросать в жар, быть бодрым (вялым), сосредоточенным (рассеянным), жжение, потливость, бледность, слаб (-ый) здоровьем, он болеет, он болен.

Тематическое единство — 4 «действия человека в зависимости от его состояніія»: много работать, (не) уставать, есть с аппетитом (без аппетита), много успевать - не успевать, дорожить (пренебрегать) здоровьем.

MAN AND HIS PHYSICAL HEALTH

1) Material for the formation and improvement of lexical skills of speaking.

T*hematic unity - 1 "parts of the body":* torso, back, shoulders, forearm, side, chest, stomach, head, neck, back of the head, forehead, eyes, ears, mouth, lips, teeth, tongue, throat, muscles, arms, hand, legs, feet, foot, ankle.

Thematic unity - 2 "characteristics of the parts of the body": big, huge, small, straight, wide, thick, thin, round, clear, bulging, goggle-eyed, dark, blue, black, brown, gray, shining, shiny, glossy, open, close, lop-eared, slender, white, smooth, clean, with a touch, elastic, hard, long, short, white with corn, flat-foot, hollow, narrow, round, round-shouldered, straight.

Thematic unity - 3 "characteristics of the human conditions": look good, bad, fresh, painful, tired, active, energetic, cheerful, happy, merry, hard-working, healthy complexion, ruddiness, blooming with health, exude the energy, optimistic, deep sleep , calm, intolerable, unbearable pain, aching, cutting pain, headache, acute ache, toothache, to be in serious condition, to feel pain, high fever, heartburn, nausea, cough,

delirium, moan, pressure, vomiting, fainting, tinnitus, tremor, body aches, fever, shivering, tickle in the throat, sneezing, cough, sleepy, moan, tear (eyes), ringing in the ears, stitch in side, throw in the heat, be cheerful (sluggish), concentrated (scattered), burning, sweating, paleness, weak in health, he is sick, he's ill.

Thematic unity - 4 "human actions depending on its conditions": a lot of work, (not) to get tired, eat heartily (no appetite), to have many time - do not have time, take care of (neglect) health.

From the example it is seen, that the basis for the selection of vocabulary is *semantically and functionally based principles. This takes into account the peculiarities of language functioning in the mind of the speaker, due to the relevance of any semantic block is restored in the memory or fills* the ranks of the thematically organized vocabulary. *The semantic principle* is based on the linguistic concept of "functional-semantic field" as "a system of multi-level language means (morphological, syntactic, derivational, lexical, and combined - lexical-semantic, etc.) interacting in terms of their common features, based on specific semantic category." In our practice, such a semantic category is a speech topic that defines the multi-level nature of the language means. The principle of functionality *involves* representation of the properties, phenomena, facts of language with regard to their functional importance, a permanent register of functioning laws of language units in the communication process; the establishment and description of various expression methods values by means of different linguistic levels. A group of researchers created "Kazakh-Russian-English thematic dictionary" for middle school, which presents vocabulary, actively operating in the clusters. In addition, thematic vocabulary is distributed in micro-themes allocated on the basis of potential speech intentions in the context of communication on the topic. This way of organizing words and combinations of words is considered to be methodologically justified, as it facilitates the work of teachers in the enrichment of students ' vocabulary within each topic. Semantic grouping of lexical units meets the requirements of the communicative approach to learning a second language (JA2/AM3). The basis of selection was the speech intentions on the subject. Source selection vocabulary was themed sayings and texts. Of them to isolate the active vocabulary needed for the generation of students own monologic utterance and the participation in the dialogue or polylogue.

The principle of communicativeness is implemented on the basis of the functional-semantic representation of the lexicon, when the speaker relies on speech and communicative tasks (implementation motifs of expression and communication). The teacher should create such conditions that the learner can actively use these words. Selected words and phrases based on the principle of frequency of linguistic phenomena.

The principle of communicativeness involves consideration of potential communication speech on this topic, defining the list of potential speech intentions in these situations, given the different status of the recipient. Especially it is implemented fully on the lessons of development of dialogical and polylogical forms of communication, the development of monologue speech in the communication process, development of communicative skills.

Based on these principles cyclic organization of lessons gives the ability to consistently form a subject, language, speech, communicative competence in one major thematic block.

The second condition is the use of functional-semantic grammar. Semantic and functional principles are implemented by using semantic types of elementary statements, consisting of independent or predicative paired syntaxes. These are: the Subject and its physical action, the Subject and his mental action", "Subject and its intellectual action", "Subject and its social and ethical action", "Subject and his movement", "the Subject and its attribute (feature) permanent/temporary/by location/ time, etc.", "Subject and its status (physical/mental)", "the subject and the possession of something", "the Subject and alienation from it.", "the subject and the exchange of something for something," a number of entities and their relationships", "Whole and part (s) in their relationship, Compared to what/anyone with/somebody", "Restriction/ban something/ someone (including actions)", a Possible/impossible/expected/desirable/ undesirable the action condition, the property" [6].

So, lexical and grammatical means are assimilated by students from the standpoint of their functioning in the process of communication on a given topic. This ensures constant repeatability study functions of one or other language, as they serve almost every speech topic.

The third condition is the reliance on speech intentions, potential within a particular topic of communication. Based on the selected speech intentions organized the process of learning the skills of dialogical communication. For example, the main speech tasks on the theme "Man and his health" are the following: to be able in three languages to list parts of the body; describe the parts of the body; describe the physical condition of the person; describe the actions of the person depending on his physical condition. Such a unified voice based on three language

subjects will contribute to sustaining structural types of dialogue. Thus, in each language there are situational enshrined sustainable formula of communication, which are activated according to the rules of speech etiquette of a particular language.

The fourth condition of formation of the communicative trilingualism is the common basis for the development of monologue speech. A single substantial structure (a certain number of microtheme required to disclose the theme of monologic statements) for the three language subjects will also allow students to freely Express their thoughts, for them will be an important problem is not the expression of thoughts (they to the fourth lesson is already formed on the subject), and making these thoughts on the second, third languages. Thus, in learning second and third languages removed the hard task of writing essays, this will direct the energy of the student in the correct and necessary course - the mastery of second and third languages respectively to the goal of achieving a particular level (A1, A2, B1,B2,C1,C2) at a certain stage of learning.

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SOCIAL ASPECTS OF YOUTH POLICY IN THE REPUBLIC OF KAZAKHSTAN

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Youth policy is an important component in the system of social policy. Effective state youth policy is a necessary element in the formation and the final approval of a new social reality, the prospect is having a sustainable social development. At the same time this is the new trend in the social control of society, implemented at the level of the state, regions, local self-government. Social demand for effective youth policy as areas of social policy is the result of two fundamental factors: development theoretical youth policies and practices of its formation. In the broad sense youth policy is the process of successful cooperation between different social groups, youth groups on the basis of mutually acceptable and consistency of their interests, contributing to a constructive solution of current and future social problems, in order to optimize the development of Kazakh society in the present period, and in the future. In the social field youth policy is a special type, market relations. It presupposes equal cooperation of all generations of employees, employers and the state in order to ensure balance and the realization of their interests. And in such cooperation young employees and employers have a special role.

The of subjects youth policy are the federal center, regions, local authorities, youth organizations, movements and initiatives. Effective youth policy is one of the best forms of socio-economic and political relations. It allows not only reach an agreement between the different subjects of youth policy, but also to control their implementation.

Youth policy objectives are defined in its development, achieved using specific mechanisms for its implementation. The main ones are the legislative and executive base. Youth policy aims to support and meet the interests of specific social groups of young people. It is the activity of the state aimed at creating economic, legal and organizational conditions and guarantees for self-identity of a young man.

Youth policy implements several tasks. One of them is the social protection of the youth people who are in a difficult situation. Another involves the creation of necessary conditions for the development of labor, spiritual, moral and intellectual and creative potential of young people.

The main goal of the state youth policy of the Republic of Kazakhstan is the establishment and strengthening of legal, economic

and organizational conditions for the formation of civil and social self-realization of young people. This goal is defined in the following documents:

– The Constitution of the Republic of Kazakhstan;

– Law of the Republic of Kazakhstan 07.07.2004 N 581-II – «About state youth policy in the Republic of Kazakhstan»;

– Strategy «Kazakhstan-2050»;

– In the Concept of State Youth Policy of the Republic of Kazakhstan till 2020 «Kazakhstan 2020: The Way of the Future

– Resolution of the government of the Republic of Kazakhstan dated February 27, 2013 № 191.

Realization of this goal involves the allocation of the following youth policy priorities:

1. Formation of the youth people patriotism, moral and spiritual youth development.
2. Ensuring social rights of young people in employment, education and health.
3. Creating conditions for self-realization of socio-economic needs of young people.
4. Creating conditions for intellectual and physical development youth people.
5. Support and encourage positive public youth initiative.
6. Involvement of Kazakh youth people in international cultural, economic, scientific and educational processes.

The basic principles of youth policy are democracy, respect for the rights and freedoms of young people; progressiveness, innovation, focus, rationality of action, universality, coverage of young people, regardless of gender, nationality, social status and religious affiliation, differentiated approach, mainstreaming of social stratification and age level; protection and support for socially vulnerable youth people, children with disabilities, children with disabilities in health, orphans, large and dysfunctional families.

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TEACHING BUSINESS ENGLISH

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The number of people, who want to learn business English is becoming more and more. Socio-economic environment of modern society is in the process of gradual formation of new principles of interaction of various actors in social and economic activities. In a transitional situation due to the instability of the institutional conditions of the basic strategy of enterprise behavior is behavior that is focused on survival. In this situation it is especially important to build those «morals», ethical ideas, which will help to protect humanity from the negative consequences of its own development. Building and retaining business relationships should be based on the culture of communication. Business communication includes a set of standards of conduct in business, presented by the society of the requirements for the style of work of the entrepreneur and the professional, the nature of communication between business participants, their social appearance; adapted to the practical needs of the businessman information about etiquette and requirements to form a business person, the rules of negotiation with partners. Business communication helps to bring together the rational elements of the business, its focus on profit and his human side, focus on the well-being and embodiment of values businessman as individuals and as members of society. Culture carries many of the contradictions associated with the complexity of the social organism, the mutual interplay of the various elements and mechanisms of culture. Business communication in general ambiguous includes rules and regulations, but the subject to numerous exceptions is focused on the specific situation [1].

Under the communicative behavior in the most general sense, is proposed to understand the implemented communication rules and traditions of communication of one or another linguistic-cultural community. So T. Astafurova highlights the types of communicative behavior, which is manifested:

- In the communicative behavior of inoculum generally (universally valid norms: rules and traditions);

- Features of the communicative conduct of the business of the society norms of professional communicative behavior, its rules and traditions [1].

The most common tool for the implementation of business communications for solving the most important management issues is writing. Message received and transmitted within an organization form its internal contacts, which can be formal or informal. Messages associated with the formal communications that are sent through the channels established by management. However, many communications in any organization passes the official channels. These informal communications consist of an exchange of news between people who, though not formally related, talk on the phone, at meetings or casual meetings. A large part of the communications of the organization is carried out with individuals or groups outside of it. External communication can affect any of the many different segments of society, with which the organization interacts [2, p. 54].

Most organizations have the largest number of public contacts through advertising, which is a highly structured form of external communication. For example, it is printed advertisements and brochures sent by the company to a predefined address list. Annual reports, reviews, news and public speaking leaders - here›s another example of external communications.

Any written message has obvious advantages over the oral message. First of all, the compiler has the ability to think, to put in order your thoughts and, if necessary, correct the message. So, written communication is often worded more carefully than verbal communication. In addition, the received message does not require immediate perception, it is available at any time, in connection with this is time saving. Because more attention is paid to the conscious perception of information, written communication causes less emotional reactions than oral communication. Written communication enables long-term storage of information that can be referenced later in the document. Effective written communication is dealing with people at a distance, with which it is difficult to establish direct contact. Messages are evident common culture, literacy, writing competence that enables the recipient to have an idea about him as a person. Currently, business communication is impossible without the use of the Internet, which greatly facilitates and accelerates it. Even in email, there›s a certain code of conduct is being followed in a business environment. And the e-mails are increasingly replacing messages on paper.

However, it should be noted and disadvantages of written communication. The perception of information in the message depends on the quality of its execution. Poorly written messages, followed by numerous written and oral explanations, make final message, expensive and confusing. A written message can not convey the tone of voice and gestures, and there is no instant feedback [3; p.53].

Business correspondence in recent years is expanding more and more and conquering new areas in the business world. This is due to technological advancements, increasing number of contacts between business partners, increasing the need to find new markets. Business correspondence becomes the overarching field of business communication.

So, written communication in the business world is leading. And for the efficient operation of organizations in the professional field should be an important study of the characteristics of writing written correspondence.

The ability to write is one of the most important skills in life. Certainly, there are areas where the ability to clearly Express their thoughts appreciated, especially the business sector (business relations and business). Here the ability to write implies the ability to efficiently compose business letters and conduct business correspondence in General.

Letter is a written request to the officer issued in accordance with the rules of correspondence. The letter remains the primary means of communication between the various enterprises, organizations or institutions. Using business letters, exchanges of information, made suggestions, negotiations, there are claims, expressed gratitude etc.

In the correspondence with the communicants select and organize the necessary language tools for successful business communication. Important role in creating a business letter plays its austere architectonics, which form details: the logo for the organization, the recipient company name recipient, reference, date, registration number, the text of the letter (including management), and signature. This is an important set of elements necessary for business contact. Business letter suggests an inverse relationship between the addresser and the addressee, because without feedback may not be a single act of business communication.

Professionally meaningful scope includes the identification and detailed designation of areas of special knowledge and practical experience. In contrast to common knowledge professional knowledge is very detailed. In terms of professional speech can be countered by three types of units, by which is denoted objective reality:

- Unprofessional designations used in need people from the outside (for example, a person may say that he has a headache or throat);

- Neutral professional designations used by specialists (for example, formulation of diagnosis);

- Emotionally-marked (sometimes slang) professional designation used by specialists as a rule, communicating with each other (in Kazakh, this can be the terms with diminutive suffixes or nonstandard abbreviations).

A more accurate designation of the subject reflects the specifics of the special knowledge, the allocation of a larger number of relevant attributes. Intentional dilution of precision is, apparently, a kind of language game in the circle of representatives of the relevant field of knowledge and serves the purpose of expressive symbols of the object language, and in some cases his password encoding. It is known, for example, that graduate students often referred to as a bound thesis slang word «brick». Soldiers use in their professional communication abbreviations and digital signs, closed to outsiders.

The following characteristics of professional communication are the designation of special artifacts - tools. The tools in the narrow sense are specially made items designed to accomplish specific activities, tools in the broadest sense include those concepts with which professional interprets and processes information. For example, for the doctor is diagnosing disease, for a lawyer - there are signs that define a crime and so on. To is one of the hallmarks of a professional. Note that the former opposition between mental and physical labor in modern conditions loses its significance. In any special subject-oriented activities include a mental element and the element of physical effort. For example, the surgeon or conductor requires considerable physical effort to perform professional activities, and Manager at Central station power must sit still and look carefully on the Desk. In the English practice of using the terms white collar job and a blue collar job, that is «working clothes with a white or blue collar. In the first case we speak of the work of a lawyer, engineer, teacher, and the second is the work of a qualified worker. Probably, nowadays important is the juxtaposition of skilled and unskilled labor. In the first case refers to the availability of special training, in the second case, such training is not required [12; p.97]. Professional it includes a professional assessment of the quality of work. In this respect contrasted with the overall score in terms of «good» and «bad» and a special assessment, expressed in special axiological formulas adopted in this or that sphere of activity. Overall evaluation gives the professionals or clients. Professionals estimate in the form of private or indirect qualification. For certain activities such positive rating is a statement returning the situation to normal, completing assigned work, job. Professional assessment as unprofessional, there are two main modes-positive and negative. Negative modus professional judgment is often expressed as a statement of incompetence. For example, for a bodyguard situation of armed attack on the object of protection is a sign of lack of attention to the situation, loss of significant details. Representatives of creative professions, actors, musicians, artists endure harsh judgments against those of their colleagues who, in their opinion, sub-standard in quality work. In a special study noted that the estimates of the artists are more categorical than the scores of visitors. The representatives of certain professions, there are lexical units to denote people who are given negative professional assessment.

Professionally-branded strategies communicative behavior are, in our opinion, the definition of the subject, i.e. what has to be performed to assess the feasibility of the task, determining the specific conditions of this task, timing, complexity, factors that facilitate or hinder accomplishing a goal.

Professional self-presentation is the positioning of a professional before another professional or the client. Partly this presentation goes beyond special conscious control, expressing installation specialist on the suggestion of a colleague or the person from the idea that they are dealing with experienced, well-trained professional. Professional speech self-presentation is implemented as a calm and powerful conclusion about the problem at hand, indirect mention of successfully solved similar problems, direct or indirect mention of those customers who have used the services of a specialist. In the self-presentation specialist special place is special vocabulary and phraseology, the purpose of which in this case is to show the difference between them and unprepared person.

So, professional discourse is a particular aspect of the examination of the communication, the key characteristic of which is the need of the clients in solving practical and theoretical problems that require special training on the part of people who are professionally engaged in certain activities.

Currently, many researchers recognize the extreme importance of studying cultural competence as a component of communicative competence. For successful communication is based on understanding and use of the body of knowledge possessed by native speakers, the participants in a language interaction. The importance of linguistically oriented research in this area has repeatedly settled and was highlighted in a special work. Due to ever-expanding international exchange in various fields of professional activity, it is particularly important issues of

intercultural professional communication. The specificity and complexity of the problems stems from the fact that communication is carried out in mismatched conditions (to a greater or lesser extent) national cultural stereotypes of thinking and behavior, including in situations of professional interaction. In professional communication play an important role norms and values of exchange activities, as well as specific forms and methods of interaction of people in resolving business issues, stereotypes in service, job and other kinds of behavior. The culture of a business person is primarily manifested in the culture of communication as an important aspect of the activity [13; p.28].

In the sphere of concepts related to business culture includes not only the norms and value, but also specific forms and methods of human interaction in solving professional (business) issues. The interaction here is based on the strategies and tactics of achieving professional-production purposes, the methods of persuasion and influence. A well-established practice in speech samples of the use of strategies, techniques and choice of language shape the discourse of professional communication in a variety of forms and types (business letter, meeting, negotiations, etc.).The importance of the factor of culture in discourse in General and in intercultural professional discourse in particular is not only functional-pragmatic significance, but cognitive and discursive bases of activity. In writing the discourse of interest for the present study these genres of discourse, as advertising, letter on professional topics (business, scientific, etc.). Written discourse has certain advantages for the study in the socio-cultural aspect. First of all, presented in written (recorded) in the form of texts of this kind of discourse is used to identify and describe cultural characteristics that relate to their linguistic expression. In addition, it is the language written discourse has received a comprehensive description and detailed elaboration in the paradigm of the theory of functional styles [14; p 45].

An official letter is one of the most important channels of communication enterprises, organizations, institutions with the outside world. Through letters are pre-contractual negotiations, exploring the relationships between enterprises, sets out the claims. The letter is accompanied by material goods in transit, etc.

Over the last five years researchers observed have created a research given the problems of the study of intercultural professional discourse. Considering the situation as a whole, the authors indicate that as the theory of cultural and linguistic theory to explore the data available from the positions of two approaches: theorists attach greater importance to the universal, the general phenomena, whereas practice (practice-oriented researchers) put forward in the focus of cultural and linguistic diversity as the basis of any theory or research. Notes the controversial question of how does culture impact on the discourse in the context of business situations. The difficulty of facing problems may be explained due to the fact that the description and definition of the signs of culture and cultural differences significantly hampered by the conditions of discourse. In the speech interaction of cultural factors involved in the communication are inseparable from social and institutional factors [4].

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EPITHET AS A MEANS OF PORTRAIT CHARACTERISTICS IN W. S. MAUGHAM STORIES

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One of the most important issues of linguo-stylistics at the present stage of development is the study of the linguistic nature and functioning of various stylistic devices inthe different functional styles of standard language [1, p.67].

This article is devoted to the study of one of the oldest and most efficient stylistic devices - the epithet as a means of portrait characteristics. The epithet has long attracted the attention of scientists of literary style as linguistic and literary tendency. It is a fundamental trope, which often acts as a definition.

Relevance of the work is determined by the necessity of finding the portrait characteristics of the epithet. The problem of the epithet as a means of personal expression, the estimated moment of utterances, is one of the leading problems of stylistics that emphasizes the importance of identifying the portrait characteristics of the certain stylistic device.

As it is known, a word gets the precise meaning in the phrase; a large part of the phrase words so hard connected and mutually determined that it is possible to remove individual words from the phrase without loss of meaning. In this case, you can insert any word instead of excavated, and the meaning of this new word will be determined from the context. This fact is determined by the context, and not by the word, it is proved by the presence of words without meaning in the language, or rather - with universal meaning [2, p.325].

The interaction of the meanings of words during creating artistic images has long been studied in style under the title trail.

Trope – turn of speech– is the use of words or expressions in a figurative sense. In the mind of the speaker and the addressee two meanings are presented simultaneously, two meanings of such words or expressions - literal and figurative.

Tropes, therefore, are called lexical figurative and expressive means in which a word or phrase is used in the converted meaning.

As figurative and expressive means of language tropes attracted attention from the time of classical antiquity and were described in detail in rhetoric, poetics, and other humanities. It has long been developed a detailed classification.

The function of tropes is to compare the concepts presented in the traditional usage of lexical unit and concepts transmitted by the same unit in the art of speech. Tropes play a secondary role in the interpretation of the text, but, of course, stylistic analysis should lead to the synthesis of text and cannot be reduced only to the recognition of tropes.

So rhetorical tropes – these are not all cases of using words and expressions in a figurative sense, but only those that retain imagery, without losing its duality (for the image you need the simultaneous presence of two meanings - literal and figurative - in the mind of the speaker and addressee) and, consequently, saving expression (expressivity).

The epithet is lexical and syntactic tropes, because it performs the function of determining (a silvery laugh), or conditions (to smile cuttingly), or addressing (my sweet!), different obligatory presence in it expressive or emotive and others connotations, due to which expresses the author's attitude to the subject [2, p.367].

Epithet - a means of expression, based on the allocation of quality of described phenomenon, which takes the form of attributive words or phrases that characterize this phenomenon from the perspective of individual perception of the phenomenon. The epithet is always subjective; it always has an emotional meaning or emotion. Emotional meaning in the epithet may accompany the objective and logical meaning, or exist as a single meaning in the word. The epithet is considered by many researchers as the main means of asserting individual, subjective-evaluative attitude to describe the phenomena. Through the epithet the reader reaches the desired reaction to the statement.

Epithets are a powerful tool in the hands of a writer for creating the necessary emotional background of the narrative; they are designed for a specific reaction of the reader.

Epithet and logical definition are opposed. Logical definition reveals recognized objective evidence and quality of objects, phenomena. In the word combinations "round table, green leaf, large hand, little girl, blue eyes, solid matter"; the words *round, green, large, little, blue, solid* are logical definitions. However, any of these definitions can be considered as (may be) epithet in case it is used not only as to whether or not object-logic, as an emotional meaning. For example, the adjective "green" combined and "green youth" is an epithet, as this combination is realized derivative of subject-logical meaning of "green" the young and the associated emotional significance.

The same can be said of such combinations as "little house", where little has emotional meaning (diminutive), rather than subject-logical [3, p.216].

Scope of use of the epithet is the style of literary speech. Here it almost reigns supreme. The less a style of speech permits as a manifestation of the characteristics of the individual, the rarer it epithets. There are almost none in the business records, newspaper reports and other styles, deprived of individual features in the use of common national language features.

In a broad sense the term "epithet" is the kind of stylistic tropes, often used in the artwork.

The epithet in the narrow sense of the word indicates the state of emotional and imaginative and artistic description.

Also, epithet is a method for determining an object or action, emphasizing any unusual property or quality. Without epithets it becomes poor, the epithet decorates it and makes it more lively.

As a literary detail, epithet should not be confused with the attributive adjective. B.V. Tomashevski indicates that the task of epithet to individualize the concept or object, to distinguish it from similar concepts to him. That is why many researchers in their works of understanding and classification epithet face a number of problems, since the structure of the epithet implies simultaneous account of indicators such as semantics, stylistic coloring, like potential quantitative indicator - that pertain to ordinary adjectives, acting detection with respect to the noun [4, p.267].

After analyzing the work, we can say that on the one hand, the epithet is treated as part of the paradigmatic style, and on the other - as part of the syntagmatic style. In this regard, any epithet is always a meaningful text element. Devoid adjectives text forms a so-called "neutral background", while the text provided with adjectives, always acts as an amplifier component of the text information.

Epithet gives a different description, for example, the characterization of psychological, behavioral, portrait and so on.

Thus, we examined the characteristics of the epithets in William Somerset Maugham stories, and allocating the following common semantic associations in which the already mentioned epithets give us a portrait characteristic.

The analysis showed that the most numerous group consists of adjectives expressing human physical characteristics. For example: big and lovely eyes [5, p.42]; sold eyes [5, p.99]; square shoulders [5, p.187]; portly man shoulders [5, p.201]; sun-flecked face [5, p.219]; hot voice; impulsive voice [5, p.322]; nice profile; deep brown [5, p.339]; lily-white hands [5, p.369]; snowy wig [5, p.401]; monkey face [5, p.432]; radiant Maiden [5, p.451]; unearthy beauty [5, p.487]; slavish knees [5, p.508]; pearly beauty [5, p.564]; owl-like eyes [5, p.573]; sweetest little moustache [5, p.610]; a shadowy little man [5, p.637]; with Murillo eyes [5, p.691]; moon face [5, p.701]; pig eyes [5, p.713]; starry eyes [5, p.754]; tortoise eyes [5, p.789]; lamp-like face [5, p.821]; pincer-like fingers [5, p.827]; sharp, bird-like nose [5, p.835]; blood-red nostrils

[5, p.854]; steel-bright eyes [5, p.856]; fishlike eyes [5, p.879]; coal-black eyes [5, p.901]; sky-blue eyes [5, p.908]; crystal-clear eyes [5, p.920].

It is known that the evaluative epithets express the author's attitude to the objects and phenomena that he portrays in his works. As part of the test material was cases when the author of the text conveys the emotional and evaluative information using adjectives that describe the emotional characteristics. For example: bleared eye, unutterable wretchedness [5, p.22], miserable voice [5, p.301]; childlike smile [5, p.754].

In the following examples there are the emotions that are represented by sound means of expression and self-expression in the language - laughter and whispers. For example: goblin laugher [5, p.90]; kind whisper [5, p.332]; angry breath [5, p.409], a faint and bitter smile [5, p.506]; a screwed-up smile [5, p.597]; his loud Titan's laugh[5, p.757]; silverylaughter [5, p.835].

Intelligent epithets indicate educational, cognitive trait of man. For example: undeveloped understanding, fine intellect [5, p.152]; rough boles [11, p.565]; the wise foolishness [11, p.565].

According to moral criteria identified the following epithets: wickedheart [5, p.25]; theaspectofanangel [5, p.543]; unconsciouspride [5, p.754].

The next group of epithets is assessed by psychological criteria in the description of the character portrait. It was derived through the description of some distinctive features, persistent structure and relatively permanent mental properties. For example: bad character, hardly and active habits [5, p.356], hedgehog Sophia [5, p.876] they are deadly dull [5, p.884]; his huge, hanging, helpless hands [5, p.900]; panic-stricken minute [5, p.911].

And the last group of epithetsis determined by physiological characteristics. For example: unwholesome skin [5, p.324]; dingy skin [5, p.498]; flat-cheeked visage [5, p.504]; golden-haired baby [5, p.578]; plum-like cheek [5, p.778]; dry, snakelike skin [5, p.807].

To sum up, in the W.S. Maughamstories were epithets used to display the following features portraits of human characteristics: physical, emotional, intellectual, moral, psychological and physiological.

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TO APPLY TECHNOLOGY OF GAME ON THE KAZAKH LANGUAGE LESSON

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Game - on tendency reading to teach and a form, and ontime of method personal didactical category. That together game teacher and student incorporated studies attempt mutual associates technology one time applies is, Kazakh language lesson game form bringing in a flow interactive board and applies importance very large. Primary school students school is comes to basic attempt - game is, education tendency.

I am divided on one game attempt reads attempt execution reads - adapts touches.

Didacnial, that he is used in motion of lesson, comes true through games.

Aim of game - to form knowledge, that took on the program me, to take business to the end, to repeat.

Duty - to wake interest of children, activity to increase.

Knowledge of children didactical games are meansincrease. Go, different line application of playing the lesson.

Didactical aims special having a special purpose games and decides exact duty.

Game drops on with a stem consciousness, that passed, onhead of lesson.

In middle of lesson - heartfelt the state is bolsters up courage melody, will is develops will, to the lesson increases zeal.

On end of lesson - to assert theme, what took on a lesson, aims aim form adding up.

Zeal to "read" Game - students means, that increases. There fore initial, in classes of preparation students much need on lesson game. Them games, that is used, difficult students looking at the features of years. For example, if we lead only outage types of playing the class of preparation, that class corresponded ravine of entarge you're the viburnum to the feature of years, is correct. If so be,importance the use of game large. Go kinds, increased that such the game.

There fore to the features of years that a game is children, and that themes will be of lesson to main tenance ravine was choose taken, is correct.children idea business - attempt top form as masters lies, and reads tendency as a game outgrows leaves understands remains touches.

Only then game - attempts were on natural unity, object knowledge, knowledge and to master complete influence does skill. Thing preparation class number considers for example, considers and me two group compares, size, form and separates teaches aim different game lead be. Component one the partpedagogics of people comes and Game being. National games people social - associate being born, becoming acquainted by games people of Kazakh, our the source arrives at very, developed, in economic the states.

Games of people, when will pass a thread, to useknowledge, took that student, firmly to link daily by life comfortable.

Game - basic one the kind attempt of children. Children for game is lives activist form, that through adult imitates, mebusiness - attempt, overhead part of hand - relation studies, labour importance understands knows, morality normmasters, social role carry out.

Types of work, that is conducted on lesson, to the theme importance education, that had a ravine taken, needed does activity thinking eat elements of game students. There fore ateacher applied types of game a mestome on lesson of look, interestingly to do him them to knowledge zeal is a desire, to the object of aim does what forms love, that said. Gathers to say, lesson of teacher your the viburnum ability - a ravine plans on connection needed to connection, psychological to the feature. Only then lesson attractive, easy, students bothers not.

Idea of students activity in time associated result of contestmostly correct account. Touch knowing on idea of students mistakes of achievements to sit. Game result takes into account is different: every correct is executed grammatical idea for point considers, every defeat for less than point is given, a student board is written proper command column word or word combination writes sits; he words to take into account; a hand lifted or cards, at that were touch of program's written.

To lift through knowledge to expose; exercise of measures account, that was released.

Pedagogical science history peeps, children game touching question leaves by enlightener, teacher is not. Stately, great teacher's time of progressive Y. A. Comensky, G. G. Russo, I. G. Pictalotsy people is game

pay sattention, applies, people's game theorical basis does tries. Game, what is children, treats health, a mind – actively did idea and organs of presence inclined to move importance of skills which Y. A. Comensky improve G. G. Russo opinion is knowledge takes game children life is next, inter changes sits one – associate children development is necessary condition .

Individual force development provides new technologynowaday Kazakhstan school ri new chang World education experience uses sits, a viburnum individual - searches and to applies is directed.Innovative educational studies have illustrational kind transition through comes true sits, a student reads attempt activist subject is allows. Him needs to design according to with a stem different to technologies.

Game technology important circumstances of life to cut out and she decides to search created. Game kinds organization: business games role and event games trip and knowledge games.

I use different elements of playing the lesson language of Kazakh. For example: «Let us find Synonym».

The theme of Synonym game asserts lesson or lesson aim looks passes consciousness drops sits sale is.Aim of game. Knowledge, that mastered «from theme of Synonym», to check up pupil's, an idea quickly works out the total interessing, resource of dictionary to compel to grow rich. I inculcate words on aim, there is that, to the game direct to the line, synonym's will harden at that, interactive to the board.

Condition of game. To Students line, at that synonym's will harden on interval one the time, handed. On end synonym's will harden of game, there are suggestions.

I used different elements of playing the lesson language of Kazakh. When I led theme composition of word, led Kazakh national game «Give up shawl».

It condition of game: I divided 2 to the groups according to harden in Class. Ten marked 2 stepping Two groups will be stand opposite and against becomes in a row. Game gives extreme to the player on a side shawl on hand of driver

1 your group. He loudly pronounces one the opponent and give up «remaining» - talk, he knocking talks «er» «you largedew» - talk «or less,» «tien,» -. Small «Town,» «city,» to the «city,»»city» words other yet go out then. Additional completion needed to the word, that was talked, for example: «game» -speak up pronounce is a «toy,» «game,» «games» e.t.c.

Player, that knocked on a shawl, additionally connected root to the word or if till well-timed finding talked, remain, what then will go out to the middle, specifies.

«On what place a teacher made» a mistake? I lead game. It condition of game: Teacher some writes suffixes to the board, and you find not be words suffixes.

For example: Worker, summer, e. t. c.

Teacher some then connects to the board straightens, and you to connect find not be word.

Kazakh language lesson one link, two link word studies, link divides theme anger for rings lay's Kazakh national game leads.

I loudly pronounce to the student ring and put "май" – talk. Take ring student, that took, loudly pronounces мыл,шам. Those by a маймыл, майшам,.

Who is quick"? I led game. I specified twelve illustrated on interactive board. Said 4 students thinking, Look will harden, according to a picture suggestion. Picture (hunter, chalk, bread, camel, day, girl, smoked, month, mouse) on interactive board, compelling to participate suggestion thought quickly. Hunter, chalk, bread e.t.c. from words composition of sound, bread e.t.c. said from words composition of sound, number of link.

"That, links, what made" friends. Students, that sat along side,execute orally. If to carry out talk link according to discipline first student to, second following link finding a word makes needed.

Game - on tendency reading to teach and a form, and ontime of method personal didactical category. Game teacher and students studies, that was incorporated, attemptit is together possible on. That time of technology to apply mutual associate. And also, importance forms of game flow application interactive board bringing Kazakh on lesson language is very large.

When working out the total came, game -, children, basic business - one the kind attempts. Life of children contacted with a game. Game not can to develop Children growing. It is conformity to law of life. And there fore activity of idea on Kazakh language lesson to use elements of game students importance on to increase superiority.

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THE ROLE OF THE KAZAKH INTELLECTUALS IN THE ALASH'S MOVEMENT

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During revolutions of the twentieth century, an important place took The February bourgeois-democratic revolution in Russia, 1917. In comparison with the revolution of 1905-1907 the second Russian revolution quickly realized, overthrew the autocratic power.

After the February Revolution in Kazakhstan democratic movement widely became.

The main force of the national liberation struggle was the national intelligentsia and they saw the purpose of his work in protecting, at the same time putting in order history, raising national consciousness.

First consolidation of the Kazakh intellectuals began to develop under the influence of different programs of political parties in Russia and they saw the only way to rescue their nation from colonialism in the political struggle.

The first program of the Kazakh intelligentsia was written on Koyandy Fair, signed by 1,500 people, it was the famous Karkaraly Petition which was sent to Petersburg.

M. Auezov wrote about this petition that gave impuls to the awakening of Kazakh nation's consciousness, which was published in "Son of the Fatherland"dated in October 4, 1905, No. 173.

«In 1905 he and other readers met together, sent a petition after the Kazakh people. Among the first demands was the problem of the earth, the second was provided the Kazakh population, the third was application of the Kazakh people to Muftiyat. In those days, because of this painful problem for the Kazakhs, the case started by Ahans who found many followers among the Kazakh steppe nomads, it has been led to the awakening of many people» [1. 296 p.].

The second figure T.Ryskulov noted the great work of the Kazakh intellectuals: «The revolution of 1905 gave a big boost revival of thought among Eastern nations, including the Kazakhs. According to the manifesto in 1905, among Kazakhs rallies are held and petitions were written on the subject of religion and the earth. Among the Kazakh population and Kazakh intelligentsia have not been political parties yet, and individual group of public figures in varying degrees are sided and sympathized with some political parties, existing in Russia" [2. 132 p.].

Thus, starting with the Russian bourgeois revolution in 1905-1907 national-democratic fire in the Kazakh steppe,during the First World War, during the 1917 revolution and civil war broke out with renewed vigor.

A. Bukeikhanov, A.Baitursunov, M.Dulatov, and other kazaks intellectuals before them duty of all groups and areas of the Kazakh people stood, the ideological justification for the national liberation movement and the struggle for national independence of the state.

If Kazakh intellectuals, was leaded by A. Boukeihanov who tried to create the Kazakh National Liberal Party by the analogy with the party of Cadets , the evolution of their political views in 1905-1917 leaded to the creation of the party «Alash» after the victory of the February Revolution.

In summer in 1917 the credibility of the Provisional Government from the Kazakh national democratic movement was lost.

Until that time, the main direction of the faithful of the Provisional Government A. Bukeikhanov change views.

Bukeikhanov explained this in an open letter named «Why I left the Cadets party?» which was published in the newspaper Kazak.

He mentioned three problems: the Cadet's Party admitted transfer of land to into private property. If Kazakhs accepted the private land, as Bashkirs would sold their land to the peasants,and would became for a short time poor.

The Cadet's Party was against a national autonomy. We are called Alash people. We proclaim the government of national autonomy. Our Kazakh-kirgiz religion flourishes, will be separated from power. The Cadet Party differently looks at my opinion.So I started to create Alash party for the Kazakhs [3. 304 p.]. In such circumstances, Kazakh leaders of the liberal movement, taking into consideration that is changing, they have taken the decision to organize early general Kazakh congress.

First All-Kazakh Congress was taken place in Orenburg, 21-26 July, 1917. It was attended by the representatives of Akmola, Semipalatinsk, Turgay, Ural, Semirechensk, Syrdarya regions and Bukeyev Horde, as well as Kazakhs who lived in the Fergana region.

Despite of the huge number of participants in the congress on the agenda 14 questions directly were related to the socio-economic and socio-political life of Kazakhstan at the time: type of goverrnance, autonomy of the Kazakh regions, the problem of land, land management, the problem of education, judicial problem, the problem of religion, women's law, preparation for All-Russian Kurlutayu and Council of Muslims of Russia, the formation of of the Kazakh political parties, the events in Semirechensk area, sending participants to the federalist congress in Kiev and the education Commission in Petrograd.

At the beginning the congress was released a list of articles with different suggestions and thoughts regarding to the future of autonomy.

What was taken on the basis of autonomy: the territory, or cultural characteristics? In the future, Kazakhstan should become independent or remain an autonomous part of the Russian Federation? Will be the Kazakhs able to have an independent themselves or in alliance with other nations?, questions were raised, but they did not have received a definite answer.

At the congress A.Baitursunov and M.Dulatov had offered an idea of creation of independent Kazakh autonomy, had offered creation of the Kazakh national-territorial autonomy as a part of democratic, federal and parliamentary Russian republic.

In the remained archival documents it was said that the Kazakh areas should take territorially-national autonomy [4. 249-250 p.]. Congress voted by majority and supported A.Boukeihanov's offers.

Delegates of congress discussed an agrarian question with special attention, considered it from the different parties. It were forthcoming elections in Kurlytaj that were discussed; the list of candidates from 81 persons has been confirmed. Among them there were representatives of all areas and the Kazakh communities of the Central Asia (Bukhara, Fergana and Khiva) [4, 103 p.].

One of the major problems of the summons of the First All-Kazakh Congress was - decision-making on convocation of Kurlutaj, in the course of discussion about creation of the Kazakh party.

In the «Kazakh»'s newspaper from November, 21-st, 1917 was published the program of «Alash» party In November of 1929 Dulatov said in the written answer about creation of program «Alash»: «In one of autumn days of that year Kazakh intellectuals living in Orenburg, leaded byA.Bukejhanov, A.Bajtursynov, have created the plan of party program.This plan remained the plan, never congress of «Alash», did not accept, for its realization there were no possibilities and conditions. It was no congress under the statement of the party program of Alash. All were considered as party members by familiarized with the plan published in the newspaper and accepted it.On truth it was not party of the publishing instruction.Only Krulutai's candidates were put forward on behalf of the party, besides any actions on behalf of party was not made. Therefore for known for much party Alash has remained in the shadow Alash-Orda [5. 121 p.].

Transition process in party since July, 1917 untill the end of the year, before autonomy and government creation went with accruing rates.

Thus, in connection with installation the Soviet power and beginning of civil war in the end of spring -beginning of summer of 1918 formation of party Alash has not been finished.

M.Dulatov noted, during the Civil War, «Alash» remained in the shadow of «Alash Orda». Initially, there were two reasons led to life movement Alash: a colonial dependency and a feudal backwardness. In this regard, Alash intellectuals put two goals in his work, in the first release of the Kazakhs from colonial oppression, in the second output from the medieval feudal society on the path of a prosperous socio-economic and cultural development. How this was reflected in the program of "Alash"?

Drafted A.Bukeyhanov, A.Baytursynov, M.Dulatov, E.Gumarov, E.Turmuhamedov, G.Zhundibaev and G.Birimzhanov program of the party "Alash" was published in the newspaper "Kazakh" dated 21 November. The program consisted of 10 items: 1. State foundation; 2. Land freedom; 3. Basic law (Equality of religion, nationality, between mens and womens in the Russian republic); 4. Religion(religion separate from the state); 5. Power and the court. (Knowledge of the language of the local population by the judge, Kazakh language as the court language in the Kazakh areas); 6. Defense of the country (people of draft age, training, performance, Kazakh military service) 7. Charge(through ownership and prosperity); 8. Workers (Alash supported program of the Social-Democratic Party Mensheviks) 9 Science and education (free education for all schools with the Kazakh language, open the University, autonomy in educational programs, non-interference the government in the educational process), 10 land issue (In compiling the laws of the Constituent Assembly to consider the transfer of land to the local population, prohibition of the arrival of the peasants, the peasants return of land to the Kazakhs) [4. 308-309 p.].

This is a program on the meeting of Kurlutayi played a major role in the success of the party "Alash".

In the autumn of 1917 Alash was decided to establish a committee for the second All-Kazakh Congress. It consists A. Bukeyhanov, A. Baytursynov, M. Dulatov, C. Doszhanov and E. Omarov

The main issue of the All-Kazakh Congress was establishment of the Kazakh autonomy. On the eve of the convening of the Congress Organizing Committee, represented by five men published in the newspaper "Kazakh" on 14 and 26 November, two important treatment. The appeal from the November, 14, 1917 referred to convene in December in Orenburg All-Kazakh Congress to avoid anarchy and the creation of "special police" for protect the Kazakh people, in the second appeal dated November, 26, opened the issues of autonomy and the creation of the Kazakh government named "National Council".

Kazakh Congress on the creation of the Kazakh state was opened on December 5, 1917, Orenburg.

On the agenda were the following questions: 1. Siberian, Turkestan autonomy and South-East Union2. Kyrgyz-Kazakh autonomy 3. Police 4. National Council 5.Educational problem 6 People's treasury 7 Muftiat 8 People's Court 9The aul's management 10.The food problem.

But the most important issue was the Kazakh autonomy. Congress heard the Gabbasov's report about Kazakh autonomy and the police, take a political decision. It reads as follows: Created on the basis of kinship, traditions, language,kyrgys-kazak national-territorial autonomy within 1 Bokeevskaya horde, Ural, Torgai, Akmola, Semipalatinsk, Syrdarya region, Kazakh districts of Ferghana, Samarkand and the Amu Darya, the Trans-Caspian region and the Altai province.

In order to protect areas from rebel was created Interim National Council, namedas Alash. Alashorda takes today authority in the hands of the Kazakh-Kyrgyz people» [4, 252].

A. Bukeikhanov was selected as a president of the National Council. At this congress M. Dulatov read the report, following that a commission was created comprising five persons. The commission led by Baitursynov included M. Zhumabaev, E. Omarov, B. Sarsenov, T. Shonanov.

Congress made a plan for the development of education among the Kazakh-Kyrgyz, also he offered in the near future to prepare curricula and books for Kazakh schools

Thus, A. Bukeyhanov, A. Baytursynov, M. Dulatov and other leaders of Alash Orda in the way of national unity and development, bringing in the political arena of land, water, education requirements, language problems, creating a «Program of Alash» by convening All-kazaks Conrgess made great contribution to the development of society.

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THE USE OF INTERNET FOR EFFECTTIVE LANGUAGE LEARNING

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Global education system of the XXI century is particular with the use of the Internet. Today, the main aim of the modern technologies and the Internet in the teaching process is to create the most suitable materials and methods for teachers and students. Currently, goals and technology in education in Kazakhstan represent humanistic ideas in pedagogy and philosophy of education. Here, we are considering the formation of personality development as the main component of this goal. For gaining these purposes we need to develop some activities such as various sources of information, different perspectives, encouraging students to think independently, to seek their own well-reasoned positions.

In the Address by the President of the Republic of Kazakhstan, N. A. Nazarbayev, «Strategy Kazakhstan-2050»: «New political course of the established state» it is ascertained that the education system of our country should be modernized and improved. He claimed in his speech: "We expect to implement modernization of teaching methods and actively develop online education systems, creating regional modern school centers. We should intensively introduce innovative methods, solutions and tools into the home, including the distance education and online education that is affordable for all.......'' [N. A. Nazarbayev. Address by the President of the Republic of Kazakhstan, Leader of the Nation, N. Nazarbayev "Strategy Kazakhstan-2050" http://www.akorda.kz]

Recent achievements in digital technologies and communication offer new opportunities for contributing and improving the effectiveness of language learning. Additionally, the Internet allows cost-effective information delivery services, collaborative and distance education, more than has ever been imagined [3, 26-28 б.]. The Internet has myriad websites to help teachers and students develop or improve lesson plans, exchange ideas, obtain information, and find free animations and simulations to enliven their lessons. According to Awotua-Efebo (1999), most Internet-based collaborative lanuage learning projects include support and training, and conference proceedings are published regularly on the Web. Chat rooms or forums may become a laboratory for new ideas. Online study resources can also provide interactive tools for teachers to access feedback from students [5, 12 б.]. Computer based assignments are an effective way of ascertaining students' understanding of concepts. Students also learn more quickly, demonstrate greater retention, and are better motivated to learn when they work with computers.

However, many teachers from Kazakhstan tend to think that the Internet is evil because it can be the cause of eternal problems such as plagiarism and cheating. Unfortunately, over 80% of Internet users download other's works and pass to their teachers as their own, a third of them do it regularly, and 50% of the respondents resorted to plagiarism, if the essay topic is too difficult or not interesting. Is such an attitude to study help to promote the educational development? Personally, I think that blaming the Internet in that way is a big mistake. The point is that the simplification of the learning process will be really useful only for those who really want to gain the knowledge. Those who are not interested in this, would not have to work hard and in the absence of the Internet. Thus, depending on the personal desires of man and formed part of the Network in its training.

The Internet has tremendous potential as a tool for teaching and learning EFL. Network-based technology can contribute significantly to [5, 11-14 б.]:

1	Experiential Learning	The World Wide Web makes it possible for students to tackle a huge amount of human experience. In such a way, they can learn by doing things themselves. They become the creators not just the receivers of knowledge. Information is presented in a non-linear way and users develop more flexible thinking skills and choose what to explore.

2	Motivation	Computers are most popular among students as they are often associated with fun and games. Student motivation is therefore increased, especially whenever a variety of activities are offered. This in turn makes students feel more independent.
3	Enhanced student achievement	Network-based instruction can help pupils strengthen their linguistic skills by positively affecting their attitude towards learning and by helping them build self-instruction strategies and promote their self-confidence.
4	Authentic materials for study	All students can use various resources of authentic reading materials either at school or from their home. Those materials can be accessed 24 hours a day at a relatively low cost.
5	Individualization	Shy or inhibited students can be greatly benefited by individualized, student-centered collaborative learning. High fliers can also realize their full potential without preventing their peers from working at their own pace.
6	Independence from a single source of information	Although students can still use their books, they are presented with opportunities to escape from canned knowledge and discover thousands of information sources. As a result, their education fulfils the need for interdisciplinary learning in a multicultural world.
7	Global Understanding	A foreign language is studied in a cultural context. In a world where the use of the Internet becomes more and more widespread, an English Language teacher's duty is to facilitate students' access to the web and make them feel like citizens of a global classroom, practicing communication on a global level.
8	Greater Interaction	Random access to Web pages breaks the linear flow of instruction. By sending E-mail and joining newsgroups, EFL students can communicate with people they have never met. They can also interact with their own classmates. Furthermore, some Internet activities give students positive and negative feedback by automatically correcting their on-line exercises.

According to Haddad and Drexler (2002), an effective teaching and learning process must stimulate intellectual curiosity and offer a sense of enjoyment that will move the students from the passive role of recipients of information to the active role of builders of knowledge. Yet,

engaging the learner in this process can be the most challenging task for teachers. ICTs are effective instructional aids to engage students in the learning process. As learning shifts from the "teacher-centered model" to a "learner-centered model", the teacher becomes less the sole voice of authority and more the facilitator, mentor and coach—from "sage on stage" to "guide on the side". The teacher's primary task becomes to teach the students how to ask questions and pose problems, locate information and then critically assess the information found in relation to the problems posed. Students also learn more quickly, demonstrate greater retention, and are better motivated to learn when they work with computers[2, 6-8 б.].

We made experiment among students of 9th grade of the gymnasium #67 of Astana city to determine the features of Internet resources in the learning process of Foreign Languages and develop their all language learning skills. Our experiments lasted for about 5 months (II and III semester). Finally, we have got such amazing results:

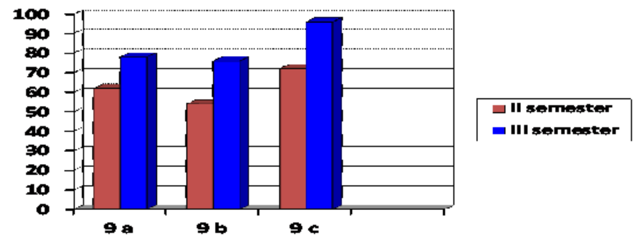
Indicators of academic progress of the English language by % (II semester):

Grade	9 a	9 b	9 c
The number of students	13	13	13
«excellent»	1	1	4
«good»	8	9	8
«satisfied»	4	3	1
« unsatisfied»	0	0	0

Indicators of academic progress of the English language by % (III semester):

Grade	9 a	9 b	9 c
The number of students	13	13	13
«excellent»	3	4	5
«good»	6	6	8
«satisfied»	4	3	0
« unsatisfied»	0	0	0

Final attestation test results of the English language by %:



This experiment was held during II and III academic semesters in 2015. According to the 9th grade study plan most of all lessons were given by help of school materials. In comparison with the result of III semester we can mention great differences in their results. In III semester students used to work with Internet-resources and easily improved their language learning skills such as listening, reading, vocabulary, grammar and speaking. They could develop their critical thinking abilities and easily manage all difficulties that they faced to during the III semester. We see from the diagram that in the III semester the number of excellent and good levelled students increased.

Perhaps one of the most essential achievement according to the experiment result is the study of language in a cultural context. In my opinion, language and culture are inextricable and interdependent from each other. Understanding the culture of the target language means understanding of the language. Our experiment showed the Internet is a valuable resource to both language teachers and learners. For example, the Internet could create natural environment in order to develop cultural and general knowledge of the English language. Our students could obtain geographical, historical, social, economic, and political information from the countries in which the target language is spoken. For instance, e-mail, Facebook and Skype on the Internet allowed students to communicate with native speakers. In this manner, the Internet facilitated the use of the specific language in an authentic setting. Also, students could read web versions of daily newspapers and same-day news reports from sources.

Finally, the Internet provided supplemental language activities, which include reading, listening and grammar tests, comprehension questions, grammar, vocabulary and pronunciation exercises. Students could search the Web for such sites that served as the best method for experiencing and presenting creative works. They could use different Internet sources as a platform for their own work such as essays, poetry, or stories.

In conclusion, I would like to say that the Internet carries great potential for educational use, specifically foreign language education. All language teachers must take the approach the Internet as a learning experience themselves. Undoubtedly, the most enthusiastic and more knowledgeable language teachers can successfully implement the Internet in the language classroom. So, the Internet cannot replace the language classroom or the interaction between the language teacher and student, but it can offer a vast amount of information and lends itself to communication possibilities that can greatly enhance the language learning experience.

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ENGLISH GRAMMAR TEACHING

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Language is the chief means by which the human personality expresses itself and fulfills its basic need for social interaction with other persons. Robert Lado wrote that language functions owing to the language skills. A person who knows a language perfectly uses a thousand and one grammar lexical, phonetic rules when he is speaking. Language skills help us to choose different words and models in our speech.

It is clear that the term grammar has meant various things at various times and sometimes several things at one time. This plurality of meaning is characteristic of the present time and is the source of confusions in the discussion of grammar as part of the education of children. There have been taking place violent disputes on the subject of teaching grammar at school. The ability to talk about the grammar of a language, to recite its rules, is also very different from ability to speak and understand a language or to read and write it. Those who can use a language are often unable to recite its rules, and those who can recite its rules can be unable to use it. Grammar organizes the vocabulary and as a result we have sense units. There is a system of stereotypes, which organizes words into sentences. But what skill does grammar develop? First of all it gives the ability to make up sentences correctly, to reproduce the text adequately. The development of practical skills and habits The knowledge of the specific grammar structure helps pupils point out the differences between the mother tongue and the target language. The knowledge of grammar develops abilities to abstract systematize plural facts. The name of my work is Teaching Grammar . And the main aim is to clearly recognize how to teach grammar right.

The Importance of Grammar in Learning a Foreign Language to judge by the way some people speak, there is no place for grammar in the language course nowadays yet it is, in reality, as important as it ever was exercise of correct grammar, if he is to attain any skill of effective use of the language, but he need not know consciously formulated rules to account to him for that he does unconsciously correctly.

In order to understand a language and to express oneself correctly one must assimilate the grammar mechanism of the language studied. Indeed, one may know all the words in a sentence and yet fail to understand it, if one does not see the relation between the words in the given sentence. And vice versa, a sentence may contain one, two, and more unknown words but if one has a good knowledge of the structure of the language one can easily guess the meaning of these words or at least find them n a dictionary. No speaking is possible without the knowledge of grammar, without the forming of a grammar mechanism. If learner has acquired such a mechanism, he can produce correct sentences in a foreign language. Paul Roberts writes Grammar is something that produces the sentences of a language. By something we mean a speaker of English. If you speak English natively, you have built into you rules of

English grammar. In a sense, you are an English grammar. You possess, as an essential part of your being, a very complicated apparatus which enables you to produce infinitely many sentences, all English ones, including many that you have never specifically learned. Furthermore

by applying you rule you can easily tell whether a sentence that you hear a grammatical English sentence or not. A command of English as is envisaged by the school syllabus cannot be ensured without the study of grammar. Pupils need grammar to be able to aud, speak, read, and write in the target language.The Psychological characteristics of grammar skills To develop ones speech means to acquire essential patterns of speech and grammar patterns in particular. Children must use these items automatically during speech-practice. The automatic use of grammar items in our speech oral and written supposes mastering some particular skills - the skills of using grammar items to express ones own thoughts, in other words to make up your sentences. We must get so-called reproductive or active grammar skills. A skill is treated as an automatic part of awareness. Automatization of the action is the main feature of a skill. The nature of Automatization is characterized by that psychological structure of the action which adopts to the conditions of performing the action owing frequent experience. The action becomes more frequent, correct and accurate and the number of the operations is shortened while forming the skill the character of awareness of the action is changing, i.e. fullness of understanding is paid to the conditions and quality of performing to the control over it and regulation. To form some skills is necessary to know that the process of the forming skills has some steps .Only some definite elements of the action are automatic The Automatization occurs under more difficult conditions, when the child cant concentrate his attention on one element of the action The whole structure of the action is improved and the automatization of its separate components is completed. What features do the productive grammar skills have? During our speech the reproductive grammar skills are formed together with lexis and intonation, they must express the speakers intentions. The actions in the structural setting of the lexis must be learnt. The characteristic feature of the reproductive grammar skills is their flexibility. It doesnt depend on the level of Automatization, i.e. on perfection of skill here mean the original action both the structure of sentence, and forms of the words are reproduced by the speaker using different lexical material. If the child reproduces sentences and different words, which have been learnt by him as a ready-made thing he can say that there is no grammar skill. Learning the ready-made forms, word combinations and sentences occurs in the same way as learning lexis. The grammar skill is based on the general conclusion. The grammar action can and must occur only in the definite lexical limits, on the definite lexical material. If the pupil can make up his sentence frequently, accurately and correctly from the grammatical point of view, he has got the grammar skill. Teaching grammar at school using the theoretical knowledge brought some critical and led to confusion. All the grammatical rules were considered to be evil and there were some steps to avoid using them at school. But when we learn grammatical items in models we use substitution and such a type of training gets rid of grammar or neutralizes it. By the way, teaching the skills to make up sentences by analogy is a step on the way of forming grammar skills. It isnt the lexical approach to grammar and it isnt neutralization of grammar, but using basic sentences in order to use exercises by analogy and to reduce number of grammar rules when forming the reproductive grammar skills. To form the reproductive grammar skills we must follow such steps - Selection the model of sentence Selection the form of the word and formation of wordforms . Selection the auxiliary words-preposition, articles, and etc. and their combination with principle words. The main difficulty of the reproductive active grammar skills is to correspond the purposes of the statement, communicative approach a questionan answer and so on , words, meanings, expressed by the grammatical patterns. In that case we use basic sentences, in order to answer the definite situation. The main factor of the forming of the reproductive grammar skill is that pupils need to learn the lexis of the language. They need to learn the meanings of the words and how they are used. We must be sure that our pupils are aware of the vocabulary they need at their level and they can use the words in order to form their own sentence. Each sentence contains a grammar structure. The mastering the grammar skill lets pupils save time and strength, energy, which can give opportunity to create. Learning a number of sentences containing the same grammatical structure and a lot of words containing the same grammatical form isnt rational. But the generalization of the grammar item can relieve the work of the mental activity and let the teacher speed up the work and the children realize creative activities. The process of creation is connected with the mastering of some speech stereotypes the grammatical substrat is hidden in basic sentences.

Grammar is of great important when one teaches reading and auding. The forming of the perceptive grammar and reproductive skills is quite different. The steps of the work is mastering the reproductive skills differ from the steps in mastering the perceptive skills. To master the reproductive grammar skills one should study the basic sentences or models.

THE ADVANTAGES OF DEVELOPING STUDENTS' COMMUNICATIVE COMPETENCE

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It is apparent that in the 21st century, the trend of globalization is leading to closer relationships between countries. Of all the different languages, English, as an international language is widely used in communication between people and countries. The English language has spread and developed globally, which is a fact that cannot be ignored.

As the main foreign language taught and employed in communication with foreigners, the use of English has dramatically increased in Kazakhstan, especially in the last decade. Our President N. A. Nazarbayev said in his speech “85 % of over 10 mln books published all over the world are in English. Science, development, informational technologies are conducted in English. 3500 foreign companies work in Kazakhstan. We speak English with them, and with their help we develop our industry” [1]. By these words he encouraged Kazakh people to learn English, and increase the knowledge of foreign languages. However, English Language Teaching (ELT) in Kazakhstan has not affected the traditional teaching model whereby students learn English just to pass exams and teachers lecture mainly to help students achieve this goal.

Nowadays communicative competence is a very important linguistic term which reflects language learners' the grammatical knowledge of syntax, morphology, phonology, as well as social knowledge of how and when to use utterances appropriately [2, p 114]. In 1966 this term appeared thanks to Dell Hymes, a famous American linguist, sociolinguist and anthropologist. After that communicative competence became the topic for discussion among lots of linguistic scholars.

These scholars had such debates comparing linguistic competence and communicative competence in the second and foreign language teaching, and they divided into two oppositions, who supported communicative competence as a superior model of language following Hymes' and that who supported Chomsky's linguistic competence [2, p. 114]. This opposition has been assumed by those who want to develop new directions in communication in the target language providing the basic motives and the appropriateness of this opposition for the development of communicative competence.

After the influence of communicative language teaching to the methodology of foreign language teaching and learning, it has become widely accepted that communicative competence should be the basic skill in any language education, central goal to good classroom practice. In Kazakhstan and many other countries foreign languages classes are mostly based on the idea that the goal of language acquisition is communicative competence: the ability to use the language correctly and appropriately in social communications.

Generally speaking, in the future more students will use English in the different spheres of activity and in choosing future careers such as business, law, and journalism. After their graduation English will be used as a tool to communicate or negotiate with different people in different continents. In other words, the popularity of English in the world provides a clear reason to reform ELT in Kazakhstan, to focus on developing students «listening and speaking skills» so they learn to communicate effectively with others.

With the development of students' speaking abilities and increasing their vocabulary level, they simultaneously develop their listening skill and also speak confidently during the process of communication. It is apparent that an English context is automatically created during various activities in the classroom while English is used as the language for communication among the students. The English speaking atmosphere can help students cultivate their sense of the language, and create appropriate conditions for improving their English speaking abilities. Learning English through communication provides students an opportunity to speak and share ideas in a relatively relaxing way. That's why, students become the main actors in the classroom, and their initiative and motivation are both enhanced. CLT can introduce new teaching methods, creating a diversified teaching process. Teachers can use various resources to help students develop their communicative skills, which is another evidence of the diversity of the teaching method. For instance, English teachers can use pictures to create group discussions, by helping students understand the informational and cultural background of various topics. Games can also be used to help students learn vocabulary and practice their writing and speaking skills. Also, teachers can help students create an English context when teaching grammar and different cultures. They can ask students questions such as "If you had been born in the USA, how would your life be different now?" "What would you do?" "What would be your occupation?" During group discussions, students not only practice their spoken English, but also learn about different

cultures. Grammar can also be practiced during this process. However, the opportunities of communicative activities cannot be ignored and the traditional English classes should be changed.

Canale and Swain (1980) defined communicative competence in terms of three components:

1. grammatical competence: words and rules;
2. sociolinguistic competence: appropriateness;
3. strategic competence: appropriate use of communication strategies [3, p. 17].

Canale later refined these models, adding discourse competence: cohesion and coherence. Now communicative competence is made up of four competence areas: linguistic, sociolinguistic, discourse, and strategic.

• Linguistic competence concerns the usage of grammar, syntax, and vocabulary of a language. Linguistic competence asks: What words do I use? How do I put them into phrases and sentences?

• Sociolinguistic competence considers how to use and respond to language appropriately, to the given topic, and the relationships among the people communicating. Sociolinguistic competence asks: Which words and phrases fit this society? How can I express a specific attitude to the situation? How do I know what attitude another person is expressing?

• Discourse competence considers how to interpret the larger context and how to construct longer extents of language so that the parts are clear and comprehensive. Discourse competence asks: How are words, phrases and sentences put together to create conversations, speeches, email messages, newspaper articles?

• Strategic competence concerns how to recognize and correct communication mistakes, how to work around gaps in one's knowledge of the language, and how to learn more about the language and in the context. Strategic competence asks: How do I know when I've misunderstood or when someone has misunderstood me? What do I say then? How can I express my ideas if I don't know the name of something or the right verb form to use? [3, p 23].

Secondary school students of all activities, they are in teaching actively construct new knowledge and develop new skills, to master the communicative use of language ability. Specifically, the teaching through communication has the following advantages:

- there is more interaction between students and teachers. Communicative teaching is becoming increasingly clear feature of the change in the way of interaction, students develop the subject, initiative and become increasingly important. Teacher-student relationship is an interactive, harmonious, rather than the traditional education, the kind of master-servant relationship.

- to impart 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. One 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.

- greatly enhanced 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 [4].

Developing students' communicative competence is important in teaching English language at schools, colleges and universities, and should be a priority when teaching and learning English today. English teachers should be armed with sufficient knowledge to guide students in the process of learning English. Therefore, it is promising to implement integrated skills into English teaching when promoting the communicative teaching approach. We should look at communicative competence as a task within the bigger framework of teaching English language. Therefore, from what was said above, it will be appropriate to implement teaching communicative competence to help students improve their English skills.

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KAZAKH KHANATE

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Kazak Khanate (Kazakh: Қазақ хандығы) was a Turkic Kazakh state that existed in 1456–1847, located roughly on the territory of present-day Republic of Kazakhstan. At its height the khanate ruled from eastern Cumania (modern-day West Kazakhstan) to most of Uzbekistan, Karakalpakstan and the Syr Darya river with military confrontation as far as Astrakhan and Khorasan Province, which is now in Iran. Slaves were also captured by frequent Kazakh raids on territory belonging to Russia,Central Asia, and Western Siberia (Bashkortostan) during the Kazakh Khanate.The Khanate was later weakened by a series of Kalmyk/Oirat invasions, devastating raids and warfare, and gradually lost control and autonomy to the Russian Empire.

From the sixteenth through the early nineteenth century, the most powerful nomadic people were the Kazakhs and the Oirats.

The Kazakh Khanate was founded in 1456-1465 by Janybek Khan and Kerey Khan, on the banks of jetsu ("seven rivers") in the southeastern part of the present-day Republic of Kazakhstan. The founding of the Kazakh Khanate is considered the ethnogenesis of the Kazakh nation. The formation of the independent Kazakh Khanate began when several tribes under the rule of sultans Janybek and Kerey departed from the Khanate of Abu'l-Khayr Khan. The sultans led their people toward Mogolistan, eventually settling and founding an independent state. The new Khanate soon became a buffer state between the Mongolians and the Khanate of Abu'l-Khayr.

Janybek Khan and Kerey Khan (1465–1480)

Although both Janybek Khan and Kerey Khan were considered the founding rulers of the Kazakh Khanate, it was Kerei Khan who initially wielded the most power. Upon the death of Kerei Khan in 1470, Janybek Khan became the sole ruler. The early years of the Kazakh Khanate were marked by struggles for control of the steppe against the Uzbek leader Muhammad Shaybani. In 1470, the Kazakhs defeated Muhammad Shaybani at the city of Turkistan, forcing the Uzbeks to retreat south to Samarkand and Bukhara.

Burunduk Khan (1480–1511) In 1480 Karai Khan's son Burunduk became khan. During his reign the Kazakhs were able to muster an army of 50,000 men and to repeatedly defeat the forces of Muhammad Shaybani along the Syr Darya river.

Kasym Khan (1511–1518)The manuscript of "Tarikh-Safavi", written in ancient Persian by Persian historians, wrote about Kasim Khan, ruler of Dasht-i-Kipchak. The manuscript describes how a Kazakh squad of soldiers helped Khan Sheibani of Bukhara annex the Iranian city of Khorasan. Kasim Khan committed a squad of eight thousand dzhigits and Khorasan was taken.

Greatest extent of Kazakh Khanate.During the reign of Kasym Khan, the territories of the Kazakh Khanate expanded considerably. As Mirza Muhammad Haidar Dughlat later wrote in his Tarikh-i-Rashidi, "Kasym Khan now brought the Dasht-i-Kipchak under his absolute control, in a manner that no one, with the exception of Jochi, had ever done before. His army exceeded a thousand thousand". Kasym Khan instituted the first Kazakh code of laws in 1520, called "Қасым ханның қасқа жолы" (transliterated, "Qasım xannıñ qazqa jolı" — "Bright Road of Kasym Khan"). Kasym Khan also ratified his alliance with the Timurid leader Babur, particularly after the fall of the Shaybanids, and was thus praised by the Mughals and the populace of Samarqand.

Mumash Khan (1518–1523)Mansūr Khān led an expedition against the Kazakhs in 1522 in response to their raids from Sayram into the Farghana.Thereafter, Sayram remained out of the hands of the Uzbeks and came under the control of the Khazakhs.

Under Khak-Nazar Khan, also known as Haq-Nazar Khan or Ak Nazar Khan,the Kazakh Khanate faced competition from several directions: the Nogai Horde in the west, the Khanate of Sibir in the north, Moghulistan in the east and the Khanate of Bukhara in the south. Initially, Khak-Nazar Khan led the Kazakhs in two major battles against Khanate of Bukhara at Tashkent, then against the Chagatai leader Abdur-Rashid Khan. In 1568, the Kazakhs successfully defeated the Nogai Horde at the Emba River and reached Astrakhan, but were repelled by Russian forces.

Tauekel Khan expanded the control of the Kazakh Khanate over Tashkent, Fergana, Andijan and Samarkand. In 1598, Kazakh forces approached Bukhara and besieged it for 12 days, but afterwards the Bukharan leader Pir-Muhammad and reinforcements under the command of his brother Baki-Muhammad pushed back the Kazakhs. In that battle, Tauekel Khan was wounded, and died during the retreat back to Tashkent.

Esim Khan (1598–1628)

After the death of Tauekel Khan came Esim Sultan, son of Sheehan Khan. His reign was the time of the next (third) strengthening of the Kazakh Khanate after Kasim Khan and Khak-Nazar Khan. Esim Khan moved the capital of the khanate to Sygnak in Turkestan and suppressed the revolts of Karakalpaks.

There followed a 15-year period of calm between the Kazakh Khanate and the Khanate of Bukhara.

Esim Khan established peace with the Khanate of Bukhara and returned to them control of Samarkand. However, Bukhara was still bitter about the loss of Tashkent, and that led to additional conflicts. Starting in 1607, the Khanate of Bukhara engaged in several battles and eventually obtained control of Tashkent.

Esim Khan united the Kazakh army and began a campaign against the Tashkent Khan Tursun Muhammad and Khan of Bukhara. In 1627, he defeated the enemy. Esim Khan abolished the Tashkent Khanate and the war finally ended.

Salqam-Jangir Khan (1629–1680)

During Salqam-Jangir Khan's reign, a new and powerful rival for the Kazakhs appeared in the east, known as the Zunghar Khanate. The Zunghar had recently converted to Mahayana Buddhism and their Erdeni Batur believed he could reestablish the 13th-century empire of Genghis Khan. However, much had changed since the days of the Mongol Empire and the Kazakhs, like the Kirghiz and the Tatars, had almost entirely converted to Islam under the authority of Emir Timur, who also reestablished new centers of power such as Samarqand and Bukhara, which had greatly influenced the founding of the Kazakh Khanate.

In 1652, the Zunghar leader Erdeni Batur attempted to eliminate the Kazakh Khanate and its inhabitants; he dispatched more than 50,000 Zunghar warriors against the Kazakh Khanate, which refused to submit to him. The early stages of their ferocious conflict took place in the Altai Mountains and later battles were fought on the vast steppes. Unable to halt the advance of the Zunghars, the Kazakh Ghazis and their leader Salqam-Jangir Khan's forces were defeated. Unfortunately in the year 1680, Salqam-Jangir Khan died in a battle, protecting his people against the Zunghars.

Tauke Khan (1680–1718)

Tauke Khan was elected as the leader of the Kazakh Khanate, immediately after the death of Salqam-Jangir Khan, and he led the battered Kazakh warriors across the steppes to resist the advance of the Zunghars. Unfortunately the already weakened Kazakhs were once again faced with defeat at Sayram and soon lost many major cities to the Zunghars.

Tauke Khan soon sought alliances with the Kirghiz in the south-east who were also facing a Zunghar invasion in their Issyk-Kul Lake region and even the Uyghurs of the Tarim Basin. In 1687, Zunghars besieged

Hazrat-e Turkestan and were forced to retreat after the arrival led by Subhan Quli Khan.

In 1697, Tsewang Rabtan became the leader of the Zunghar Khanate, and he dispatched several of his commanders to subjugate Tauke Khan and many major wars between the Zunghars and the Kazakh Khanate continued into the following years: 1709, 1711—1712, 1714 and 1718. The Kazakh Khanate had indeed been weakened by the confrontation and nearly one-third of their population had been lost by the ensuing conflict. With Tauke Khan's death in 1718, the Kazakh Khanate splintered into three Jüz — the Great jüz, the Middle jüz and the Little jüz. Each Jüz had its own Khan from this time onward.

Tauke Khan is also known for refining the Kazakh code of laws, and reissuing it under the title "Жеті Жарғы" (transliterated, "Jeti Jarği"—"Seven Charters").

Ablai Khan (1771–1781)

Ablai Khan was a khan of the Middle jüz or Horde who managed to extend his control over the other two jüzes to include all of the Kazakhs. Before he became khan, Ablai participated in the wars against the Zunghars and proved himself a talented organizer and commander. He led numerous campaigns against Kokand Khanate and the Kyrgyz. In the last campaign his troops liberated many cities in Southern Kazakhstan and even captured Tashkent. During his actual reign, Ablai Khan did his best to keep Kazakhstan as independent as possible from the encroaching Russian Empire and the Chinese Qing dynasty. He employed s multi-vector foreign policy to protect the tribes from Chinese, Tatar and Dzungar aggressors. He also sheltered the Dzungar Oirat taishas Amursana and Dawachi from attacks by the Khoshut-Orait King of Tibet, Lha-bzang Khan, as the Dzungar Khanate fractured following the death of Galdan Tseren in 1745. However, once Amursana and Dawachi were no longer allies, Ablai Khan took the opportunity to capture herds and territory from the Dzungars.

Kenesary Khan (1841–1847)

Kenesary was last Kazakh Khan, and the leader of national liberation movement that resisted colonization of Kazakh lands and segregation policies by Russian Empire. The grandson of Ablai Khan and largely regarded as the last ruler of Kazakh Khanate.

By the mid 19th century, Kazakhs fell into full control of Russian Empire and were banned from electing their own leader or even representative into the empire's legislative powers. All fiscal/tax collections were also taken away from local Kazakh representatives and given to Russian colonial administrations. Kenesary Khan's fought against the Russian imperial forces until his death in 1847.

In 1841, on all-Kazakh Kurultai Kenesary was elected as Khan(supreme leader) by all Kazakh representatives. The ceremony of coronation took as per all Kazakh traditions.

As a freedom fighter and popular as a leading voice against the increasingly aggressive and forceful policies of the Russian Empire, Kenesary was ruthless in his actions and unpredictable as a military strategist. By 1846, however, his resistance movement had lost momentum as some of his rich associates had defected to the Russian Empire, having been promised great riches. Betrayed, Kenesary Khan grew increasingly suspicious of the remaining members of the Resistance, possibly further alienating them. In 1847, the Khan of the Kazakhs met his death in Kyrgyz lands during his assault on northern Kyrgyz tribes. He was executed by Ormon Khan, the sarybagysh tribe leader who was subsequently rewarded by the Russians with a larger estate and an official administrative role, but was still widely regarded as a traitor by most nomadic tribes. Kenesary Khan's head was cut off and sent to the Russians.

During the last decade, Kenesary Khan has become increasingly regarded as a hero in Kazakh literature and media. Kenesary Khan can be seen on the shore of the river Esil in the capital of Kazakhstan, Astana.

Kazakh Khanate and Russia (Russian Empire)

Following expansion of Russian Empire to Ural and colonization of Siberia in XVI-XVII centuries, multiple Russian settlements and military posts appeared on the borders of Kazakh Khanate. Some tensions and conflicts between Russian settlers and Kazakh nomads were recorded.

The raids by Kazakhs were sited as big irritating factor by imperial policy makers. Despite legal serfdom in Russia until mid-19th century, enslavement cases of Russian settlers by Kazakh raiders were sited as a big concern and cited as one of the factors in further expansion of Russian Empire into Central Asia.

OIL AND GAS

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Overview

The oil and gas industry is the major and most rapidly growing industry in Kazakhstan. Oil and gas revenue accounts for a significant part of Kazakhstan's GDP, its Budget and foreign trade receipts. Kazakhstan holds vast hydrocarbon reserves, including potentially the third largest oil reserves in the world, following Saudi Arabia and Iraq. Proven sea and land hydrocarbon reserves of Kazakhstan are estimated at about 30 billion barrels. About 70% of those reserves are located in the west of Kazakhstan and a considerable majority of them are associated with salt deposits at the depth of more than 5000 metres. Potential oil reserves of Kazakhstan (located mainly in the Caspian Sea region) are estimated at 60 billion barrels.

The majority of hydrocarbon reserves are located in the oil- and gas-rich regions of Kashagan, Tengiz and Karachaganak. The discovery of the Kashagan Field in 2000 is considered to be the largest oil field discovery in the last 30 years. The Kashagan Field, located 80 kilometres south-east of the city of Atyrau in the northern part of the Caspian Sea region, is operated by Agip KCO. The field is estimated to hold a maximum of 38 billion barrels of oil, of which 13 billion barrels may be potentially extracted by re-injecting acid gases. The Tengiz Field (located along the north-east coast of the Caspian Sea), whose estimated commercial oil reserves are about 6 billion barrels, is operated by Tengizchevroil whose major shareholders are Chevron, ExxonMobil, KazMunaiGaz and LUKArco. The Karachaganak Field (located about 150 km east of the city of Uralsk in the north-west of Kazakhstan and operated by Karachaganak Petroleum Operating) holds 50 billion cubic feet of gas, 5.2 billion barrels of liquid condensate and 1.4 billion barrels of oil available for commercial extraction.

Proven gas reserves in Kazakhstan amount to 3,000 billion cubic metres and estimated gas reserves amount to 5,000 billion cubic metres. The majority of the gas reserves are located in the west of Kazakhstan,

close to the Caspian Sea region. The major gas fields are Amangeldy, in the south, and Zhanazhol about 250 km south of the city of Aktobe in the west of Kazakhstan.

KazMunaiGaz: the national operator

KazMunaiGaz exercises control over Kazakhstan's oil and gas management, including control over compliance with oil extraction and trade contracts. Moreover, KazMunaiGaz is actively involved in developing the strategy for the use of hydrocarbon reserves, pursuit of the national policy for the oil and gas sector and holding tender proceedings related to operating in the oil sector. In addition to that, the Ministry of Energy and Natural Resources may use the services of KazMunaiGaz in preparing expert's opinions on oil projects, maintenance of oil wells, monitoring extraction, transport and processing activities in respect of hydrocarbons, and other issues involved in operating in the oil and gas sector.The major subsidiaries of KazMunaiGaz are: KazMunaiGaz Exploration & Production, KazTransOil, KazTransGas, Atyrau Refinery, Kazmortransflot, Atyrau International Airport, Eurasia-Air Helicopter Company and KazTransCom Telecommunications Company.

Oil and gas production

In the years 1999 to 2004, oil production in Kazakhstan grew at the rate of about 15% annually, i.e. it doubled in that period. Oil production in Kazakhstan went up from 61.9 million tonnes in 2005 to 65 million tonnes in 2006, i.e. by 5%.

The government of Kazakhstan forecasts that the domestic oil production will reach 90 million tonnes annually by 2010 (1.8 million barrels a day) and 150 million tonnes annually (3 million barrels a day) by 2015. The majority of oil is expected to be produced in the Tengiz, Karachaganak, Kashagan and Kurmangazy Fields (the Kurmangazy Field is located on the sea border between the Russian Federation and Kazakhstan).Gas production in Kazakhstan has significantly grown since 1999, following the enactment of a law whereby users of mineral deposits were obliged to take gas utilization projects into account in their business development plans. In consequence, gas production doubled between the years 1999 and 2000. Gas production has been growing ever since, reaching 27,015 billion cubic metres in 2006, 2.6% more than in 2005.

Gas production in Kazakhstan is expected to reach about 52 billion cubic metres in 2010 and about 79 billion cubic metres in 2015.

Transport

The development of the transport infrastructure was an important growth factor for hydrocarbon production in Kazakhstan. Oil and refinery products are transported in Kazakhstan using the following three modes of transport: oil pipelines, sea and rail transport.

Kazakhstan has an oil pipeline network of more than 6,400 kilometres and 39 pumping stations. KazTransOil, a subsidiary of KazMunaiGaz, is the monopolist in the market for pipeline transport services and delivers about 80% of oil produced in Kazakhstan.

Now, a lot of emphasis is put on the throughput capacity project carried out by CPC, an oil pipeline consortium. CPC's oil pipeline accounts for the largest proportion of oil exported from Kazakhstan and the volume of oil flowing through the pipeline is gradually growing. The CPC oil pipeline became operational in 2001 and is an important export route. The pipeline is 1,510 km long and links the Tengiz Oil Field, through the Russian Federation, with the CPC sea terminal on the Black Sea, near the Russian port of Novorossiysk.

Oil from the oil fields in the Atyrau and Mangistau regions is pumped through the Uzen-Atyrau-Samara (UAS) pipeline to the Russian Federation. The UAS pipeline system is about 1,500 km long and links Uzen in the south-west of Kazakhstan, the city of Atyrau and (across the Russian border) the Russian Transneft system in Samara. Given the intended increase in oil production in western Kazakhstan, it is necessary to increase the capacity of this pipeline to 20-25 million tonnes annually.

Yet another export destination is to be created on completion of the Kuryk-Baku-Tbilisi-Ceyhan transport system using which oil would be transported from the Kazakh coast of the Caspian Sea to Baku and further on through the Baku-Tbilisi-Ceyhan (BTC) pipeline. The BTC pipeline of 1,767 kilometres transports crude oil from Baku in Azerbaijan to a new sea terminal in the Turkish port of Ceyhan on the Mediterranean coast and is the first direct pipeline between the Caspian Sea and the Mediterranean. The BTC pipeline is intended to transport about 50 million tonnes of oil annually (1 million barrels a day) by 2010.

As far as the development of new markets is concerned, the completion of the Atasu-Alashankou pipeline in November 2005 was a major development. This is the first part of the pipeline from Kazakhstan to China. At the moment, its annual throughput capacity is 10 million tonnes of oil, which is intended to grow to 20 million tonnes. In 2006, 2,161 million tonnes of oil were pumped through the pipeline. The second project stage, i.e. the construction of the Kenkiyak-Kumkol-Atasu pipeline, is going to be completed in the years 2011-2035.

A pipeline from Kazakhstan to Iran via Turkmenistan is also proposed. Kazakhstan is also interested in transporting oil across the

Black Sea to the reversed Odessa-Brody pipeline. With a view to enhancing its sea transport capabilities, Kazakhstan has begun to create its own tanker fleet. Two 12,000 dwt tankers, 'Astana' and 'Almaty', have already been launched, and the third was delivered to the port of Aktau in September 2006. More tankers are intended to be launched in years 2007 and 2008. Rail transport used to be the main mode of transport for Kazakh oil before the launch of the UAS and CPC pipelines. The railway infrastructure remains an alternative mode of transport.

The domestic market for oil processing

The processing industry in Kazakhstan consists of three major refineries which provide refinery products to the northern region (Pavlodar), the western region (Atyrau) and the south region (Shimkent) and have a combined oil processing capacity of 345,093 barrels a day. The Pavlodar Refinery is mainly supplied with western Siberian oil on the basis of swap transactions, the Atyrau Refinery processes oil only from western Kazakhstan and the Shimkent Refinery processes oil from south-western Kazakhstan at the moment. The production capacity of Kazakh refineries is often underused as local prices for refinery products remain low, therefore oil producers prefer to export oil to international markets. In 2006, Kazakh refineries processed 11.7 million tonnes of oil, up 4.6% compared with 2005.Kazakhstan is one of the few former Soviet Union republics which have a record of rapid economic growth in a stable political environment. Solid export growth rate on high oil prices and growing output have enabled Kazakhstan to achieve a real GDP growth rate of nearly 10% in recent years, which is more than the 6.8% GDP growth rate in the Russian Federation over the same period and equals China's growth rate. The very high GDP growth rate has been attributable to a large extent to growing prices of natural resources in recent years.

The dependence of Kazakhstan's economy on oil is its major structural weakness. Strong exports result in the appreciation of Kazakhstan's tenge against the US dollar. The challenge is similar to the one faced by the Russian Federation, i.e. how to diversify Kazakhstan's economy by developing non-primary sectors.

Kazakhstan's banking system is also rapidly growing, thanks to well-thought out reforms and effective regulation. However, it is still lagging behind the banking systems of the West, both in terms of its size and involvement in the real economy.

A pension system reform was carried out in 1998 and now there are 18 pension funds in Kazakhstan which mainly invest in debt instruments, including corporate and government bonds (including Kazakhstan government's Eurobonds).

Kazakhstan was the first CIS country to obtain an investment class rating from all the three major rating agencies in the world: Moody's Investors Service, Standard&Poors and Fitch. In June 2006, Moody's upgraded the rating of Kazakhstan government's long-term Eurobonds from Baa3 to Baa2.

The government's fiscal policy act adopted in September 2006 envisaged that the real GDP growth rate would be 8.8 % p.a. in the years 2007 to 2009, which would make it possible for the GDP for the year 2008 to be twice as high as in the year 2000. The act emphasises the fact that Kazakhstan's GDP per capita is to rise to USD 6,543 in 2009, i.e. 1.8 times compared with 2005. The act envisages a rapid growth in services (of 10.7 % annually). Production of goods is to grow by 6.7 % a year on the average. It is assumed that industrial production will be growing at the average annual rate of 6.1 % in the years 2007 to 2009, with the annual growth rate for the processing industry of 6.7 %. The growth in services will be mainly attributable to trade, transport, telecommunications and various other services provided to companies.

Conclusion

In spite of dirty oil east countries propose a joint business. Now because of oil and gas produced a wide variety of products synthetic fibers, plastic,organic acids, petrol, alcohol, synthetic solvent and more. One of the most important reason Is the properties of the oil.

We have in our country gaining oil in several parts.

Mostly oil in East Kazakhstan is consists more than 30 % viscous and 26 % of the oil consists paraffin also 20 % of resin an asphalting.

So to say in recent years, Kazakhstan is becoming an increasingly important player in the world global energy market. Having the biggest divorced reserves of crude oil in the area of Kaspi every day produced 1,3 million barrels amount of 1 million barrels for the volume expert. The government plans by 2015 to increase production to 3,5 million barrels per day caught up with indicators of Iran.

At present, Kazakhstan is on the 13 pace in the world on the oil reserves, and by volume production now 26 place, although has real opportunities to enter the 6 in the world. According to the Agency on Statistics Kazakhstan is the second after Russia (among the CIS countries) oil producer, and among the 90 countries of the world community is included in the first thirty of the Republic of unique reserves oil and gas field.

A characteristic feature of the modern oil productions an increase in the global structure of the world's resources of hard - share stocks. The tendency depletion of light oil in the world has increased interest in hard – to oil. One of the factors attributing oil in the world is growing interest in hard-to their as I mentioned above the viscosity and high content of paraffin.

Oil and gas sector of the country has its own internal structure, within which are the following constituent elements: production, transportation, refining of oil and gas.

Consider the role of the growth in oil production in solving economic problems of Kazakhstan, what is the impact on the oil industry in ensuring the economic independence of the state and economic stability in the country.

It is known that the growth of oil production provides an increase in tax revenue of the country, ooil production is the largest contributor to the revenue side of the budget and, therefore, guarantees financial support to other sectors of the economy and social sphere, as well as contributes to improvement of quality standards of the population. Vice Minister of Oil and Gas L.Kiinov noted that the oil industry "has been a and remains a major and growing sector of the Kazakh economy, which provides a significant portion of GDP, budget revenues and foreign exchange earnings in the country.

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WEB USABILITY OF DIGITAL EDUCATIONAL RESOURCES

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The development of distance learning in the world and in the Republic of Kazakhstan has defined the popularity platform of electronic services, in particular e-learning system (e-Learning), and an important component which are digital educational resources. The use of digital educational resources carry out by a user, therefore convenience for the user is a key point in the development of such software application. It should be noted that in recent years grow interest to this issue, however issues of developing user interfaces for digital educational resources have not been studied sufficiently yet.

The user interface is one of the most important elements of any software application because it determines whether the user will continue working with the program or refuses from using it. When the student begins to work with an educational resource, it is not important for him, how the system is complex. The rating to the system will be put during the first experience of working with it, and this estimate depends on whether subconsciously the user like system (how it looks, how fast he can find something there, how easy it seemed to him in using, and so on) [1].

The degree of convenience work of a user with digital educational resource determined by one of the most important properties of software is usability. Usability determines the degree to which the program can be used by certain users in the particular context of use for achieving certain objectives with due efficiency, productivity and contentment. Then the relative importance of all three aspects determined by the context itself. [2]. In this article, we are considering the usability of web applications of digital educational resources, or Web usability.

The term web usability based on studies focused on human-computer interaction and oriented to user design. The scientists Brinck, Gergle, and Wood [3] define Web usability as the extent in which users can perform a number of necessary tasks. According to their opinion, a very useful web sites have an intuitive interface and transparent for the user. At that time, as J. Lazar [4] emphasizes simplicity of use as an important factor of convenience use, he also stands for a balanced approach to web design, proper use of media elements (graphics, plug-ins, animations).

The author insists that the experience of viewing applications are often unpredictable, the interface should predict all possible user actions. Schneiderman, B. [5] underlines the necessity of consistency and predictability in the design of the interface, which provides a high level of user control. He also believes that the variability of web applications based on different technologies, entails inconsistency in access levels and in favor for a universal web usability, in which everyone can be a successful computer user.

Despite the fact that the definition of the term "Web Usability" different, they are characterized by the common key features that affect on the design of digital educational resources. Here are the main factors of Web usability (see table).

Table - Web usability factors influencing on the development of web applications

Contents	Size of the file and response time	The screen size	User control
- Quality of content - The speed of accessing -Useful information - Focus on the audience -The combination of audio and video for content delivery	- Small file size - Fast response time - The speed of access - Good image quality, sound, video, - The format of streaming media - Provide warnings about load time	- Design is uniform for most browsers	- Standard control of menu - Navigation to play, pause, stop, rewind and fast-forward - The status bar of download, total file size

The most important factors that significantly affect on the quality of digital educational resources, is the content. Some scientists define the concept of "quality of information" and claimed that "users prefer legitimate information presented in an honest, accurate, current form, based on a reliable source" [6].

From the standpoint of providing access to qualitative online content, also an important factor for the web usability is the response time, which depends on the size of graphics and multimedia files, and the content on the basis of database and server applications. Nielsen J. [7] states that as options additions to the text and images using the video for the Web, with the purpose of which is necessary to increase throughput. This assumption is consistent with the recommendations (W3C) Web in the World Wide Web Consortium in availability of initiative (WAI), to provide alternative descriptions for graphics and multimedia content. It is also important to use short one-minute video and audio clips on the Internet and use the transcripts, and not large video presentation.

Audio information in the form of speech, music, or sound effects provides another one channel of information in addition to the visual representation [7]. Should be avoided large types of sound or graphics files, if they are not completely necessary, either when using them turn warnings about the increased download time on the web page [4].

For the development and evaluation of the usability from digital educational resources necessary to determine the metrics web usability. Evaluation of any objects is usually carried out based on selected criteria. As criteria evaluating of web usability applications for educational purposes, based on the studied literature [1,3,4,5], can act as follows.

1. Applicability [1,8] is determines how digital educational resources suitable for use, i.e. whether simple interface of the program, is it possible to quickly understand and find need information, how important are provided to the user menu items, and a variety of buttons and comfortable whether they are located, how the program responds to change the screen resolution, etc. This criterion is particularly important for e-learning systems, as the latter are created, in the first place, for exploring educational material. In the system, all should be as convenient as possible for the student, after fruitful study, he left the system with a sense of satisfaction [1].

2. Readability. Most of the systems for communication with the user still use text. That is why the text should be maximally readable [1,9]. It is important to make sure that in the system uses the appropriate fonts that you can change the text size, and its color is chosen correctly.

3. Attractiveness [8]. The criterion of attractiveness is important because it helps highlight that resource to which users will give preference when choosing from a variety of similar and loved ones by product functionality. Learning is much easier if the interface is beautiful, harmonious and pleasant to the user than the one that annoys or seems tasteless. [1]

4. The unity of style. All the design elements should be made in the same style, complement each other, be similar and in harmony with each other [1,7].

5. Correspondence of purpose. The design should be created only on the basis of that, what is the main purpose of creating digital educational resources. All in the design should help users to achieve their goals and not to distract them from it [1,4].

From the list above criteria the most important for e-learning systems, namely, digital educational resources are applicability, readability and attractiveness, as far as to these three factors, the least attention is paid when developing. Dedicated criteria are important for the development of a high level of usability of digital educational resources. The problem of the qualitative composition of the criterion base and based on its requirements for the development of e-learning requires separate consideration, which will be disclosed by us in the following articles.

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USING TREE-RING RESEARCH METHOD ON SCOTCH PINE (PINUS SYLVESTRIS L.) IN A CLIMATE OF EAST KAZAKHSTAN

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Using tree-ring method for reconstruction of natural environments of the past, namely the climatic regime, seems to be reasonable and promising enough. Most dendroclimatological and dendroecological research are devoted to identification of the correlation between individual climatic factors and the growth of trees to predict tree growth, reconstruction and forecast of dynamics of the climate conditions and to identify the leading factors in the formation of the width of tree rings. Its significant progress in the last decade is connected with the use of mathematical statistics during the analysis of temporal variability of annual rings and with the receipt of statistical models of relation between radial growth of trees and environmental factors. It is a quantitative approach that ensured the rapid growth of application of tree-ring climatology in climatic and hydrological studies, ecology of catastrophic changes in forest ecosystems (such as fires or insect epidemics), in the assessment of forestry practice and indications of human interventions in natural ecosystems [1]. Currently foresters, biologists, climatologists, archaeologists, meteorology, hydrology, geography, ecology, geophysics, ethnographers and even criminologists are getting seriously engaged with tree-ring dating. Naturally, representatives of these science fields who deal with dendrochronology, are interested in the basic problem – the relationship between environmental factors and tree growth.

The issue about the impact of various factors on the amount of the annual growth of trees in diameter has been so far the most complex and debatable in some aspects. Significant progress in this area was reached by foreign tree-ring researchers. In Europe and in the United States currently there are several major laboratories, among which the most important is the Laboratory of Tree-Ring Research of the University of Arizona and Dendrochronology Laboratory of Forest-Botany Institute in Munich [2].

Over the last decade in Russia dendrochronological studies have been intensively carried out. This is mainly dendroclimatic works as well as works on the use of tree rings to reconstruct geomorphological events, forest dynamics and insect pest epidemics. Russian dendrochronologists

have great success in building a long tree-ring chronologies. This is the direction of tree-ring research which is the most popular in the world now. At present in Russia there are two leading dendrochronology laboratories engaged in dendrochronological research – Institute of Plant and Animal Ecology, UdO, RSA in Yekaterinburg and V.N. Sukachev Institute of Forest, Siberian Branch of the Russian Academy of Sciences (Krasnoyarsk).

Kazakhstan is located in the center of the Eurasian continent. The most important features of the geographical location of Kazakhstan, determined by natural and environmental properties of its territory, are the following. A characteristic feature of Kazakhstan - its landlocked position in the western part of Central Asia and much of the besstochnost. With these features, geographical location associated properties such environment in Kazakhstan, such as:

- Sharply continental climate in large areas,
- The scarcity and uneven distribution of water resources,
- Preponderance of arid and semi-arid landscapes,
- Openness of the territory to the west and north transport of air masses.

The vastness of the territory, the open space to the north and south-west, a significant distance from the ocean and high radiation regime form a kind of climate of Kazakhstan, featuring a large continental and zoning [3].

Forests in the republic are very unevenly distributed. Forestration separate areas ranges from 0.1 % to 16 %. The largest forest area (69.3 %, including the planting of saxaul and shrubs) focuses on the south, south-east (15.5 %) and northern perimeters of the country (12.1 %.).

State Forest Nature Reserve «Semey ormany» is located in the western and northwestern parts of the East Kazakhstan region. Administratively, the area is Beskaragai, Borodulikha, Abay, Zharma, Ayagoz, Tarbagatajsky and Urdzharsky areas and territories of Semey.

The largest forest tracts tape pine forests are located in the valley of the Irtysh river, where they have a solid character. The southern part of the reserve is a mosaic pattern, where protected areas are represented by tree and shrub vegetation, scattered in small spots a small area on a large a large area.

Pine great object for dendroclimatic Research (distinct boundaries between the growth rings, durability, weak influence on the dynamics of growth of fruiting), and for Dendroindikation (has a high sensitivity and specificity in response to atmospheric pollution of varying intensity on recreational impacts). In addition, the Scots pine in Kazakhstan has a large area of distribution. Pine - a light-requiring undemanding to soil moisture and richness of species; kind of little resistant to salinity and carbonate prefers loamy and sandy soils [4]. Bioproductivity pine depends on the environmental conditions defined by latitude and forest conditions [5,6]. Within the species found variation in drought resistance, differentiation is detected at the stage of seedlings [7]. Pine characteristic monopodial branching trunk is consistent combination of the main annual shoots developing from the terminal bud of the previous; the replacement of the main shoot side, formed a mixed mono simpodial branching, with the possible isomers and mirror dissymmetry shoots [8].

Forest area in East Kazakhstan under-researched in terms of studying the reaction of radial growth of woody plants on climatic and anthropogenic factors.

The aim of this work is the use of dendrochronological research methods for the study of growth of Scots pine (Pinus sylvestris L.) in conditions of East Kazakhstan

Materials and methods

In dendrochronological study of the basic principles and laws are: the law of limiting factors, the principle of selection of sites and habitats, sensitive principle, the principle of the use of cross-dating, the principles of repetition and uniformity [9]. Woody plants that grow within the climatically homogeneous region, the magnitude of growth similar to respond to changes in climatic limiting factors. In favorable climatic conditions during most of the trees have formed wide growth rings, and unfavorable - narrow. In this regard, the trees growing in the same climatic conditions as synchronous variability observed increase in time. Especially significant narrow rings which are formed at the time when the gain is limited to the greatest extent in some climatic factor [10].

During field expeditions in 2013 in East Kazakhstan in Semipalatinsk region, district Beskaragai belt boron were selected core samples of Scots pine with 2 sites. Total was taken about 120 cores. Sampling was carried out according to standard procedure adopted in dendrochronology [11].

Dendrochronological research technique has been described by many scholars such as Shiyatov SG, Schweingruber FH, Fritts HC, Cook ER and Kairiuksnis L.A. In this work, a technique used in its classical form.

Samples of wood (Pinus sylvestris) for each site were selected on a limited area (20h20m). This method allows the use of trees that grow within a given area or uniform area. In this case, the tree-ring chronologies

maximize contains information on the variability of conditions within the boundaries of the site. The coordinates of the selected sites were recorded using a Global Positioning System (GPS). All samples were collected from living trees incremental auger (Pressler borer) with an outside diameter of 10 mm and an inner diameter of 5 mm. This mechanism allows to extract from wood core sample with a diameter of 4-5 mm and a length of 10-40 cm with all the growth rings without harming the tree. Samples were taken at 1.3 m from the surface at an angle of 900. The resulting samples were placed in a special core paper containers having an inner diameter which exceeds 2-3 mm diameter sample, while guaranteeing the safety of transporting cores. All core samples were labeled and described (number, diameter, tree height, competition).

Before transporting the collected core samples were dried in the field to air-dry condition to the surface of the wood core is not covered with mold. Transport timber made of samples collected in a metal container to prevent breakage of [9].

Measuring the width of annual tree rings.

Further work with wood samples was carried out in laboratory conditions. Drilling samples were glued onto a wooden base, i.e. a rectangular shaped strip of about 1 cm in width and height and slightly longer than the length of the core sample, then the samples were signed in accordance with the code of each sample.

The surface of the core is cleaned with a sharp cutting tool. In our case, we cleaned out the core with a microtome. Then, knowing the exact date and year of the sample, we conducted a preliminary dating of the rings [10].

Annual ring is a layer of wood, formed within one year as a result of the activity of the cambium during the vegetation period, consisting of a layer of early (light parts of loose wood) and late (more dark and dense) wood [12].

To conduct dendrochronological research, we used the Scotch pine.

The width of annual rings was measured with an accuracy of "+ -" to 0.01mm on a semi-automatic installation LINTAB-6.0 [13]. The installation consists of a stereomicroscope, measuring table with uniform core feed towards the measurement, as well as a computer as a storage facility for measured data. The value of annual ring width is fixed automatically by a computer program, in this case, the program TSAP-Win (Time Series & Analysis Presentation).

The main advantage of dendrochronological reconstructions is their reliability, accurately to the year and the timing. Therefore, they serve as chronological markers for other series of indirect climate data, none of which can be compared with dendrochronology in accuracy of age determining 11.

Figure 1 shows the chronology of the width of annual rings on Scotch pine (Pinus sylvestris L.)

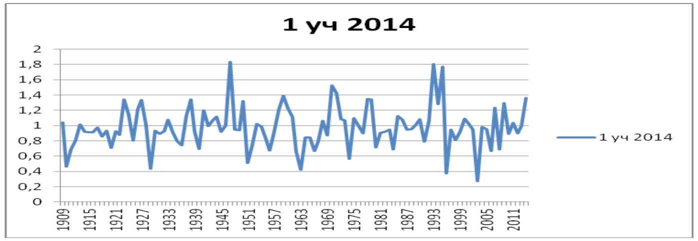

Figure 1 – The standard chronology of the width of the growth rings of Scotch pine (Pinus sylvestris L)

Table 1 – Location of sampling sites in Semey ormany (Beskargay district)

Area	Location	coordinates, n.l.	coordinates, e. l.	Number of cores	Min age of the tree	Max age of the tree	altitude areas
1	East Kazakhstan region Beskaragai district village Beskaragay	50°48´23´	79´31´41´	60	40-50	90-100	25-35
2		50°48´23´	79´31´41´	60	40-50	90-100	25-35

Thus, more and more often is used tree-ring chronology in the reconstruction of weather conditions, climate and in monitoring studies. In this connection, dendrochronological research in forest-steppe zone of Kazakhstan is very relevant and may be a promising direction for environmental assessment. This article shows the preliminary study on Scotch pine in the forest-steppe of East Kazakhstan. ** 5. Data collection for tree-ring analysis in the amount of 120 cores was carried out. The sample was camerally treated, as well as the material was processed on a semi-automatic installation LINTAB-6.0. Using the software TSAP-Win absolute dating of each individual tree-ring series with respect to the remaining cores was held.

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THE MULTIMEDIA TECHNOLOGIES AND THEIR IMPACT ON FORMS AND METHODS OF TEACHING

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Intensification of teaching is achieved through the creation of new ways of teaching, capability to store, to replenish, systematize and use promptly information banks on any area of knowledge, due to the higher than traditional teaching methods, the degree of visualization, possibilities a wide replicate of experience of the best teachers, reflected in the program products, release the teacher from uncreative routine work, which will allow him to focus on the education of students.

Classical pedagogical teaching system oriented to traditional classroom forms of teaching. In this case, a distinctive feature of modern professional training system is the presence in the system a dominant element - the information environment providing the active use of information technology in the educational process.

Currently, no one would dispute the fact that the use of information technology has a significant impact on the content, forms and methods of teaching. The phenomenon of the implementation of information technology in teaching activities is the subject of intent attention and discussion of scientists, methodologists, teachers-practitioners. It should be noted that information technology has always been an integral part of the educational process.

Interrelation activity of teacher and students is carried out with the help of teaching means - carriers of educational information to which in the general case include a word, slide, recording on the chalkboard, video and motion picture, textbook, computer and other facilities in which focused pedagogically processed teaching content. [1, 484p.]

The appearance of information technology of teaching oriented to the use of computer technology, substantially increased the ability to manage the learning process, preconditions were created for adaptive learning. Thus, the appearance of computer in the educational environment was a kind of catalyst those tendencies that exposed informational essence of learning process.

In teaching activities among information technologies occupy a special place, the so-called multimedia technology.

To date, due to the advent of informatization education a radical change of teaching technology and presentation forms of educational information is a requirement of time.

Modern multimedia software tools have a great probability in the information display, considerably differing from habitual, and have a direct impact on the motivation of students, perceptual speed of material, fatiguability and thus on the efficiency of the educational process as a whole.

Teaching methods have a close relationship with the nature of filing and the perception of information both for student and for teacher. And due to this fact it should be noted that the use of multimedia technology substantially affects to the nature filing of the information, and, consequently on methods of teaching.

When working with multimedia presentations on the lessons it's necessary first of all take into account the psychophysiological regularities perception of information from the computer screen. The work with visual information supplied from the screen has its own peculiarities [2, 222 p.].

In this connection, when creating multimedia technologies is necessary to consider not only the methodological principles, but also psychological and pedagogical peculiarities, among which we can single out the following:

• the success of educational activity is largely determined by a clear statement of the objectives of each program and its tasks. This is necessary to ensure that the student clearly understand the purpose of the proposed programs;

• accounting the individual characteristics of the personality in the learning process, by the use of hypertext construction of material;

• accounting psychological patterns perception, memory, thinking, attention and age peculiarities of students;

• the organization of self-control in order to enhance learning motivation.

Multimedia technologies have transformed oral visibility from static to dynamic that is appear an opportunity to track the processes studied in time. Simulate the processes that develop in time; the ability to interactively change the parameters of these processes is a very important didactic advantage of multimedia learning systems. All the more quite a few educational tasks related to the fact that the demonstration of the phenomena being studied impossible carry out in the classroom, in this case means of multimedia are the only possible today. This is due to the appearance of information learning environments and virtual educational spaces where as a mediator act modern means of information technology. There are new forms of organization of educational information which first of all characterized by non-linear structuring of educational material, that, in turn, allows the student to choose an individual learning path. [3, 375p.]

In such a way, obvious advantages of using multimedia technologies (operative use of information, the connection of audio and visual material, etc.) in organization of the educational process at the lessons of special technologies and industrial training is not in doubt. The use of such technology substantially activates the training information, making it more visible for perception and easy for learning.

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FINANCIAL STATEMENTS: THE PROCEDURE FOR COMPILING, BASE USERS

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Globalization of the economy is the process of removing obstacles to free foreign trade for closer integration of national economies. Along with globalization, there is an integration of international markets for goods, services and capital. If before the company expects to finance the domestic capital markets, now they are more able to attract debt and equity both within the country in which they operate, and beyond.

These changes have not historically had a significant impact on the procedure for granting financial statements, which certainly indicates

widespread «nationalism» in relation to their own standards of certain countries.

One of the main advantages of having common financial reporting standards is that they allow the international capital markets to assess and compare the performance of different companies more revealing, efficient and effective manner than is currently possible. This will help companies to attract capital and to reduce costs for attracting funds.

Only in the last ten years, the prospect of the development of global financial reporting standards has become achievable, mainly due to the actions of the European Commission.

Financial reporting is the main source of financial information organization.

Consolidated statements are prepared in order to establish the nature of the effect on the financial condition of credit institutions of their investments in the capital of other legal entities, operations and transactions with these entities, to manage their activities, as well as to determine the aggregate amount of risk and equity (net assets) banking or consolidated group.

Consolidated group of companies legally exists only in the accounting system and the consolidated financial statements. The purpose of such reporting is to show the financial activities of the consolidated group of companies as a single economic mechanism.

The concept of separate financial statements is found in many international financial reporting standards, but the interpretation of this term is given in IAS 27 «Consolidated and Separate Financial Statements» [1]. Additional explanations are provided in IAS 28 «Investments in Associates» [2] and IAS 31 «Interests in Joint Ventures» [3].

International Financial Reporting Standards (IFRS) is a term used to refer to the totality of the official documents developed by the IASB (International Accounting Standards Board) [4].

Any enterprise can state about the compliance of its prepared financial statements to IFRS only if it meets all the requirements of each applicable standard and relevant clarifications. Financial statements prepared in accordance with IFRS, must meet all their requirements both in terms of recognition and measurement, and in terms of disclosure.

In addition to the information to be disclosed in the financial statements, most enterprises include additional data not relevant to the financial statements, following the requirements of the regulatory authorities (Agency of the Republic of Kazakhstan on Regulation of Natural Monopolies (ARNM) and etc.), shareholders and stock exchanges.

After analyzing the financial statements of several organizations, it can be concluded that the majority of companies providing financial statements in accordance with IFRS, as the comparable period indicate the comparative information for the immediately preceding reporting period, close to the corresponding data for the current reporting period. However, IFRS 1 does not prescribe a specific format for presentation of comparative information.

Separate financial statements are usually a supplement to the consolidated financial statements as well as the statements of those entities in which the accounting for investments in associates are carried using the equity method or where participation in the joint venture is determined on a pro rata basis.

Conceptual Framework defines financial reporting and covers the following topics:

1) the purpose of the financial statements;

2) the assumptions underlying the preparation of financial statements;

3) qualitative characteristics of financial statements;

4) elements of financial statements;

5) recognition of elements of financial statements;

6) assessment of the elements of financial statements;

7) the concept of capital and capital maintenance.

Users of financial statements include investors, employees, lenders, suppliers, customers, and government agencies and the public. They use financial statements in order to satisfy their different information needs. Needs arise among:

1) investors in connection with the risks associated with investments and the income to them. They need information that will help them to determine whether to buy, hold or sell shares. They are also interested in information that will enable them to assess the organization's ability to pay dividends;

2) workers who are interested in information about the stability and profitability of the organization. They are also interested in data that will enable them to assess the ability of organizations to ensure their wages, pensions and the possibility of further employment;

3) lenders who are interested in information that will allow them to determine whether their loans and interest rates owed to them, are paid on time;

4) suppliers and other trade creditors are interested in information that will enable them to determine whether they will receive debt repayment on time;

5) buyers who are interested in information about the continuity of the organization's activity, especially when they do not have long-term agreements with it or depend on the organization;

6)state bodies interested in information about the allocation of resources and, consequently, on the activities of the organization. They also need information to regulate the activities of organizations to determine taxation policy, the size of the national income, etc.;

7) the public because the organization can make a significant contribution to the economy in many ways, including employment and support providers. Financial statements may assist the public by providing information about the trends of recent advances in improving the welfare organizations, as well as the range of their activities.

While preparing consolidated financial statements one must comply with the following mandatory conditions:

1) the financial statements are for the same reporting date;

2) common accounting policy for the same transactions is used;

3) the results of subsidiaries are included in the consolidated financial statements from the date of acquisition of the company.

The study revealed that the formation of the consolidated financial statements in accordance with International Financial Reporting Standards is becoming one of the main conditions of entering the international markets.

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HILBERT SPACE

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A vector space H over the field of complex (or real) numbers, together with a complex-valued (or real-valued) function (x, y) defined on H×H, with the following properties:

1) $(x, x) = 0$ if and only if ; $x = 0$

2) $(x, x) \geq 0$ for all $x \in H$;

3) $(x + y, z) = (x, z) + (y, z)$, $x, y, z \in H$;

4) $(\alpha x, y) = \alpha (x, y)$, $x, y \in H$, α a complex (or real) number;

5) $(x, y) = \overline{(y, x)}$, $x, y \in H$;

6) if $x_n \in H$, $n = 1,2,...$, and if

$$\lim_{n,m \to \infty} (x_n - x_m, x_n - x_m) = 0,$$

then there exists an element $x \in H$ such that

$$\lim_{n \to \infty} (x - x_n, x - x_n) = 0;$$

the element x is called the limit of the sequence (x_n);

7) H is an infinite-dimensional vector space.

The function (x, y) which satisfies axioms 1)–5) is called the scalar (or inner) product of x and y. The magnitude $\|x\| = (x,x)^{1/2}$ is said to be the norm (or the length) of $x \in H$. The inequality $|(x,y)| \leq \|x\| . \|y\|$ is valid. If a distance between elements $x, y \in H$ is introduced in H by means of the equality $\rho(x, y) = \|x - y\|$, H is converted into a metric space.

Two Hilbert spaces H and H_1 are said to be isomorphic (or isometrically isomorphic) if there exists a one-to-one correspondence $x \Leftrightarrow x_1$, $x \in H$, $x_1 \in H_1$, between H and H_1 which preserves the linear operations and the scalar product.

Hilbert spaces constitute the class of infinite-dimensional vector spaces that are most often used and that are the most important as far as applications are concerned. They are the natural extension of the concept of a finite-dimensional vector space with a scalar product (i.e. a finite-dimensional Euclidean space or a finite-dimensional unitary space). In fact, if a scalar product is specified in a finite-dimensional vector space (over the field of real or complex numbers), then property 6), which is called the completeness of the Hilbert space, is automatically satisfied. Infinite-dimensional vector spaces H with a scalar product are known as pre-Hilbert spaces; there exist pre-Hilbert spaces for which property 6) does not hold. Any pre-Hilbert space can be completed to a Hilbert space.

In the definition of a Hilbert space the condition of infinite dimensionality is often omitted, i.e. a pre-Hilbert space is understood to mean a vector space over the field of complex (or real) numbers with a scalar product, while a Hilbert space is the name given to a complete pre-Hilbert space

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ABOUT PROPAGATION OF ONE-DIMENSIONAL WAVE IN ANISOTROPIC MEDIUMS BY THE METHOD OF MATRICANT

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Actuality of study of wave processes laws in elastic mediums with thermomechanical effects is related to necessity to solve theoretical and applied problems of geophysics, seismology, mechanics of composites, and so on. Bound motion equations and heat conduction equations differ by difficulty and abundance of physical-mechanical parameters. Because of this part of deformable body mechanics - thermoelasticity - are being intensively developed. Within the bounds of this area, based on use of physical-mechanical properties of anisotropic mediums, bound heat and mechanical fields are being studied.

In this paper, based on the analytical method of matriciant, the solution of problems of the one-dimensional propagation of elastic longitudinal and thermal waves in anisotropic medium of monoclinic, orthorhombic, hexagonal, tetragonal crystal systems.

1. Introduction

The dynamical theory of thermoelasticity is the study of dynamical interaction between thermal and mechanical fields in solid bodies and is of much importance in various engineering fields such as earthquake engineering, soil dynamics, aeronautics, nuclear reactors, etc. It is well known that the classical theory of thermoelasticity [1, 2] rests upon the hypothesis of the Fourier law of heat conduction, in which the temperature distribution is governed by a parabolic-type partial differential equation. The theory predicts that a thermal signal is felt instantaneously everywhere in a body. This is unrealistic from the physical point of view, especially for short-time responses. To account for the effect of thermal relaxation, generalized thermoelasticity has been formulated on the basis of a modified Fourier law such that the temperature distribution is governed by a hyperbolic-type equation. Accordingly, heat transport in solids is regarded as a wave phenomenon rather than a diffusion phenomenon.

The wave propagation in anisotropic inhomogeneous medium is considered. A new method of matricant has been developed. The method of matricant allows to investigate wave processing in anisotropic medium with various physical and mechanical properties [3, 4, 5].

The structure of matricant for the equation motion elastic media equations, equations of thermo-mechanical medium has been established. Wave propagation in infinite and finite periodical inhomogeneous media are studied.

The application of matricants method for non-destructive testing and wave propagation in thermo elastic media is considered [6].

In the paper [7], waves propagating along an arbitrary direction in a heat conducting orthotropic thermoelastic plate are presented by utilizing the normal mode expansion method in generalized theory of thermoelasticity with one thermal relaxation time. In the paper [8], authors studied the interaction of free harmonic waves with multilayered media in generalized thermoelasticity by utilizing the combination of the linear transformation formation and transfer matrix method approach. Solutions obtained are general and pertain to several special cases. Of these mention: (a) dispersion characteristics for a multilayered.

2. Problem and basic relations

In the example of propagation of elastic longitudinal waves, in the present work the propagation of heat waves in an anisotropic medium of monoclinic, orthorhombic, hexagonal and tetragonal crystal systems are considered in the presence of the symmetry axis of even order.

The equation of motion for the longitudinal elastic wave propagating along one of the spatial coordinates in an anisotropic medium is given by:

$$\frac{\partial \sigma_z}{\partial t} = \rho \frac{\partial^2 U_z}{\partial z^2} \quad (1)$$

where

$\sigma_z = c_{33}\dfrac{\partial Uz}{\partial z}$ - z-component of the stress tensor σ_{ij}, ρ - medium density, U_z – z-component of the displacement vector of medium, c_{33} - isothermal elastic modulus.

Based on the method of separation of variables in the case of a harmonic function of time:

$$[U_z;\sigma_z] = [U_i(z), \sigma_{ij}(z)]\, e^{i\omega t} \quad (2)$$

The system of equations (1) is reduced to a system of differential equations of second order, describing the propagation of harmonic waves:

$$\frac{d\vec{W}}{dz} = B\vec{W} \quad (3)$$

Here - $\vec{W}$ a column vector of the boundary conditions.

System (3) can be written as:

$$\left.\begin{aligned} \frac{dU_z}{dz} &= \frac{1}{c_{33}}\sigma_z \\ \frac{d\sigma_z}{dz} &= -\omega^2 \rho U_z \end{aligned}\right\} \Rightarrow \frac{d}{dz}\begin{pmatrix} U_z \\ \sigma_z \end{pmatrix} = \begin{pmatrix} 0 & b_{12} \\ b_{21} & 0 \end{pmatrix}\begin{pmatrix} U \\ \sigma \end{pmatrix} \quad (4)$$

3. Solution of the problem

Condition for the existence of nontrivial solutions is the vanishing of the following determinant [5]:

$$det|B - \lambda E| = 0 \quad (5)$$

where B - coefficient matrix whose elements contain the parameters of the medium, in which an elastic longitudinal wave propagates. The elements of this matrix are contained in (4) and have the form:

$$b_{12} = \frac{1}{c_{33}};\; b_{21} = -\omega^2 \rho$$

As a result of finding the determinant (5) we obtain the characteristic equation:

$$\lambda^2 = \pm i\omega\sqrt{\frac{\rho}{c_3}}$$

The last relation implies that the wave vector is equal to:

$$k_{1,2} = \pm i\omega\sqrt{\frac{\rho}{c_3}} \quad (6)$$

The solution to this problem would be:

$$\varphi = Ae^{\lambda_1 z} + Be^{\lambda_2 z} \Rightarrow \varphi = Ae^{i\omega\sqrt{\frac{\rho}{c_{33}}}z} + Be^{-i\omega\sqrt{\frac{\rho}{c_{33}}}z} \quad (7)$$

This solution corresponds to the one-dimensional propagation (along the axis Z) of elastic wave in anisotropic media of monoclinic, orthorhombic, hexagonal, tetragonal crystal systems in the presence of the symmetry axis of even order.

On the example above, we consider the propagation of heat waves in an anisotropic medium of the above classes of crystals.

Suppose that in an infinite elastic medium, a harmonic anisotropic thermal expansion waves with angular frequency ω arise.

The one-dimensional heat equation has the form:

$$c_\varepsilon \frac{\partial \theta}{\partial t} = \lambda_{33} \frac{\partial^2 \theta}{\partial z^2} \tag{8}$$

which in matrix form is written as follows:

$$\frac{d}{dz}\begin{pmatrix} \theta \\ q_z \end{pmatrix} = \begin{pmatrix} 0 & b_{78} \\ b_{87} & 0 \end{pmatrix}\begin{pmatrix} \theta \\ q_z \end{pmatrix} \tag{9}$$

where c_ε -heat capacity at constant strain, $\theta = T - T_0$ temperature increase compared to the temperature T_0 of the natural state, λ_{33}- thermal conductivity tensor, q_z- vector component of heat [2].

The coefficients of the matrix in (9) have the form:

$$b_{78} = -\frac{1}{\lambda_{33}}; b_{87} = -i\omega\, c_\varepsilon$$

In this case the characteristic equation (5) has the form:

$$\delta^2 - i\omega \frac{c_\varepsilon}{\lambda_{33}} = 0 \tag{10}$$

from which it follows that

$$\delta_{1,2} = \pm\sqrt{\frac{i\omega}{a}} \tag{11}$$

where $a = \frac{\lambda_{33}}{c_\varepsilon T_0}$ - thermal diffusivity.

The roots of (11) have the form: $\delta_1 = \sqrt{\frac{\omega}{a}} e^{i\frac{\pi}{4}}$; $\delta_2 = \sqrt{\frac{\omega}{a}} e^{i\frac{\pi}{4}+\pi}$

$$\Rightarrow \quad \delta_1 = \sqrt{\frac{\omega}{a}}\left(\frac{1}{\sqrt{2}} + \frac{i}{\sqrt{2}}\right) = \sqrt{\frac{\omega}{2a}}(1+i) \tag{12}$$

$$\delta_2 = -\sqrt{\frac{\omega}{2a}}(1+i) \tag{13}$$

Subtracting (12) from (13), we obtain

$$\delta_2 - \delta_1 = -\sqrt{\frac{\omega}{2a}}(1+i) \tag{14}$$

then

$$\delta_1 = -\delta_2 \;\Rightarrow \delta_2 = -\delta_1 \tag{15}$$

Solution of the problem of the heat wave propagation in one dimension will be:

$$T_m = \frac{B-\delta_2 E}{\delta_1 - \delta_2} e^{\delta_1 z} + \frac{B-\delta_1 E}{\delta_2 - \delta_1} e^{\delta_2 z} \tag{16}$$

Numerator on the right side of (16), using (14) and (15), will be:

$$\frac{B-\delta_1 E}{2\delta_2} = \begin{pmatrix} \frac{1}{2} & \frac{1}{2\sqrt{\frac{2\omega}{a}}(1+i)} \\ \frac{i\omega c_\varepsilon}{2\sqrt{\frac{2\omega}{a}}} & \frac{1}{2} \end{pmatrix}$$

Coefficients matrix B can be written as:

$$B = \begin{pmatrix} \frac{1}{2} & \frac{1-i}{4\sqrt{\frac{2\omega}{a}}} \\ \frac{\omega c_\varepsilon}{4\sqrt{\frac{2\omega}{a}}} & \frac{1}{2} \end{pmatrix} + \begin{pmatrix} 0 & -\frac{1}{4\sqrt{\frac{2\omega}{a}}} \\ \frac{\omega\, c_\varepsilon}{4\sqrt{\frac{2\omega}{a}}} & 0 \end{pmatrix}$$

From which it follows that the matrix of the coefficients B is divided into real and imaginary parts:

$$B = \mathrm{Re}\,B + \mathrm{Im}\,B$$

that corresponds to the propagation of a heat wave in a solid.

In general, taking into account the above relations, the solution (16) will be:

$$T_m = \mathrm{Re}\,B e^{-\sqrt{\frac{\omega}{2a}}z} Cos\sqrt{\frac{\omega}{2a}}z + \mathrm{Im}\,B e^{-\sqrt{\frac{\omega}{2a}}z} Sin\sqrt{\frac{\omega}{2a}}z \qquad (17)$$

Solving the problem of heat waves in one-dimensional case coincides with the classical solution, which has the form [9]:

$$f = e^{-\sqrt{\frac{\omega}{2a}}z} e^{i\left(\omega t - \sqrt{\frac{\omega}{2a}}z\right)} \qquad (18)$$

Of the two roots δ_1, δ_2, from physical considerations, it is necessary to leave the root with negative real part.

Whence the solution for the heat wave:

$$\theta = \theta_0 e^{-\sqrt{\frac{\omega}{2a}}z} Cos\,\omega\left(t - \frac{z}{\sqrt{2a\omega}}\right)$$

Conclusion:

In this paper, based on the analytical method of matriciant, the solution of problems of the one-dimensional propagation of elastic longitudinal and thermal waves in anisotropic medium of monoclinic, orthorhombic, hexagonal, tetragonal crystal systems.

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ON A CALCULATION METHOD OF SOME TYPES OF INTEGRALS

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In this article we will continue the study, carried out in [1, p. 63]. The main idea of this article is to provide a general calculating formula for the following integrals:

$$\int (ax+b)^n \cos(ux+v)\,dx\,, \quad \int (ax+b)^n \sin(ux+v)\,dx\,, \quad \int (ax+b)^n e^{ux}\,dx\,. \qquad (1)$$

To get the formulas for calculation the integrals (1) we will use the construction which is reduced in [1, p. 63].

Recall that the construction is as follows. For example, let’s consider the first integral in (1). Let’s write as shown in Figure 1 the derivatives of the function $(\alpha x + b)^n$ in the first column, and the primitive functions of sin $(ux+v)$ in the second.

$(ax+b)^n$	$+$	$\sin(ux+v)$
$an(ax+b)^{n-1}$	$-$	$-\frac{1}{u}\cos(ux+v)$
$a^2n(n-1)(ax+b)^{n-2}$	$+$	$-\frac{1}{u^2}\sin(ux+v)$
$a^3n(n-1)(n-2)(ax+b)^{n-3}$		$\frac{1}{u^3}\cos(ux+v)$
$\ldots$		$\ldots$
$an!$	$(-)^{n+1}$	$\frac{1}{u^n}f_r(ux+v)$
0		$\frac{1}{u^{n+1}}F_r(ux+v)$

Figure 1. Construction

In the figure the signs «+» and «-» over oblique lines connecting two functions that mean that the product of these two functions is changed to the opposite sign, if there is a sign "-" above the line; and does not change if "+".

Then for any $n,k \in N$, $n>0$, $n=4k-r$ and

$$f_r(x)=\begin{cases} \sin x, & \text{егер } r=0,\\ \cos x, & \text{егер } r=1,\\ -\sin x, & \text{егер } r=2,\\ -\cos x, & \text{егер } r=3, \end{cases}$$

we get the following formula:

$$\int (ax+b)^n \sin(ux+v)\,dx=\sum_{i=0}^{n}(-1)^{i+1}\frac{n!\cdot a^i}{(n-i)!\cdot u^{i+1}}(ax+b)^{n-i}\cos\left(\frac{\pi}{2}i-(ux+v)\right). \quad (2)$$

Since, $\cos x=\sin\left(\frac{\pi}{2}-x\right)$, then expression (2) can be written as follows:

$$\int (ax+b)^n \sin(ux+v)\,dx=\sum_{i=0}^{n}(-1)^{i+1}\frac{n!\cdot a^i}{(n-i)!\cdot u^{i+1}}(ax+b)^{n-i}\sin\left(\frac{\pi}{2}-\frac{\pi}{2}i+(ux+v)\right). \quad (3)$$

Using this construction, we obtain analogous formulas for the other two integrals in (1), that is,

$$\int (ax+b)^n \cos(ux+v)\,dx=\sum_{i=0}^{n}(-1)^{i+1}\frac{n!\cdot a^i}{(n-i)!\cdot u^{i+1}}(ax+b)^{n-i}\cos\left(\frac{\pi}{2}-\frac{\pi}{2}i+(ux+v)\right), \quad (4)$$

$$\int (ax+b)^n e^{ux}\,dx=\sum_{i=0}^{n}(-1)^{i}\frac{n!\cdot a^i}{(n-i)!\cdot u^{i+1}}(ax+b)^{n-i}e^{ux}. \quad (5)$$

In other words, the formulas (3) and (4) can be written in a general form:

$$\int (ax+b)^n Q_j(ux+v)\,dx=\sum_{i=0}^{n}(-1)^{i}\frac{n!\cdot a^i}{(n-i)!\cdot u^{i+1}}(ax+b)^{n-i}Q_j\left(\frac{\pi}{2}-\frac{\pi}{2}i+(ux+v)\right), \quad (6)$$

where

$$Q_j=\begin{cases}\sin x & j=1,\\ \cos x & j=2.\end{cases}$$

Correctness of the formulas (5) and (6) was reduced in the work [1,p.63]. There was the proof for a special case of integral $\int (ax+b)^n \sin(ux+v)\,dx$ and obtained the following formula:

$$\int x^n \sin x\,dx=\sum_{i=0}^{n}(-1)^{i+1}\frac{n!}{(n-i)!}x^{n-i}\cos\left(\frac{\pi}{2}i-x\right)+C.$$

There are several examples of using the formulas (6) and (5).

Example 1. $\int (3x+2)^3\sin(4x+3)\,dx$.

$$\int (3x+2)^3\sin(4x+3)\,dx=\sum_{i=0}^{3}(-1)^{i+1}\frac{3!\cdot 3^i}{(3-i)!\cdot 4^{i+1}}(3x+2)^{3-i}\sin\left(\frac{\pi}{2}-\frac{\pi}{2}i+(4x+3)\right)=$$

$$=-\frac{(3x+2)^3\cos(4x+3)}{4}+\frac{3\cdot 3(3x+2)^2\sin(4x+3)}{4^2}+$$

$$+\frac{3\cdot 2\cdot 3^2(3x+2)\cos(4x+3)}{4^3}-\frac{3!\cdot 3^3\sin(4x+3)}{4^4}+C.$$

Example 2. $\int (2x+3)^4 \cos(4x+5)\,dx$.

$$\int (2x+3)^4 \cos(4x+5)\,dx = \sum_{i=0}^{4} (-1)^{i+1} \frac{4!\cdot 2^i}{(4-i)!\cdot 4^{i+1}} (2x+3)^{4-i} \cos\left(\frac{\pi}{2} - \frac{\pi}{2} i + (4x+5)\right) =$$

$$= \frac{(2x+3)^4 \sin(4x+5)}{4} + \frac{2\cdot 4(2x+3)^3 \cos(4x+5)}{4^2} - \frac{2^2\cdot 4\cdot 3(2x+3)^2 \sin(4x+5)}{4^3} -$$

$$- \frac{2^3\cdot 4\cdot 3\cdot 2(2x+3)\cos(4x+5)}{4^4} + \frac{2^4\cdot 4!\cdot \sin(4x+5)}{4^5} + C.$$

Example 3. $\int (5x+6)^5 e^{4x} dx$.

$$\int (5x+6)^5 e^{4x} dx = \sum_{i=0}^{5} (-1)^i \frac{5!\cdot a^i}{(5-i)!\cdot 4^{i+1}} (5x+6)^{5-i} e^{4x} =$$

$$= \frac{(5x+6)^5 e^{4x}}{4} - \frac{5\cdot 5(5x+6)^4 e^{4x}}{4^2} + \frac{5^2\cdot 5\cdot 4(5x+6)^3 e^{4x}}{4^3} - \frac{5^3\cdot 5\cdot 4\cdot 3(5x+6)^2 e^{4x}}{4^4} +$$

$$+ \frac{5^4\cdot 5\cdot 4\cdot 3\cdot 2(5x+6)e^{4x}}{4^5} - \frac{5^5\cdot 5!e^{4x}}{4^6} + C.$$

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XRD STUDY OF SOLID SURFACE

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Crystal lattice of a solid is ideal: the force field is strictly periodic [1]. The crystal lattice of a solid is constructed of atoms which are kept one near another by electrostatic forces; for example, in a crystal of table salt (NaCl) the lattice consists of the alternating ions of sodium and chlorine. On a crystal surface, especially on its fresh break, the part of electric field of each atom won't be compensated by nearby atoms; the force field will be out of a crystal. Getting to this force field, the foreign molecule of gas can be withheld by it and remains on a surface for some time estimated to ten - and hundred-thousandth fractions of a second. If kinetic energy of a molecule of a bike, it can, overcoming force fields, to leave a surface and to go to surrounding space. As motion of the molecules randomly, possibility of return of this molecule to a surface isn't excluded. Having got incidentally to more powerful force field, it can remain bigger time adsorbed [2].

The crystal lattice of a solid can be broken into elementary cells which repeat in space with the period called by a lattice constant. Elementary cells can be combined with each other at parallel transfer. Such parallel translation of a crystal lattice allowing to combine a lattice cells with each other is called as translation [3].

The model of a crystal lattice of a solid in the form of system of the rigid elements connected by springs which parameters provide similarity with the modeled structure differently reacts to external periodic indignation depending on indignation frequency. The calculations executed with use of provisions of classical mechanics show that with known frequencies the lattice doesn't miss external indignations even in case of absence of drag between its elements.

In a crystal lattice of a solid owing to interaction electronic levels of atoms are split on so many close located subtotals, how many atoms enter interaction? Set of such subtotals forms a power zone. The mechanism of heat conductivity of crystal lattices of the solid which aren't containing free electrons is qualitatively other than the mechanism of heat conductivity of metals.

If atoms make a crystal lattice of a solid than the situation changes. Existence of a crystal lattice testifies that between atoms there is an interaction which causes emergence of a lattice. According to the zonal theory in a crystal lattice of a solid owing to interaction between electrons of the next atoms the zone of power levels of electrons of a lattice is created. Essential distinction between conditions of two groups of electrons (in the main and free zones) is defined by various extent of communication of electrons with atoms in these zones. Unlike a valence zone in a conductivity zone electrons are poorly connected with the atoms.

The mechanism of plastic deformation in a crystal lattice of solid is studied still insufficiently well. Judging by skilled data, plastic deformations develop due to shifts or sliding of elements of a crystal lattice.

The surface of a solid body is rough also a corrugate. The purest metal surfaces have irregularities 0,05÷0,1 microns high, and the most rough the metal processed surfaces – 100÷200 microns which settle down usually on a wavy surface with a step of a wave of 1000÷10000 microns.

Surfaces of solid possess excess energy which has impact on a power condition of the molecules of liquid located on boundary of solid-liquid. The surface of a solid is energetically non-uniform, not all adsorptive centers are identical. Heat of adsorption on various centers is various.

The surface of a solid is also area where the tensor of tension differs from a tensor in volume of a phase. Generally speaking, these tensors of tension aren't isotropic and, therefore, the surface tension not necessarily has to be isotropic. We will note, however, that as it is defined by a difference between two not isotropic tensors, it can be and isotropic. Thus, for solid the concept of a surface tension as mechanical force becomes difficult applicable. Experimental direct measurement and in this case is possible only when atoms in a solid reach certain mobility, for example, if temperature of metal is very close to a point of its melting.

The surface of a solid differs from its volume in considerably big development of defective structures and high content of impurity. Research of a hemosorbtion on carefully outgassed surfaces of metals confirms proximity to reality of this model. However for an active corner of measurement of a paramagnetic resonance speak rather about mutual saturation of these valencies, and probably the concept of free valency and for metals represents too extreme model.

And in particular a surface of metals it is very difficult for surface of solid to receive in ideally pure and in ideally regular state as is accepted in the multiplet theory.

The surface of a solid unlike liquid remains for a long time same what it was at the time of formation. However many solid possess plastic properties and under certain conditions can flow. Thus, they can be characterized as well as liquids, volume and surface mobility. Times of life of molecules and atoms for surfaces of solid very strongly differ for fusible and refractory substances.

The surface of a solid seldom happens equipotential. It is obvious that an interphase surface a solid-liquid defines a profile of a surface of a solid. The blanket on interphase borders has one part in the first phase, another - in the second. The surface of a solid is covered with the adsorptive layer of the gaseous, liquid or strong substance considerably

influencing process of drag. Well cleared surfaces of metals deprived of this layer with great difficulty move relatively each other and with the corresponding pressure can even grow together.

The surface of a solid isn't energetically uniform. The surface of a solid body is uniform, but thanks to interaction between the adsorbed particles the heat of adsorption changes with filling size.

The surface of a solid doesn't represent ideally smooth plane. Even after careful polishing the surface has a microrelief for which deviations of heights (or depths) 6 h from the ideal plane on two-three orders of size exceed amplitude of thermal fluctuations of atoms of HQ. The condition 6h – HQ is carried out only for sites of the microscopic size on a newly-sheared surface of a monocrystal.

Diffraction of X-rays is a dispersion of X-rays crystals (or molecules of liquids and gases) at which of an initial beams there are secondary rejected beams of the same wavelength which appeared as a result of interaction of primary X-rays with substance electrons; the direction and intensity of secondary beams depend on a structure of the disseminating object.The diffracted beams make part of all X-ray radiation disseminated by substance. Along with dispersion without change of wavelength dispersion with change of wavelength - so-called Compton dispersion is observed [4]. The phenomenon of diffraction of X-rays proving their wave nature was for the first time experimentally revealed on crystals the German physics M. Laue, W. Friedrich and P. Knipping in 1912.

The crystal is a natural three-dimensional diffraction lattice for X-rays, since distance between the disseminating centers (atoms) in a crystal of one order with the wavelength of X-rays (~1Å=10^{-8}sm). Diffraction of X-rays on crystals can be considered as selective reflection of X-rays from systems of the atomic planes of a crystal lattice.

Intensity of the diffracted beam depends first of all on a so-called structural factor which is defined by atomic factors of atoms of a crystal, their arrangement in an elementary cell of a crystal, and also nature of thermal fluctuations of atoms. The structural factor depends on symmetry of an arrangement of atoms in an elementary cell. Intensity of the diffracted beam depends also on the sizes and a form of object, on perfection of a crystal and other.

Diffraction of X-rays from polycrystalline bodies leads to emergence of sharply expressed cones of secondary beams. An axis of a cone is primary beam, and the corner of solution of a cone is equal 4J (J - a corner between the reflecting plane and the falling beam). Each cone corresponds to a certain family of the crystal planes. All chips which family of the planes is located at an angle J to the falling beam participate in creation of a cone. If chip are small and them very large number is the share of unit of volume, the cone of beams will be continuous. In case of texture, i.e. existence of preferable orientation of chip, the diffraction picture (roentgenogram) will consist of unevenly blackened rings.

The method of diffraction of X-rays on crystals gave the chance to determine the wavelength of X-rays if the structure of a crystal lattice thanks to what there was an X-ray spectroscopy which played an important role at establishment of a structure of atom is known. The observations of diffraction of X-rays of known wavelength on a crystal of unknown structure allow to establish character of this structure (an arrangement of the ions, atoms and molecules making a crystal) that formed a basis of the X-ray structural analysis.

Identification of crystal substances by means of a X-ray analysis is based on identity of crystal structure of compound which is caused by an individual type of its roentgenogram: number of diffraction maxima in the set angular interval, their fixed position on the roentgenogram and a certain intensity of reflexes. Most often it is necessary to solve problems of clarification of the nature of substance of the written-down roentgenogram.

Now similar problems are solved with the help of a card file of roentgenograms of JCPDS-ASTM [4]. In this card file number, for example, 12-345, where the first – number of the section (boxing), the second – direct number of substance in the section is assigned to each substance. On an individual card of each substance its roentgenogram (the value of interplanar distances, answering to reflexes, their intensity and corresponding to them Miller's indexes) is brought, the bibliographic description of a source of this information, color of substance, parameters of an elementary cell, etc. on the basis of this card file are made indexes for search of the roentgenogram of substance in its chemical formula, identification of substance in the most intensive lines on its roentgenogram, etc.

The RTP program – "The X-ray diffraction tabular processor" is intended for the experts working in the field of the X-ray diffraction analysis of crystal materials in various directions of science and technology. She allows to count parameters of a crystal lattice for syngony from cubic to monocline, and also to count the provision of reflexes at known parameters and indexes of reflection. There is a possibility of selection of indexes by a search method for lattices with unknown parameters if there are assumptions of type of a lattice and possible limits on indexes and parameters.

The program can freely extend and doesn't demand registration. She assumes knowledge of a subject in volume of one of institute courses of an X-ray analysis, metallophysics, a crystallography or mineralogy. It is known that the X-ray diffraction analysis is used in research works, and also in hi-tech areas of the industry.

The program was created by several employees of laboratory of X-ray researches working in the field of automation of the X-ray diffraction analysis approximately since 1984: they are Konstantin Avertsev, Andrey Golubev, Mikhail Poddjyakov and Yaroslav Chebotaryov.

Possibility of calculation of corners of diffraction in the set parameters of a lattice and selection of indexes of experimental reflections for the purpose of interpretation of crystal structure of substance is provided in the program.

The program carries out the main calculations used when shooting on a method of powders that allows the researcher to lower expenses of time for routine calculations and to concentrate the attention on clarification of physical essence of the processes happening in material.

At data reading from the file (specified in a command line or chosen in a file window) the name of a sample and wavelength are read out automatically. For the *.res files it is necessary to set structural type (F5), for the *.par files this parameter is also entered from the file.

At input of the table it is manually recommended to set the wavelength (F4) first of all. It is possible to choose suitable radiation from the list or to enter the wavelength which is absent in the list (To enter another). Then it is necessary to set structural type (F5). It is also desirable to enter the name of a sample (16 symbols, Alt+N) which is output at the press of results. Further it is possible to set the amendment under experimental provisions of a standard and to pass to filling of fields of the table.

Calculation of parameters of a lattice.

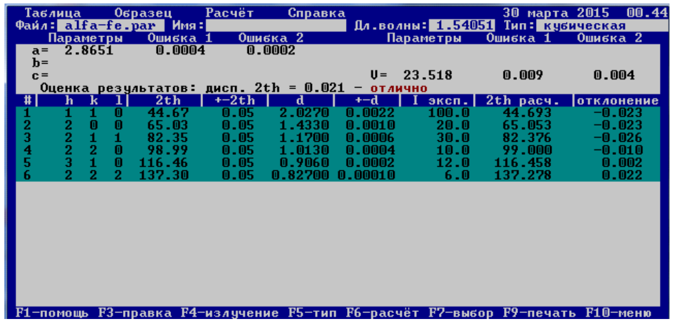
After input of all necessary data in the table and lattice installations it is possible to execute calculation of parameters (F6). Generally the quantity of lines, necessary for calculation, in the table has to be not less number of independent parameters in this lattice.

If calculation for basic data is possible, the window with results is displayed, and in the table two right fields – 2nd calculated are filled and deviations. At a mistake you receive the message that calculation is impossible, and a probable cause.

For each calculated parameter values of errors – the Mistake 1 and the Mistake 2 are given. The mistake 1 is determined by an error of experimental data δ (2θ). The mistake 2 is determined by a deviation of the corners calculated in the found parameters from the initial. Relative value of a mistake 2 for different parameters of a lattice can be various – reflections with big or smaller “contribution” of the corresponding parameter can have a bigger or smaller deviation from the calculated corners. The general error is as a first approximation equal to the sum of mistakes 1 and 2.

The assessment of results of calculation – result of comparison of a mean square deviation of the calculated corners from experimental with a mean square experimental error is given in the lower part of a window of parameters. It allows to avoid gross blunders and to estimate quality of experimental data.

If field Ieksp in the first line of the table it is filled, transition to this column will happen and on the next lines, in other case after input of an error transition to a new line will be carried out at once. The error in a new line is substituted from the last line, and for the first line precise value from the RTP.INI file is established (or 0.01°). It allows not to gain the same sizes. In fig.1 the result of processing of X-ray diffraction pattern of a-Fe is presented.



Picture 1 – The result of radiograph processing.

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THE USE OF POLYMERIC FLOCCULANTS FOR WASTEWATER TREATMENT

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For industrial wastewater treatment using various technologies and separation techniques, but under current conditions almost all technologies involve the use of polymeric flocculants.

Intensification of wastewater treatment from hydroxides surfactant by increasing the rate of deposition of the surfactant after adsorption can be achieved with the introduction of the coagulant polymer flocculants. The greatest industrial use of currently received polyacrylamide. For optimal flocculation of solids is the adsorption of polymers on the coagulating particles. Polymeric flocculants in aqueous solution dissociate into ions. The connection between the chain molecules and suspending particles based on electrostatic forces and the formation of hydrogen bridges.

The main purpose of organic flocculants is to increase the speed and efficiency of wastewater treatment by colloidal and finely divided solids of various nature, can not removed by conventional mechanical methods: settling, flotation, increasing the speed and efficiency of the mechanical sludge dewatering. Also flocculants are used for wastewater purification of water-soluble organic contaminants. But regardless of the use of flocculants, the main characteristics of their flocculating properties are the effect of water purification or dehydration of sludge [2].

As is known, flocculation contaminants present in the wastewater occurs in two steps: adsorption on the particles and flocculant aggregation particles (flocculation). Adsorption flocculation usually occurs, with optimum concentrations of flocculant and dispersed particles. The kinetics and completeness of flocculation, and the structure and properties of the flocculation effect, on the one hand, the molecular weight, degree of ionization, the conformation of the macromolecular flocculant, on the other - and the sign of the surface charge density, size and shape of the colloidal particles. Excess flocculant may not only impair flocculation, but cause the reverse process - deflocculation or peptization.

Type polymeric flocculants are applied after coagulants destabilize the colloidal suspension, to increase the efficiency of the cleaning process. Due to its high molecular weight polymeric flocculants these extremely effective form bridges between mikrohlopyami arising during coagulation, creating a larger makrohlopya.

Using after coagulation of very small amounts of flocculant (0.01 - 0.5 mg / l) to maximize the capture of particles accelerates floc formation and makes the flakes more dense and rapidly sedimented. The use of flocculants for this purpose also makes it possible to limit the dosage to a minimum amount of coagulant required to destabilize the colloidal suspension, since it does not require an excessive amount of the coagulant to form a slurry that can precipitate.

Flocculants are water soluble linear polymers consisting of a large number of groups with a chain length of 1 micron. The molecular weight flocculants may reach several millions 500-5000 polymerization degree, and a [2].

When dissolved in the waste water flocculating agents may be ionized and the ionized state. The mechanism of action is based on the following flocculants phenomena: flocculant adsorption molecules on the surface of the colloidal particles; reticulation (crosslinking) molecular flocculant, coalescence of the colloidal particles by means of van der Waals forces. Under the action of flocculants between colloidal particles form three-dimensional structures capable of more rapid and complete separation of the liquid phase. The cause of such structures is adsorption at several macromolecules flocculant particles to form bridges between the polymer [4].

Flocculant is universal - polyacrylamide (PAA). Polyacrylamide flocculants are widely used for sewage treatment, chemical and petrochemical industries. PAA has been successfully used in wastewater treatment processes from the emulsified particles of oil and resins, wastewater production of polystyrene plastics, polyvinyl chloride, sulphate pulp. PAA was prepared by treating acrylonitrile 85% sulfuric acid solution followed by polymerization of acrylamide. PAA produced has a molecular weight of (1-6) x 106, is highly soluble in water. Concentrated solutions are PAA gel mass, dilute aqueous solutions have a significant viscosity. PAA in the presence of acids and alkalis partially hydrolyzed to acrylic acid and its salts.

Water purification using copolymers of acrylamide and acrylate: technical polyacrylamide (often referred to simply as PAA) - acrylate copolymer containing less than 10%, and hydrolyzed polyacrylamide (GPAA) - copolymer containing more than 10% of acrylates. Technical PAA due to the presence of carboxyl groups in the molecule is an anionic polyelectrolyte dissociate in aqueous solutions. PAA toxicity is very high.

GPAA Being amphoteric polyelectrolyte, can dissociate depending on the pH at basic and acidic mechanisms. Application GPAA in some cases yielding positive results. The dose of 0.1% polyacrylamide solution is 0.5 - 1.5 mg per 100 g of PAA suspended substances in sewage. Polyacrylamide solution is injected through 0.5-2.0 minutes after entering drains coagulant. Thus, flocculants are effective reagents are used in thickening waste in the process of clarification. The use of new effective reagents, technological processes and equipment can significantly increase productivity, improve the quality of industrial wastewater treatment with minimal use of production capacity. Further research in this area in both the theoretical and practical aspect, of course, lead to the creation of new and improvement of existing methods for the synthesis of promising polymers - polymerization and copolymerization of AA in concentrated aqueous solutions and dispersions, the development of methods for the chemical modification of PAA and expand scope of polymers AA.

Despite the large number of developments, as reflected in the literature [4], the problem of natural and waste waters can not be regarded as solved. This raises the need to improve the technology of water purification, which depends essentially on the intensification of the reagent and, in particular, its flocculation treatment. For this purpose water-soluble high molecular weight compounds, among which the most common and universal are polyacrylamide flocculants [5]. As a result their application is achieved by heavy metal removal efficiency of 95 %, the phosphorus compound more than 90 % of suspended solids, more than 80 %, organic matter 75 % [5]. Moreover, flocculation of water has low capital and operating costs compared with other methods of water treatment [1].

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THE STUDY OF MORPHOLOGICAL AND MORPHOMETRIC CHANGES IN RATS INTOXICATED WITH HEAVY METALS ON THE BACKGROUND CORRECTION

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Currently, one of the global problems in the world is pollution with heavy metal salts and identification of mechanisms of their toxic effects on the organism [1, 35 p., 2, 529 p., 3, 125 p.].

In global monitoring program, adopted by the UN in 1980, nickel is characterized as one of the most dangerous environmental pollutants which have toxic, carcinogenic, mutagenic and allergenic properties [4, 239 p.].

A special place among the metals that pollute the environment and provide a pathogenic effect on a person takes selenium. Its uniqueness lies in its insignificant range from the viewpoint of the physiologically necessary quantity and level, having toxic effect [5, 26 p.].

In these conditions, taking into account practical inability to quickly and comprehensively improve the purification of environment, development of special methods of inactivation with increasing linking and excretion of heavy metals, on the one hand, and increasing reactivity of the organism to the harmful effects on the other hand, becomes perspective and topical [6, 76 p.].

In the phytochemistry institute of MES of RK hepatoprotective preparation "Salsokollin" was developed based on the extract of Russian thistle (Salsola collina Rall.) containing about 18 essential amino acids and a large number of chemical compounds: polyphenolic compounds, carbohydrates, tanning agents, microcells [7].

It is known that Succinic acid is an important representative of the di - and tricarboxylic acids in metabolic terms and also is a central intermediate product in the maintenance of compensatory and extreme conditions [8, 189 p.].

Given the foregoing, the aim was to study the features of morphological and morphometric brain restructuring at acute effects of heavy metals (nickel chloride, sodium selenite) and their correction by preparation of natural origin (preparation "Salsokollin" and biologically active additive "Succinic acid").

Materials and methods

Two series of experiment were carried out on 120 white mongrel male rats weighing 170 - 200 g.

I - Series - animals exposed to impact of nickel chloride. It was subdivided by the following groups: Group-1 (n = 10) - intact animals. Group-2 (n = 10) - consists of animals that received per os nickel chloride in a dose 21 mg/kg once. Group-3 (n = 10) - consisted of animals received per os preparation "Salsokollin" in a dose of 50 mg/kg with a single administration of nickel chloride 21 mg/kg. Group-4 (n = 10) - consisted of animals that received per os SA in a dose 20 mg/kg with a single administration of nickel chloride 21 mg/kg.

II - Series - animals exposed to impact of sodium selenite. It was subdivided by the following groups: Group-1 (n = 10) - intact animals. Group-2 (n = 10) - consisted of animals that received per os sodium selenite in a dose 1.55 mg/kg once. Group-3 (n = 10) - consisted of animals received per os preparation "Salsokollin" in a dose of 50 mg/kg with a single administration of sodium selenite 1,55 mg/kg.Group-4 (n = 10) - consisted of animals that received per os SA in a dose 20 mg/kg with a single administration of sodium selenite 1.55 mg/kg.

From the acute experiment, the rats were taken after 24 hours with observance rules of working with laboratory animals [9].

The brain served as the object of the study. Brain tissue was fixed in 10% formalin solution, and then embedded in paraffin. Histological sections of a thickness of 5 - 6 microns and stained with hematoxylin-eosin.

Morphometric studies were carried out by the point counting using grid of G.G. Avtandilov [10, 56 p.].

Own results and discussion

In acute toxicity by nickel chloride at a dose of 21 mg/kg in brain structures of all topographic zones were observed extensive violations at the microcirculatory level with vacuolization of the cytoplasm and expressed dystrophic and destructive changes of neurons as the chromatolysis-tigroid substance of cells.

As morphological study shown on the preventive administration of the "Salsokollin" preparation at a dose of 50 mg/kg, group-3 of animals with a single administration of nickel chloride at a dose 21 mg/kg in brain structures significant changes as compared to the control group were not detected.

In the group-4 where animals received per os Succinic acid at a dose 20 mg/kg with a single administration of nickel chloride at a dose of 21 mg/kg in brain structures moderately expressed hemodynamic disturbances revealed.

Morphometric indices of rat brain at acute intoxication by nickel chloride at a dose of 21 mg/kg (Fig. 1) have allowed to reveal in the experimental group a decreasing of nerve cells by 20% ($p<0.001$), capillaries by 22% ($p<0.001$), white substance by 21% ($p<0.001$) and an increasing of the glial cells amount by 28% ($p<0.001$) compared to the control group.

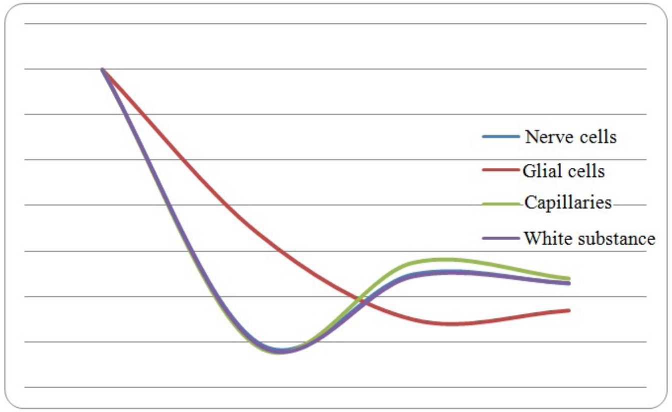

Figure 1 – The effect of the «Salsokollin» drug and biologically active additive «Succinic acid» on morphometric indices of rat brain at acute intoxication nickel chloride

In the group-3 of animals received per os «Salsokollin» drug at a dose 50 mg/kg with a single administration of nickel chloride at a dose 21 mg/kg (Fig. 1) increased number of intact nerve cells by 10%, capillaries by 15% ($p<0.01$), white substance by 9% ($p<0.001$) and decreased glial cells by 10% ($p<0.01$) compared with the experimental group.

In the group-4 of animals received per os Succinic acid at a dose 20 mg/kg with a single administration of nickel chloride at a dose 21 mg/kg (Fig. 1) increased number of intact nerve cells by 6%, capillaries by 8%, white substance by 6% ($p<0.001$) and decreased amount of glial cells by 6% ($p<0.05$) compared with the experimental group.

At microscopic research of the animals brain that once received per os sodium selenite 1.55 mg/kg were observed coarser destructive changes of neurons and micro- and macroglia cells.

As morphologic study demonstrated in group-4 of animals received per os Succinic acid at a dose 20 mg/kg with a single administration of sodium selenite at a dose of 1.55 mg/kg was revealed pronounced protective effect as compared to group-3 of animals received per os "Salsokollin" drug at a dose 50 mg/kg with single administration 1.55 mg/kg of sodium selenite.

Morphometric indices of rat brain at acute intoxication by sodium selenite at a dose of 1.55 mg/kg (Fig. 2) have allowed to reveal in the experimental group a decreasing of nerve cells by 27 % ($p<0.001$), the capillaries by 29 % ($p<0.001$), white substance by 26 % ($p<0.001$) and increasing of the glial cells number by 32 % ($p<0.001$) compared to the control group.

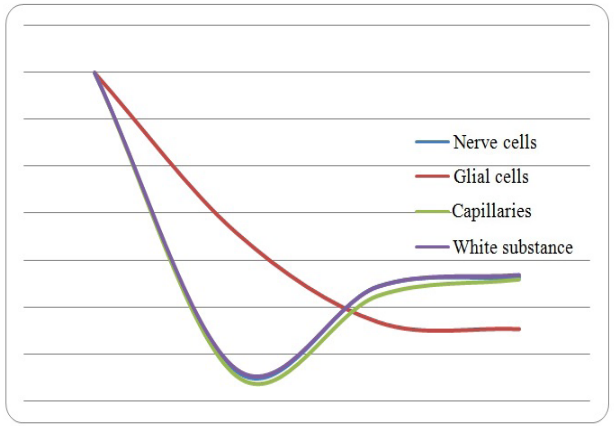

Figure 2 – The effect of the «Salsokollin» drug and biologically active additive «Succinic acid» on morphometric indices of rat brain at acute intoxication sodium selenite

In group-3 of animals that received per os «Salsokollin» drug in a dose 50 mg/kg with a single administration of sodium selenite at a dose 1.55 mg/kg (Fig. 2) increased the number of intact nerve cells by 9 %, capillaries by 5 % ($p<0.001$), white substance by 9 % ($p<0.001$) and decreased amount of glial cells by 6 % ($p<0.05$) compared with the experimental group.

In the group-4 of animals that received per os Succinic acid at a dose 20 mg/kg with a single administration of sodium selenite at a dose 1.55 mg/kg (Fig. 2) increased the number of intact nerve cells by 13 % ($p<0.01$), capillaries by 12 % ($p<0.001$), white substance by 14 % ($p<0.001$) and decreased amount of glial cells by 9 % ($p<0.001$) compared to the experimental group.

Apparently, the positive effect of the «Salsokollin» drug in cases of heavy metals poisoning caused by the peculiarities of its chemical composition. It is known that from the aerial part of Salsola collina Rall. isolated and identified bioactive flavonoids: isorhamnetin, rutin, tricine, quercetin [11, 58 p.].

Succinic acid and its salts (sodium succinate and ammonium succinate) possess antihypoxic effect that is provided by the ability of compounds, which contain succinate, to modify phospholipids providing their re-synthesis and to reduce, therefore, an ionic membrane permeability and output of $K+$ from mitochondria on concentration gradient [12, 52 p.].

Thus, at acute toxicity of heavy metals (nickel chloride, sodium sulfate) rats had changes of morphology and morphometric indices of the structural elements of the brain. Preparations of natural origin (drug «Salsokollin» and BAA «Succinic acid») as having a protective effect as on the structural elements of the cell of the brain, as on their proportion in these intoxications.

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ANTIDERMAL SOAP

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We live in the 21st century. Century of opportunities, innovation and perfection. However, we see imperfections every day and consider it the norm. So why do we inventors and innovators calmly to the imperfections on the face? Most of the problems with the skin are associated with increased its sensitivity. This can happen anywhere and anytime, but particularly in those cases where hygiene is not observed and a separate in-depth skin care. Currently, there are rows of special tools. However, these funds have small disadvantages:

1) Allergic reaction

2) The appearance of new imperfections due to the drying substances (Such means much dry skin, thereby increase its bacterial permeability)

3) Getting used to the drug

4) Unacceptable prices

Perhaps these disadvantages and are the cause of the progressive growth of acne.

The subject of our work is the study of acne on the face. It causes by Staphylococcus aureus. In this work, we decided to use the methods of lysing staphylococcus. Of all the ways we have chosen lysing with antibiotics «Macromicin», just to maintain skin tone, we have added a decoction of chamomile. By studying the biochemistry and microbiology, we can conclude that the problem is not really a problem with the right approach.

Therefore, we have developed a tool for mass application, namely soap. We all know that the soap is a cosmetic product and is therapeutic properties it does not have. Soap has been developed by us is therapeutic. Let us start with its composition. Therapeutic soap:

1) The soap base
2) Antibiotic - Macromicin
3) A decoction of herbs – chamomile

Why is this antibiotic? Macromicin contains spiramycin and microcrystalline cellulose.

Spiramycin - macrolide antibiotic-active substances with a bacteriostatic effect. Implementation of the action is bacteriostatic by inhibition of intracellular protein synthesis. The spectrum of activity of spiramycin: Staphylococcus aureus, including synthesizing penicillinase (an enzyme that destroys the ring group, an antibiotic that kills bacteria), Streptococcus, Corynebacterium, and others. Indications: spriamycin assigned when the pathology of infectious-inflammatory nature associated with sensitivity to spiramycin microflora. The drug is indicated for:

1) Pharyngitis
2) Skin infections
3) Soft tissue infections

Method of application: the testimony of adolescents, adult daily dosage of spiramycin - 9 million. IU (Table 3, in the day). Is a broad-spectrum drug that is positive as acne may occur not only due to Staphylococcus, but also due to other bacteria.

Contraindications:

1) Period of lactation
2) Indications of Pediatrics
3) Hypersensitivity to spiramycin
4) Allergies to auxiliary components

Sensitive bacteria to Macromicin - about 90 strains. Contraindications when using this drug:

1) Hypersensitivity to spiramycin

2) Children under 6 years
3) Lactation

In addition, Macromicin does not penetrate the blood-brain barrier.

Decoction of herbs - chamomile. Why chamomile? Chamomile contains valuable essential oil, flavonoids. Chamomile has a pronounced anti-inflammatory, antiallergic, analgesic effect, enhances wound healing.

Essential oil of chamomile has a disinfectant and diaphoretic action, reduces the formation of gas, relieves pain, reduces inflammation, normalizes impaired function of the gastrointestinal tract, a stimulant effect on the central nervous system.

Flavonoids give the plant a powerful anti-inflammatory, antibacterial and antiviral activity. Flavonoids - substance is a metabolite, which is synthesized plants. They possess powerful antioxidant properties that allow the human body to reduce an overabundance of free radicals that cause disease. Flavonoids are a large group of natural water-soluble lipophilic phenolic compounds. These oxygen-containing heterocyclic natural compounds with antibacterial and antimicrobial activity have mostly yellow, red or orange.

Step by step description of our work:

1) Materials needed for our work:

1 -Chamomile
2 - Calendula
3 - Sage
4 - Macromicin
5 - Basis for soap
6 - The forms for soap

2) Mix all the herbs and broth made

3) Strain the resulting broth

4) Macromicin crushed and dissolved in water

5) Melt the soap base and poured it into molds, adding a decoction of our antibiotic fluid

6)After few minute our soap was prepared

1 - Soap antibiotic
2 - Soap with decoction
3 - Mixed with antibiotic and decoction soap

Decoction of herbs and the solution of macromicin carried on the analysis to the laboratory of infectious hospital Semey, to test the resistance of Staphylococcus to these substances. Laboratory analysis revealed that Staphylococcus completely lysed by Macromicin, but under the influence of decoction is resistant. It follows that the decoction does not show effects against staphylococci, so the use of soap # 2 for therapeutic purposes is not applicable, but it can be used as a soothing and healing agent. However, through to the soothing and toning properties of chamomile, we decided to add it to the soap with antibiotics as anti-inflammatory agent.

 

Sown Staphylococci The action of Macromicin to Staphylococcus Aureus

Recommended application.

To prevent allergic reactions before using soap it is necessary to make a test for sensitivity: lather and apply it to the back of his hand. If an allergic reaction does not occur (redness, rash), this indicates that the use of the soap you are not contraindicated.

Conclusion

This remedy can use against acne rush, because this soap has anti-inflammatory and antibacterial action.

RESULTS OF THE ANTHROPOMETRIC RESEARCH OF KYZYLORDA POPULATION FEET

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Modern economic conditions established strict requirements for the competitiveness of consumer products. Improvement and expansion of products range, quality of shoes as well as its competitiveness are strictly connected with its wearing comfort [1-4].

In order to provide population of Kazakhstan with comfortable shoes we have carried out anthropometric research of the males' population feet in Kyzylorda region.

The area is located to the east of the Aral Sea in the Low Syrdarya river, mainly within Turanskaya lowland (50-200 m high). It occupies area of 226 019 thousand square km. The population is about 726 781 thousand people (2013).

Anthropometric research was carried out according to the standard method of foot measurement and by obtaining of plantograms.

The male population of Kyzylorda between the ages of 8-18 and older were examined. The following parameters of foot were taken into consideration: foot length, foot width along internal and external beams, width of heel, and wrap across beams.

Therefore, correlation-regression method was used to identify regularities among size characteristics. This method enabled us to establish availability as well as strength of connection among the studied characteristics. Moreover, we had opportunity to specify the nature of such connections and assess the obtained results.

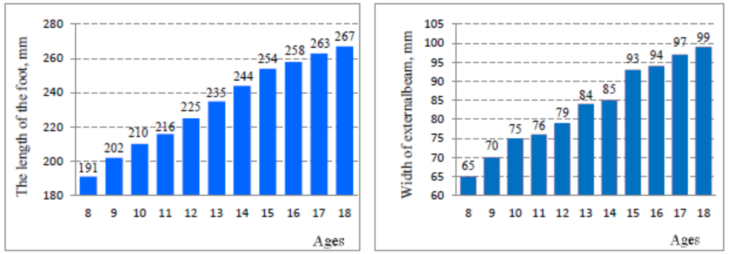
Results of foot length measurement are provided in the picture 1. From the given data can be seen that foot length increases between 8 to 18 years from 191 mm to 267 mm, foot length for this period increases by 76 mm. The substantial increase is marked between the ages of 8-13. Then gradual decline is observed.

Width of external beam increases from 65 mm to 99 mm between the ages of 8-18 (pic.1). For this period width of external beam of girls increases by 34 mm, thus with age average relative increase of foot width is less than similar increase of foot in length. Annual average increase width of external beam is relatively regular and composes 2-3 mm.

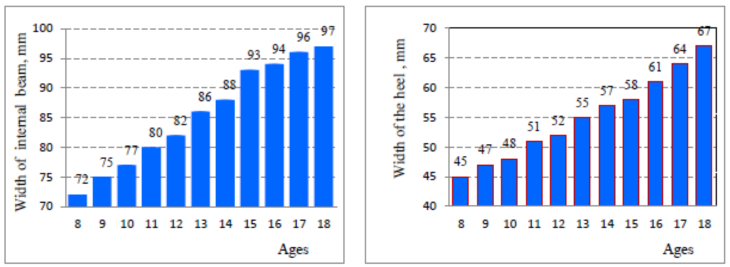
Data of the internal beam width measurement shows (pic. 2) that width of internal beam at the age of 8 composes 72 mm in average and at the age of 18 increases by 97 mm.

Measurement of heel width is provided in pic. 2. From the given data is seen that at the age of 8 heel width is 45 mm. Further, it increases and at the age of 18 reaches 67 mm. Annual increase is equal to 2-4 mm.

Results of measurement of wrap across the beams show that wrap across the beams increases from 8 -18 to 190 -252 mm. During this period, wrap across the beams totally increased by 62 mm.



Picture 1 – Diagram of external beam width and length development dynamics according to ages



Picture 2 – Diagram of internal beam width and heel width development dynamics according to ages

In order to determine connection between main foot characteristics and age groups we have calculated correlation curves.

Based on calculation of results we have obtained correlation coefficients for main size characteristics of foot and regression equations, provided in table 1. Correlation coefficient for all studied characteristics and age groups is high and varies within 0,949 – 0,987.

High indexes of correlation coefficients enabled us to calculate regression equations to identify feet dimension types for development of lasts and orthopedic items.

Table 1 – The regression equations relations between the age group and the size of the foot

Designation signs	The coefficient of correlation, r	The regression equation
The length of the foot	0,987	y = 7,845x + 131,1
Width of external beam	0,984	y = 3,409x + 39,04
Width of internal beam	0,987	y = 2,654x + 50,94
Width of the heel	0,988	y = 2,145x + 27,10
Girth of a beam	0,949	y = 5,672x + 150,9

The research results have social and economic significance, which are expressed in provision of Kazakhstani population with comfortable shoes in correspondence with anatomic and physical peculiarities of age groups.

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VIOLATIONS OF INFORMATION SECURITY OF COMPUTER SYSTEMS THROUGH CYBER-ATTACKS AND BASIC PROTECTION AGAINST THEM

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Imagine the situation: a group of experienced computer criminals using the Internet intercept control of many computers and integrate them into the network. These computer networks, known as botnets launching a barrage of destructive programs directed against any state. Within a few minutes longer work websites military, financial and commercial institutions, as well as ATMs and telephone lines. Aircraft cannot fly , build and computers nuclear power plant safety fail.

How will people react? What will they do?

This situation is similar to the plot of a fantastic film. However, according to Richard Clarke, a focal point for security issues, combating terrorism and protecting US infrastructure, like this could happen in real life. Moreover, cyber-attacks have already occurred [1].

What is a cyber-attack?

Cyber-attack - an attempt to make changes to the computer systems or networks , disable them , destroy , and even destroy data or programs that are stored in them or what they convey (the US National Science Council).

Types of cyber-attacks:

• Social - are aimed at specific people using social engineering techniques and modern malware.

• Complex - are vulnerabilities using backdoors stealing and using valid credentials.

• Hide - held a series of subtle actions that cannot be detected by conventional means of protection or are lost among the thousands produced daily records of the events [2].

Why attacker does cyber-attacks? How is the attack?

People work out to cyber-attacks for various reasons. For example, terrorists or governments can sneak into enemy computer networks and steal sensitive data or damage the equipment, run by these networks. In 2010, the Deputy Secretary of Defense William Lynn acknowledged that the “enemies” have repeatedly attacked classified USA computer networks and stolen «thousands of files ... including weapons projects, plans, operations and intelligence. »

Computer criminals use similar methods to steal intellectual property or financial information from the combined networks or personal computers. According to some sources, each year thanks to the machinations of the Internet crooks make profits in the billions of dollars.

To carry out cyber-attacks, hackers are an army of computers to which they have access. In 2009, a company that cares about the information security exposed a gang of criminals who monitored at a distance of two global networks of millions of computers. Quite a few of these computers owned by individuals. According to a recent estimate

by the Authority and the development of cooperation in the field of economy (OECD), every third computer connected to the Internet, is controlled by a hacker.

According to some sources, in 2011, was known to hackers over 45,000 vulnerabilities in computer programs. Using these vulnerabilities, attackers try to install malicious software on someone’s computer without the owner’s knowledge [3].

The nature of cyber threats is constantly changing, therefore, should be changed and methods of protection against them. With the advent of targeted attacks and advanced persistent threats became apparent that information security requires a new approach. Traditional methods can no longer provide sufficient protection against cyber-attacks.

Advanced persistent threats and targeted attacks can penetrate through standard protective barriers and for many months quietly steal valuable data or perform malicious actions. The most likely victims of such attacks - the organization that we all have to trust: financial and medical institutions, large retailers, etc.

According to the magazine «PC World» in 2011, the number of complex and targeted attacks increased by 81%, and the study of Verizon for 2012 showed that there was 855 cases of violations of information security, resulting in jeopardy 174 million records.

According to a 2012 Ponemon Institute study of losses 56 large organizations in the United States due to cybercrime every organization accounting for 1.8 successful attacks per week. The average size of each company’s losses due to cybercrime was 8.9 mln. USD .

Cybercriminals are becoming more oriented toward a specific goal: in 2013 the number of targeted attacks has increased by 91 % and their duration increased by an average of three times. Most often targets for attack became personal assistants corporate executives or employees responsible for public relations, through which hackers tried to find a way for employees in management positions.

In 2013, small and medium-sized companies accounted for only 61% of targeted attacks against 50 % in 2012 and 2011. The share of small companies only in the last year had 30 % of attacks against 31 % a year earlier. In this classification are considered as small companies with a number of employees to 500, medium - to 2.5 thousand

Although attacks are carried out on items of infrastructure , i.e. , attacks on computers, ensuring the vital activity of cities, their infrastructure , such as telephone systems , water supply, electricity , fire protection , transportation , and so on . D., But it does not mean that simple internet- user can not worry and relax. And to think that he is safe and it is not the case [4].

How to effectively counter cyber-attacks, the number of which is growing rapidly?

The ideal solution would be to combine all protective infrastructures in a flexible and customizable security system corresponding to the objectives of protecting your environment from specific attacks. This would not only detect and analyze attacks, but also to rebuff those who stand behind them.

And how do you protect yourself from cyber-attacks?

Cyber-attacks may be exposed to any person's computer with access to the Internet. Therefore, know the signs and basic methods of protection against infection with various malware, everyone should.

Basic rules are advised to follow:

1. Do not click on links from questionable messages coming to e-mail.
2. Do not download software from untrusted sources.
3. Do not go to the sites of the doubt in his reputation.

It is in ways recognizable personal information and passwords, which cause serious, sometimes irreparable harm, including material. It is therefore necessary to periodically change your password. If you have a habit to forget them, I recommend studying the article about the password reset windows.

Signs that may indicate that your computer is infected:

1 is significantly reduced the rate of open windows and programs.

2. Waiver of certain applications.

3. Reduce the speed of the Internet.

4. The appearance of pop-up windows with proposals to install programs.

At any suspicion of a computer malware, better to see a specialist. Do not skimp on the anti-virus programs. Quality guarantees to protect the safety of not only personal information but also nerves and serious material costs.

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USING TECHNOLOGIES IN TEACHING EDUCATIONAL RESEARCH WORKS

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Recent trends in postgraduate education with the emergence of professional doctorates involving those new to research and the widespread provision of institutionally organized research training programmes have led to new debates about how researchers develop research expertise. There is greater diversity in the provision of research degrees, ranging across all subject disciplines, from professional and work-related doctorates to traditional PhDs, as well as greater diversity of research students. Much current provision is more appropriate for the full-time young career researcher than for the professionally employed off-campus researcher studying part time. Criticism of current practice has consequently addressed issues about the emphasis on skills training, the complexity of teaching research methods, epistemological concerns, and the role of technology. Powell and Green, for example, in their critical analysis of doctorate programmes worldwide, state that the current emphasis on skills training for research students is «in danger of shifting the focus of doctoral education to a functionalist skills-led perspective» [1, p.258-259]. «Deem and Lucas examine questions around the relationship between teaching and research in higher education with reference to social science methods and particularly educational research. Their empirical data reveal confusion, particularly among master's students, about the nature of research and the need for support in "bringing together the abstract and more practical aspects of research» [2, p. 3]. Both Birbili and Deem and Lucas identify the potential of technology to bring more flexibility into the learning and teaching of research methods.

Pedagogic approach to the development of the video narratives has been influenced by the work of Land and Hannafin, who, in describing their principles of grounded design in e-learning, emphasize the need for a clear alignment of a defensible theoretical framework, assumptions and methods, the need for generalizability, and an iterative approach to learning design where the theoretical framework can be tested and adapted[3, pp. 1-23]. We agree with Barrett and Lally, who in the development of an earlier CD-ROM, wished to "emphasise the personal nature of research and highlight the idea that a wide range of responses to problems of subject, structure and process is possible. The research process, we suggest, involves competing perspectives in which decisions are personal and therefore contestable" [4, p. 273]. In approaching the design of the e-research CD-ROM, there is a vision of engaging with a range of learning situations: individual, group, fully online, face to face, blended, and with an audience of national and international learners. The evaluation data, nevertheless, supported our belief that video narratives with associated Web links offered a more interesting experience than reading an educational research textbook. Effective representation of the work of international researchers, good-quality video and audio, and multiple perspectives on research terminology and approaches were particularly valued features of the CD-ROM. However, more comprehensive coverage of research methods was needed, particularly in relation to quantitative methods, as well as improved navigation, a site map, and a search facility that would help to sup- port learners in finding what they needed. It was also found that more scaffolding was needed for both staff and students to clarify the context of use, structure, purpose, tasks, and ways to engage with the narratives. The video narratives needed further development in terms of interactivity and instructional guidance. Users wanted breadth and depth in the video narratives. Interestingly, they wanted full transcripts of the video narratives to be displayed simultaneously. Finally, users want the materials to be Web-based so that online communication could be incorporated.

Building a research framework has an underpinning key principle to take account of the learner or novice researcher's perspective. We approach issues in research methodology from the kinds of questions that novice educational researchers might have. Rather than beginning with abstract accounts of the different traditions and paradigms and then moving to the more specific research design and conduct issues, we have started with the more practical questions, issues, and dilemmas faced by researchers in education (and other social science disciplines).

Then, through the narratives and supporting commentaries and materials, we begin to identify the various disciplinary, theoretical, conceptual, and methodological perspectives underpinning and informing research. We also consider the relationship between research projects, the kinds of knowledge being created, and the purposes for which research is undertaken. This has led to six main questions that have been used to guide the construction of research narratives and case studies. Where do the ideas for research come from? What can be the aim and purpose of the research project? How are the theoretical and methodological approaches chosen? How is the research project designed and conducted? How will be the research reported and communicated to a range of audiences? What will be happen to the research after it is completed?

The search for effective pedagogy is of key importance since the need to excite learners' interests, retain them on courses and enable their progression is vital to institutions and practitioners as well as to the learners themselves. The learning context is critical to whether learning technologies are successful [5], and an understanding of the learning context needs to influence the design. Developing this understanding is complex. Should the needs of the learners be sought and influence the design, or should the institutional expectations of learner behaviours predominate? Learners' perceptions will be based on current and past experiences, and they are likely to be unaware of the need for particular requirements for learning within a new course, especially at a higher level. Moreover, there is research evidence that lecturers are not good at predicting learners' perceptions of their needs, so these do need to be sought. It seems that the process of design needs to be one of working to develop an awareness of effective pedagogy within the community of potential users rather than assuming this is a known. Many projects that set out to influence practice across the higher education sector have failed to achieve this, encountering the "not invented here" barrier to reuse sometimes within the departments in which they were developed. A solution is to create a project design that takes an invented-everywhere approach, but this impacts on the design of the materials. Design for learning has become an established term within e-learning. This recognizes the complex process involved in designing e-learning materials that involves a partnership between the potential users, in this case, academics and research students, and the technologists who develop the materials: This is something learning or instructional design approaches did not often address. An invented- everywhere approach presents many challenges. How can the approach ensure that it does not become something invented everywhere, but suited to nowhere? How can the materials be designed so as to be universally usable and allow for some form of localization (customization)? How can the core materials be designed so that they are not only sustainable, but allow for additions to the resource? Design for learning then not only refers to the materials design, but needs to influence the project design itself, that is, not only how it sets out to design the materials to allow potential users ownership of the materials, but how it engages those users in the design process. The latter is often referred to as ongoing dissemination, but design for reusable learning requires a new approach where dissemination is not simply letting the community know the project materials exist. Important though that may be, it is also about inviting and involving potential users from the start of the project to contribute to the development of the resource so that they develop a sense of owner- ship, localising this, and at the same time adding to the resource for all users.

Strategically managed user engagement in the design process and the creation of the materials; it progressively engages a variety of stakeholders, that is, individual lecturers, students, schools, graduate schools, institutions, subject centres, CETLs, and the HEA (Higher Education Academy). Dissemination as a professional development process a pedagogic design that is flexible so that it engages both academics and students; it is used in lectures or seminars with a group of research students and yet is suited to individual self-study.

In conclusion, we can say an effective technical specification that ensures a high-quality resource that is motivating and fit for its purpose yet is robust. Evaluation of these materials identified a need for Web-based materials and it was also clear that the resources would need to be used flexibly, that is, in teacher-led as well as student-centred settings. The evaluation data were used to conceptualize a more advanced concept, and this process identified key partners, creating an inner circle of collaborators for the project. Importantly, design for reusable learning has been envisioned within the project as a process that integrates continuing professional development alongside pedagogy and technology. This is an important element of the strategy developed to change pedagogic practice in the teaching of research methods, something we believe that we are beginning to succeed to do. Universities sometimes misunderstand the needs of students in the way that they develop knowledge and practice in research methods, and there is a national need for more flexibility in the teaching of this topic. In some ways, therefore, the project's strategy of working with local mentors, key academics with high status, to achieve

ownership, localization, and personalization has been the most important aspect of the project. The development of the functioning prototype is also important in helping to share the vision and stimulate uptake.

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GEOGRAPHIC INFORMATION SYSTEMS

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In this digitized world the maps we use to represent the world reside inside the computer, and everyone now has at their fingertips the ability to search those maps, find objects and routes, and plan related activities. The computer systems that can store and access all this information are collectively called geographic information systems (GIS).

A geographic information system (GIS) lets us visualize, question, analyze, and interpret data to understand relationships, patterns, and trends. This software is designed to capture, manage, analyze, and display all forms of geographically referenced information and allows to view, understand, question, interpret, and visualize our world in ways that reveal relationships, patterns, and trends in the form of maps, globes, reports, and charts. GIS benefits organizations of all sizes and in almost every industry. There is a growing interest in and awareness of the economic and strategic value of GIS [1].

These advances in the application of information technologies in geography began several decades ago. In geography, many innovations in the application of information technologies began in the late 1950s, 1960s and early 1970s. Methods of sophisticated mathematical and statistical modeling were developed and the first remote sensing data became available. Researchers began also to envision the development of geographic information systems. The mid-1970s to early 1990s was a period of contagion. The first commercially available software for GIS became available in the late 1970s and spurred many experiments, as did the development of the first microcomputers in the early 1980s. This was an exciting time in which the development of powerful software coupled with the availability of inexpensive computers permitted many researchers to test new ideas and applications for the first time. In the early 1990s, or perhaps just a bit earlier, many innovations entered the coordination phase even as other experimentation continued at a fast pace. The strengths and weaknesses of many information technologies were by then apparent, and researchers began to work together to cultivate the most promising applications on a large scale [2, 37p].

Rather than being completely new, GIS have evolved by linking a number of discrete technologies. GIS have emerged as very powerful technologies because they allow geographers to integrate their data and methods in ways that support traditional forms of geographical analysis, such as map overlay analysis as well as new types of analysis and modeling that are beyond the capability of manual methods. With GIS it is possible to map, model, query, and analyze large quantities of data all held together within a single database.

The whole of GIS is greater than the sum of its individual parts. And GIS has more parts than just the software and the hardware that drives it. GIS is a working environment that presents the philosophy of analysis established by combining geographic features and information (within the database) and the organized tool set for coordination, analysis, research and descriptive modelling. Very important are also the advantages that GIS methods give in estimation of the quality and analysis of the data, as well as in the deriving of useful information from the statically modelled data.

Basic GIS components are:

– People, IT experts, GIS operators, GIS analytics, application programmers;

– Data - spatial or descriptive;

– Hardware, PC, network devices, devices for digitalization of data, visualization devices, communication devices etc.

– Software used for data storing, searching, analysis, reporting and communication.

System for database management is of special importance. The advantages of databases include information distribution with the goal of redundancy reduction, which improves the quality and the integrity of a database and enables easier mainenance. The data base contains one or more files structured by certain rules defined by the system for data base management (Data Base Management System – DBMS) which approaches to these databases. The advantages of the databases and DBMS are multiple: data is saved on one place, but also structured and standardized, data from different sources can be integrated and used synchronically, the access to data is fast, they are available to many users, etc.[3]

Projects are the driving force behind GIS analysis and products, but data provide the fuel. Without relevant, timely, accurate data, the GIS can do little to assist decision makers.

Comprehensive GIS require a means of:

– Data input, from maps, aerial photos, satellites, surveys, and other sources

– Data storage, retrieval, and query

– Data transformation, analysis, and modeling, including spatial statistics

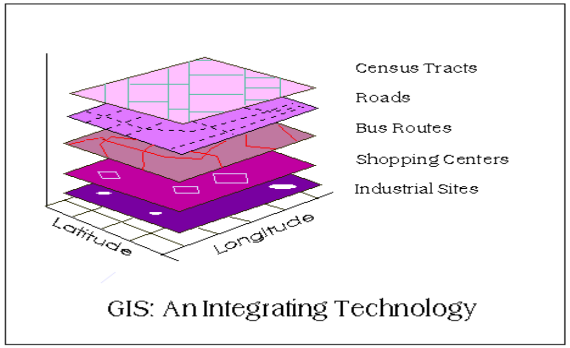
– Data reporting, such as maps, reports, and plans

Three observations should be made about this definition:

First, GIS are related to other database applications, but with an important difference. All information in a GIS is linked to a spatial reference. Other databases may contain locational information (such as street addresses, or zip codes), but a GIS database uses geo-references as the primary means of storing and accessing information. Second, GIS integrates technology. Whereas other technologies might be used only to analyze aerial photographs and satellite images, to create statistical models, or to draft maps, these capabilities are all offered together within a comprehensive GIS. Third, GIS, with its array of functions, should be viewed as a process rather than as merely software or hardware. GIS are for making decisions. The way in which data is entered, stored, and analyzed within a GIS must mirror the way information will be used for a specific research or decision-making task. To see GIS as merely a software or hardware system is to miss the crucial role it can play in a comprehensive decision-making process [2, 84p].

Geographic information systems have served an important role as an integrating technology. The development of GIS has relied on innovations made in many different disciplines: Geography, Cartography, Photogrammetry, Remote Sensing, Surveying, Geodesy, Civil Engineering, Statistics, Computer Science, Operations Research, Artificial Intelligence, Demography, and many other branches of the social sciences, natural sciences, and engineering have all contributed.

GIS provide powerful tools for addressing geographical and environmental issues. Consider the schematic diagram below. Imagine that the GIS allows us to arrange information about a given region or city as a set of maps with each map displaying information about one characteristic of the region. In the case below, a set of maps that will be helpful for urban transportation planning have been gathered. Each of these separate thematic maps is referred to as a layer, coverage, or level. And each layer has been carefully overlaid on the others so that every location is precisely matched to its corresponding locations on all the other maps. The bottom layer of this diagram is the most important, for it represents the grid of a locational reference system (such as latitude and longitude) to which all the maps have been precisely registered.



Picture 1 – Overlaid layers of GIS maps

Once these maps have been registered carefully within a common locational reference system, information displayed on the different layers can be compared and analyzed in combination. Transit routes can be compared to the location of shopping malls, population density to centers of employment. In addition. single locations or areas can be separated from surrounding locations, as in the diagram below, by simply cutting

all the layers of the desired location from the larger map. Whether for one location or the entire region, GIS offers a means of searching for spatial patterns and processes.

Not all analyses will require using all of the map layers simultaneously. In some cases, a researcher will use information selectively to consider relationships between specific layers. Furthermore, information from two or more layers might be combined and then transformed into a new layer for use in subsequent analyses. This process of combining and transforming information from different layers is sometimes called map «algebra» insofar as it involves adding and subtracting information. If, for example, we wanted to consider the effects of widening a road, we could begin with the road layer, widen a road to its new width to produce a new map, and overlay this new map on layers representing land use.

The great appeal of GIS stems from their ability to integrate great quantities of information about the environment and to provide a powerful repertoire of analytical tools to explore this data. The example in picture 1 displayed only a few map layers pertaining to urban transportation planning. The layers included would be very different if the application involved modeling the habitat of an endangered species or the environmental consequences of leakage from a hazardous materials site [4, 126p].

Imagine the potential of a system in which dozens or hundreds of maps layers are arrayed to display information about transportation networks, hydrography, population characteristics, economic activity, political jurisdictions, and other characteristics of the natural and social environments. Such a system would be valuable in a wide range of situations--for urban planning, environmental resource management, hazards management, emergency planning, or transportation forecasting, and so on. The ability to separate information in layers, and then combine it with other layers of information is the reason why GIS hold such great potential as research and decision-making tools.

GIS are now used extensively in government, business, and research for a wide range of applications including environmental resource analysis, land use planning, locational analysis, tax appraisal, utility and infrastructure planning, real estate analysis, marketing and demographic analysis, habitat studies, and archaeological analysis [2, 214p].

These days, dozens of software systems offer GIS decision-making capabilities. The range and number available sometimes make it difficult to discern the differences among systems and the strengths and limitations of each. The important point to remember is that there are as many different types of GIS software systems as there are decision-making processes. Particular GIS software systems are often specialized to fit certain types of decision making. That is, they are customized to meet needs specific to demographic forecasting, transportation planning, environmental resource analysis, urban planning, and so on. These systems may respond well to individual problems, but they are also limiting. Special- purpose GIS designed for airport planning and maintenance, for instance, will not be well suited to demographic modeling.

Other software systems are not so specialized. The Intergraph Corporation's MGE/MGA system or ArcGIS (produced by the Environmental Systems Research Institute) have become well-known because they can be used in a wide number of applications. These general purpose systems also offer features that can be customized to meet various individual needs.

Other systems such as MapInfo attempt to provide functions that will be of value in one or more of the broad application domains, for instance in demographic analysis or marketing research. Yet quite apart from these more general systems, there are dozens of very specialized software systems that are best suited to one task, one application, or even to just one part of a broader decision- making process, for example for storing maintenance records of a highway system or for planning the expansion of an electric distribution network [5, 189p].

Really, the potential uses of GIS have no limit. GIS uses continue to expand and GIS capabilities also continue to increase while humanity's knowledge of geography grows. Jack Dangermond, the president of Environmental Systems Research Institute (ESRI), has been quoted as saying, "The application of GIS is only limited by the mind of the user".

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REQUIREMENTS AND WAYS OF CORPORATE COMPANY SITE'S WEB DESIGN DEVELOPING

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Corporate organization website is acompany Internet business card, providing a person with all information about an organization, its location in the relevant sectors of the economy in any region, including on requirements for employees and opportunities for a personal development and career growth.

Corporate site is a plurality of interconnected web pages. The success of the site depends on the web design. Web Design is a branch of web development and a variety of design, tasked with designing user interfaces for websites or applications [1].

The purpose of the web designer is design the logical page structure, considering the most appropriate solutions of information presenting, as well as to realize the resource decoration.

Here are the main stages of the websitedesign:

- Definition of the idea;
- Identity;
- Develop the home page concept;
- Development of internal pages;
- Adaptive layout [2].

In recent years, web designers have moved away from the style with bright and colorful effects, returning to the laconic style with graphic elementsminimum. The main emphases are:

- Increase space between layout objects;
- The creation of pleasant colors for the graphic elements;
- Add the shadow effect;
- The introduction of pixel icons in controls design.

Today's web design offers «rule of good design» with a space between the different elements' layout, which allows to properly setting accents on the elements used, which enables a more detailed view the resource pages. Figure 1 shows an example of increasing effect of a space between objects layout in modern design.

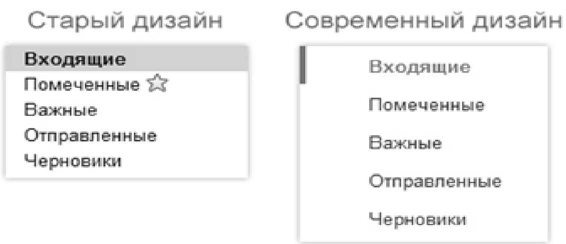

Figure 1 - The difference in the menu design

The emergence of Web 2.0 in design provided breadth. This effect is realized by placing images with shadows. In recent years, the technique of creating these effects gradually shifted from the normal image to generate them in a cascading style sheet. There were a few years ago, web design intended as menu items and control the usual buttons and text links.Small pixel icons are used as references or auxiliary menu items [3], and pastel colors and shades are now increasingly used instead of standard palette of colors and shades in today's web design. From the colors effect on the human analysis, white and blue colors are recommended. Blue color is the favorite color of web designers;this is color of calm and confidence. Light tone creates the effect of increasing the space; it causes feelings of freedom, lightness. A real argument for choosing light background, that it is easy to read dark - colored text. Besides, pleasant colors for the graphic elements are provided by the addition of the shadow effect and implementation of pixel icons in controls design.

The concept of «Identity» is a synonym for corporate (corporate) style;it includes original logo, color scheme, graphics to reflect the nature of the organization.

Users begin their acquaintance with a site of any organization by visiting the home page. The main objective of this page is to attract the person in order to concern his interest in learning about the organization's activities, its areas of operation and other aspects. Therefore, designwork creation is customary to begin with registration of the first page. It is the foundation for the inner pages study, thereby providing a single life style [2]. Layouts pages are implemented in the program Pencil Project.

Interesting and comfortable home page is not just the whole site. Equally important the inside pages of an electronic resource. It also has a unique design and is informative, functional, because it includes the basic information about the organization activity. Figure 2 shows a layout designed by the personal pages of colleagues.

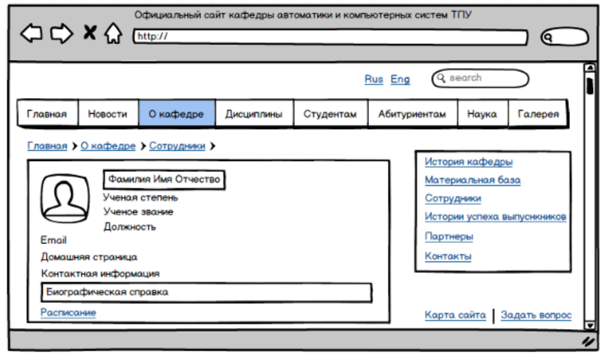

Figure 2 –The model of a personal page

The last stage represents the adaptive design implementation, which can automatically detect the screen resolution of the playback device.

The analysis ofcorporate websites design modern methods and learning online resources of various companies, the main development stages of corporate style organization sitehave been implemented: designed a logo (the program for creating professional logos GreenBox Logo Maker and photo editor Adobe Photoshop); choose colors; designed graphic elements; implemented layouts main and inner pages.

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EFFECTIVE IMPLEMENTATION OF CRYPTOGRAPHY ALGORYTHMS

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Essential design, implementation, modernization and enhancement of information protecting methods against leakage and unauthorized access become of critical importance in the era of the information society.

The most effective software and hardware methods are cryptographic methods of protection of the information.

Software application is offered in this work, which can be the basis for the development of a fully functional cryptosystem. Cross-platform (Windows, Linux, Mac) computer implementation of AES, RSA, DES algorithms in the programming language C ++ is performed. Possibilities of data encryption, generation of keys of different sizes, formation, use and verification of electronic digital signatures are implemented. The program is available in two versions: with graphical interface and as a console application that has its advantages. Thus, Figure 1 shows application's interface with active tab for the work with the algorithm RSA. It can be noted that RSA basically is not used in the practice of large data encryption because of the slow performance of the algorithm [1, 369 p.]. Therefore, encryption and decryption of string data for the provided design are implemented. The length of the input string is dependent on the size of the keys, but the size of the generated keys is limited by hardware capabilities. Hence, it is easy to conclude that users are able to handle lines, in fact, of any length. Like other public-key cryptosystems, RSA can be used to encrypt the keys for subsequent transfer to the desired destination, and encryption of the data can be performed using other algorithms, such as AES. Figures 2 and 3 show the necessary implemented possibilities for encryption and decryption of files using DES and AES, respectively.

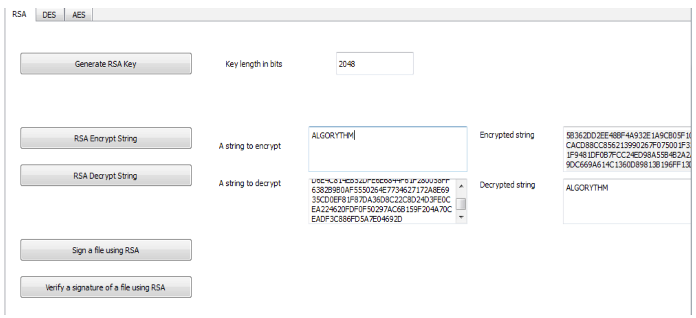

Figure 1 – Encryption, decryption and authentication of users with the use of RSA

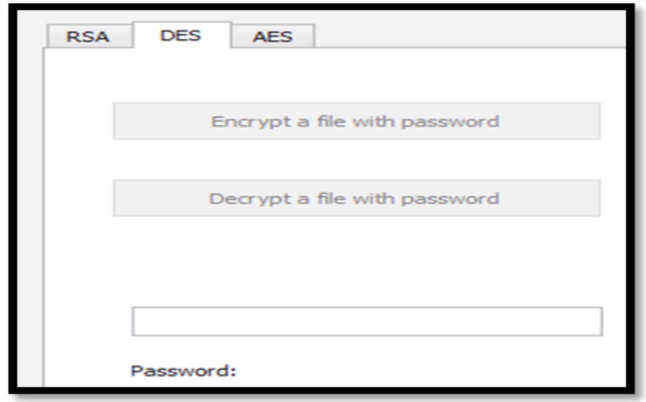

Figure 2 – Encryption and decryption of files using DES

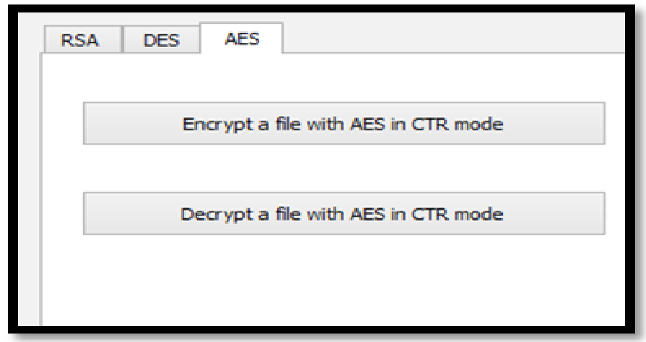

Figure 3 – Encryption and decryption of files using AES.

On specific implementation issues, we can note that the most popular cryptographic libraries with open source Crypto ++ (the latest at the time of this writing) of version 5.6.2 is used in the work. Encryption mode CTR is selected for AES, and for DES – CBC. Algorithms are successfully tested with the keys 128, 192 and 256 bits for AES, 1024 and 2048 bits - for RSA and standard 56-bit keys - for DES.

Moreover, a comparative analysis of obtained implementations and evaluation according to speed of the implemented algorithms on the size of the processed files and keys were conducted. It should be noted that the proposed implementation of cryptographic algorithms corresponds to the known estimates of the speed of these algorithms. For example, table 1 shows the results of dependence of encryption and decryption time using algorithm AES with a 128-bit key on the sizes of processed files and hardware and system performance of the PC.

Table 1 – Indicators of speed of AES implementation

Characteristics	Processor Intel Atom Z2760 1,80 GHz, 2 GB RAM; OS Windows 8.0, 32 bit			Processor Intel Core i7-3630QM 2,40 GHz, 8 GB RAM; OS Red Hat Enterprise Linux Workstation 6.3, 64 bit		
Size of the file (MB)	2, 056	31,451	997,252	2, 056	31,451	997,252
Encryption (s)	0,188	4,491	112	0,01	0,129	4,397
Decryption (s)	0,187	3,116	123,006	0,015	0,135	7,362

Thus, time of the work of AES implementation fits into indicators of well-known estimates [1, 400 p.].

Further, Table 2 contains the results of the dependence of encryption and decryption time measurements using RSA algorithm on the size of the keys, the size of the processed files and hardware system performance of the PC.

We can note that the rest of the cryptographic primitives (see. Figure 1) are carried out quickly enough.

Table 2 – Speed indicators of RSA implementations

Characteristics	Processor Intel Atom Z2760 1,80 GHz, 2 GB RAM; OS Windows 8.0, 32 bit			Processor Intel Core i7-3630QM 2,40 GHz, 8 GB RAM; OS Red Hat Enterprise Linux Workstation 6.3, 64 bit		
Size of the keys (bit)	2048	4096		2048	4096	
Keys generation (s)	1,047	4,766		0,037	0,167	
String encryption (s)	0,001	0,001		0,001	0,001	
String decryption (s)	0,001	0,001		0,001	0,001	
Size of the file (MB)	31,451	31,451	997,252	31,451	31,451	997,252
Signature (s)	1,516	1,031	22,33	0,01	0,109	3,119
Signature verification	0,07	0,09	18,006	0,002	0,008	3,07

Time evaluation of encrypting data using RSA is shown in [1, 377 p., 2]. As it is known, decryption is slower than encryption and signature verification is faster, than its creation. From the Table 2 we can see that the work time of the implementation of the RSA does not impair the well-known estimates.

The results of the work can be useful both for demonstration purposes in the study of the principles of data encryption, and for the design of cryptosystems of any complexity and protection degree using development tools meeting modern requirements for the use in the information protecting systems in the workplace.

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TECHNOLOGIES FOR PRODUCTION ENERGY FROM RENEWABLE SOURCES IN THE PERUPLIC OF KAZAKHSTAN

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Kazakhstan Exhibition Expo 2017 will be held under the slogan «Future Energy». The exhibition will highlight one of the most actual topics which are interesting for the international community - alternative energy sources. Holding «Expo 2017» is a big step towards becoming Kazakhstan as an international exhibition and information-presentation platform. At the World Specialized Exhibition 2017 participating countries will be shown achievements and prospects in the field of renewable energy sources and their advantages such as environmental cleanliness, low operating costs and environmental friendliness. Kazakhstan has a huge potential of renewable energy sources, particularly, hydropower and wind power.

Nowadays, renewable energy sources represent only about 1 percent in the energy balance of Kazakhstan. As it is known, Kazakhstan has pledged to cut emissions of carbon dioxide by 15% by 2020. Widespread renewable types, ecological compatibility and renewability and low operating costs should be noted among the undoubted advantages of alternative energy sources. Among the negative are instability in time and low power density, which forces manufacturers to use a large area power plants.

Renewable energy sources (RES) include hydropower, wind and sea energy, solar radiation, geothermal energy, biomass energy.

In the conditions of market economy, the issue of the development of renewable energy becomes relevant. The huge territory of Kazakhstan, low population density, the concentration of generating capacity, mostly in the north of the country, determine the need to transport electricity over long distances, which leads to significant energy losses, reaching 30 % in power supply of the remote consumers. In these conditions, the electricity supply for remote small consumers becomes uneconomic [1].

The use of renewable energy sources will help to solve some existing problems of energy supply. It will provide the organization of energy production in place of its consumption, increase reliability of power supply to remote consumers, improve the ecological environment, provide remote nomadic settlements with electricity, work settlements of geologists and oil workers who don't have access to the power grid.

For instance, in Kazakhstan, there are a significant number of places with underground sources of hot water. However, the temperature of water in them, as a rule, is lower than 55 degrees that limits their practical use. According to the research of the E8MAP «Kazakhstan and Kyrgyzstan opportunities for the development of renewable sources» only one underground source of hot water near the Zharkent city with a temperature over 96 degrees was found. This source can be used for providing this region with heat supply [2, 4].

In spite of the fact that Kazakhstan is located on latitudes between 42 and 55 degrees to the north, the potential of solar radiation on the territory of the republic is rather considerable and makes 1300-1800 kW·h / per year. In connection with the continental climate, the number of sunny hours per year is 2200-3000. The significant potential of solar energy makes possible its economic use in the vast territories of Kazakhstan. The electricity can be received with the help of photo-electric converters of solar energy. To create a substantial amount of energy a large area roofs, high initial construction costs are required. Solar panels can be heavy; therefore, roofs of houses in the rural areas have to be rather strong. Besides, world experience shows that for using energy via photo-electric converters subsidizing from the state (in Europe subsidies reach 50 % of installation cost) is required.

A source of wave energy may be the coastline of the Caspian Sea. The data of serological observations of annual average wave energy show high profitability of using wave power. There are modular designs of the wave power plant to 3 megawatt. At wave height of 3-5 meters, annual power generation can be about 3 million kW·h with a cost of 3-4 cents per 1 kW·h. Development of energy waves now is at the stage of technical experiments. Such projects can provide oilfield towns in the independent sector of the Caspian Sea with energy sources and to reduce energy consumption from the power supply by 50-85 %.The disadvantage of this energy is a local energy source - the Caspian Sea [2, 5].

Kazakhstan is a unique region for the development of wind energy. According to experts, economically justified to use the wind energy potential at the present time can be about 3 billion kW·h per year. Great opportunities in this are due to the geographical position of Kazakhstan that lies in the wind belt of the Northern hemisphere of the Earth. Most famous in this regard the potential for use in electricity generation air flow Dzungarian gates of the district, located in Almaty region on the border with China, and Shelek corridor, located in the same region [2, 8]. But Kazakhstan's resources are not limited, except for some regions in the South and South-West, in Kazakhstan almost everywhere there is good wind potential. It would seem that if wind blows free, it means that electricity must be cheap. But this is not so. The fact that the construction of a large number of wind turbines requires a significant capital expenditure that forms the part of the price of produced energy.

Of all these renewable energy sources, the most interesting and under-studied source is biofuels. As alternative energy source, biomass energy is the act of getting liquid, solid fuel and gas from the remains of plant origin, animal waste, household waste, sewage sludge. Biogas is a high-quality and full-fledged carrier of energy versatile and can be used as fuel in the household, in the medium and small entrepreneurship for cooking, electricity production, heating of residential and industrial premises, boiling, drying and cooling. The potential waste of agricultural production in Kazakhstan is estimated at 35 billion kW·h and 44 Gcal of heat per year. The advantage of biofuels obtained through the recycling of waste is its accessibility, especially for rural residents who can arrange a closed cycle of production on the farm. In a number of settlements of Kazakhstan local craftsmen assembled apparatus for producing biogas from manure. Practical experience shows that biogas plant with capacity of 10 tons of manure per month can give 15 of biogas per day and provide space with heating in 60, and cooking for a family of 4-5 people. The calculation shows that the processing of the annual volume of agricultural waste in Kazakhstan on biogas, can give an amount of energy equivalent to 14-15 million tons of conditional fuel or of 10.32 million tons of oil fuel.

Today the issue of the selection of carriers is very important. Not the last role play the ecological state of the environment, which is experiencing an emergency load from harmful emissions, associated with traditional energy sources. The use of biomass and waste for combined heat and electricity production is commercially viable in the northern regions of Kazakhstan due to the large heat demand, especially in winter. The important issues of the ecological state of the environment gave rise to the emergence of fuel briquettes, which can vary depending on external factors and on the material used to manufacture them.

The main purpose of fuel briquettes is the heating of residential buildings, warehouses, industrial and manufacturing facilities. Generally, the method of production of fuel briquettes is reduced to mechanical pressing of the starting materials with using of various chemical additives as binder and matrix materials. And the most important advantage of this type of production of briquettes is minimal impact on the environment in the process of combustion of the material, due to the significantly smaller amount of ash formed.

In the framework of solving the problem of renewable resources, we carried out researches of producing fuel briquettes, obtained by pressing of organic waste such as leaves and paper. Briquettes were produced without using a binder, because in the process of briquetting of organic material, lignin serves as a binder. Lignin is a high molecular weight polymeric compound, which provides better “bonding” of components of the organic mass.

Main tasks pursued by us in the manufacture of fuel briquettes:

- Use of all components for the preparation of briquettes that meet the requirements - availability, cheapness (or, if possible, without paying for raw materials – waste) and environmental cleanliness.
- The absence of a binder;
- Minimal costs for the pressing process;
- Lack of drying of the finished briquettes.

We have developed a method for producing briquettes from organic waste without using of binders, with negligible energy consumption for briquetting [3]. Leaf litter and waste paper are used as components.

The height of the obtained briquettes was about 20-25 mm, a diameter about 25-30 mm. The briquettes were tested for moisture content, which amounted about 0.4-0.5%. An important characteristic of the fuel briquette is its calorific value, which shows the amount of heat released by the complete combustion of the fuel. During the research it was found that the heat of combustion of fuel briquettes amounted to 4400 kcal/kg.

Obviously, significant advantage of using briquettes is its high calorific value. In addition, the briquettes provide a constant temperature throughout the combustion. They burn with a minimum amount of smoke. The ash content of the briquettes is about 3-4 %. Any adhesive synthetic substances weren’t applied in the production of fuel briquettes.

Received briquettes, based on their chemical compound, are almost zero carbon dioxide footprint (i.e. discard no more carbon dioxide than was absorbed by the plant during the term of his life).

The major factor determining the mechanical durability, water resistance and caloric content of a briquette is its density. The denser briquette is, the higher indicators of its quality are. The lower density of briquettes is, the less their caloric content is. For example, at the density of briquette about 650-750 kg/m^3 the caloric content of briquettes is equal 12-14 MJ/kg; at the density of 1200-1300 kg/m^3— 25-31 MJ/kg [4].

The density of the obtained briquettes is: at a compression pressure from 4 to 5 MPa – 546 kg/m^3; at a compression pressure from 10 to 12 MPa – 612 kg/m^3. In this way, the results can be compared with the density of the wood, the value of which is equal to: 520 kg/m^3 for pine; 650 kg/m3 for birch [5, 32].

Except density, the factor showing mechanical strength of the briquettes can be test dropping, used for coal briquettes [6].

The mechanical strength of the briquettes by this method was about 87 %.

Thus, technology of manufacturing fuel briquettes from leaf litter and waste paper is developed according to the European quality standards.

In conclusion, we would like to note that renewable energy sources help to diversify energy supplies and in the long term outlook they can replace the decreasing fossil energy resources. The use of renewable energy instead of fossil fuels can significantly reduce emissions of greenhouse gases and other pollutants. The growing demand for renewable energy in industrialized countries leads to economies of production growth; this growth facilitates access to projects for renewable energy use in developing countries. Although experts consider that many markets have been able to sustain higher rates of inclusion of renewable energy, this is hampered by multiple barriers. The cost of technologies using renewable energy remains high, although it continues to decline. Some types of renewable energy now are competitive in certain market conditions.

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USAGE OF WEB QUEST TECHNOLOGY IN THE EDUCATIONAL PROCESS.

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Nowadays students freely use modern information technology, this makes it easier for them process of finding information, processing it and displaying in various ceremonial forms. Therefore, the use in project work of students of the computer as a tool for creative activity contributes to the achievement of several goals:

• increasing motivation to learning;

• development of new competencies;

• realization of creative potential;

• increase personal self-esteem;

• development of unclaimed in the educational process of personal qualities (e.g., poetic, musical, artistic ability).

Currently in various fields there is a shortage of professionals able to independently and in a team to solve problems, to do it with the help of the Internet. Therefore, the work of students in this version of project activities, as web quest, diversifies the learning process, make it lively and interesting. And this experience will bear fruit in the future, because when you work on this project is developing a number of competencies:

• the use of information technology for solving professional problems (including information search, presentation of results of work in the form of a computer presentations, websites, flash movies, database etc.);

• self-learning and self-organization;

• team work (planning, allocation of roles, mutual aid, inter-control);

• the ability to find multiple solutions of a problem situation, determine the most rational option, to justify their choice;

• skill in public speaking (required conducting prejudic and protection projects, with presentations by the authors, with questions, discussions). The first model was presented by the lecturer San Diego state University by Bernie Dodge in 1995. Teachers around the world use this technology as one of the successful ways of using the Internet in the classroom. The most popular model in Brazil, Spain, China, Australia, Holland and America.

Further defining the web quest is an outline of criteria which simply states that a web quest should be inquiry–oriented, and based on a doable and engaging task. Web Quests should include pre-defined resources from the web (and possibly other resources), and that web quests can be short or long term. In many ways a web quest is simply the most logical and enjoyable way to instruct students using the Internet as a resource, and a step towards the introduction of Internet research as a concept. While students need to learn to formulate their own searches, this method insures students will find the right resources, and insures quality of resource material. It avoids the risk of misinformation, and shows examples of good reliable sites and what those look like [1].

Web-quest to develop the ability to solve problems and create opportunities for effective integration of technology into the curriculum. The creation of a Web quest is easier than you think! Many sites are available to guide you through the process. The most thorough is Bernie Dodge web quest page. According to Dodge, six the structure of the web quest are:

1) Introduction-(theme and rationale the value of the project). This phase provides the basic information, introduces key concepts, and also contains a question and will reflect students [4].

2) Task – The task is the single most important part of a Web Quest. It provides a goal and focus for student energies and it makes concrete the curricular intentions of the designer. A well designed task is doable and engaging, and elicits thinking in learners that goes beyond rote comprehension [5;6].

3) Process – A description of the process the learners should go through in accomplishing the task. The process should be broken out into clearly described steps [8].

4) Resources - List all the links and resources you have selected for the students to use. Sometimes this part is skipped and resources are included in the process step. While it is helpful to have resources listed at the point they are needed, a second list with headings that is all inclusive might be useful to students so why not include it.

5) Evaluation – In this section the instructor defines exactly how the project will be graded, and rephrases exactly what will be required, and how much of the grade will be based on each attribute of the project. This section is not only a place to explain grading, but also a place to clarify the requirements of the project. The evaluation should be based in the principles of Rubrics to insure standardized evaluation for all students. Specific criteria must be outlined which the instructor will use as a guide in grading the project. Establishing grading guidelines insures against bias, and allows students to know the standards on which their work will be graded

6) Conclusion – The conclusion summarizes the entire web quest. It should provoke further thought on the subject matter and encourage students to reflect on what they have learned.

Standard lists of essential parts are not written in stone. Some writers include parts like guidance, or notes for teachers. Others change the names of steps to clarify the meaning to young students. It’s OK to call your conclusion an end note or evaluation simply grading, especially when dealing with young students. It’s also only sensible to add an extra part if the project seems to call for it. Web quest instructions should be clear, and their topics creative. These goals far outweigh strict adherence to the suggested format [1].

Web quests are guided inquiry-oriented activities in which some or all of the information that learners interact with comes from resources found on the Internet. Web quests are often supplemented with other media such as print material, CD or videos. Typically, there are two types of Web quests - short term and long term:

1.The instructional goal of a short term Web quest is knowledge acquisition and integration. At the end of a short term Web quest, a learner will have grappled with a significant amount of new information and made sense of it.

A short-term Web quest is designed to be completed in one to three class periods, or can be done semi-independently at home.

2.The instructional goal of a longer term Web quest consists of extending and refining knowledge. After completing a longer term Webquest, a learner would have analyzed a body of knowledge deeply, transformed it in some way, and demonstrated an understanding of the material by creating something that others can respond to, on-line or off-line. A longer term Web quest will typically take between one week and a month in a classroom setting. Most of the Jacob Lawrence Web quests on this website are long-term [3].

The stages of the web quest:

1. The starting stage (team)

Students learn the basic concepts pertaining to the topic. Distribution of roles in the team: for 1-4 persons on 1 role. All team members must help each other and teach how to work with computer programs.

2. Role stage

Individual work in the team on the overall result. Participants simultaneously, in accordance with the selected roles perform tasks. Since the goal of the work is not competitive, in the process of working on the web quest is a mutual training of team members skills of work with computer programs and the Internet. The team brings together the results of each task, the participants exchange materials to achieve the common goal of creating a website.

Objectives:

1) finding information on a particular topic; 2) development of site structure; 3) the creation of materials for the site; 4) refinement of materials for the site.

3. The final stage

The team works together, under the guidance of the teacher, aware of their responsibility for published on the Internet the results of the study. According to the results of the research problems are formulated conclusions and suggestions. There is a contest of work performed, assessing the understanding of the job, reliability of the information used, its relation to the given topic, critical analysis, logical, structured information, certainty of positions, approaches to problem solving, personality, professionalism of presentation. In evaluating the performance of participating teachers and students through discussion and interactive voting.

The creation of web quest is a complex and painstaking work. But this new modern educational Internet technologies has introduced in the learning process. Using the model of learning web quest, the teacher will organize independent work of students more useful and modern. Education through online resources on the basis of constructivism, which puts in the center of the learning process of the student. The introduction of Internet technology entails changes not only in academic activities of students, but in the path of the material from the teacher. Technology web quest is a very useful tool for the introduction of game elements in learning, enhance motivation and the acquisition of knowledge, development of critical thinking. And the motivation of students for continuous learning throughout life is very important for future learning, and we have to take into account the new possibilities of understanding the world. “Web Quest” is a unique opportunity to leverage a global network for learning. It’s an interesting job and a role-playing game at the same time. Playing a role, students will learn to look at the problem from different points of view. The web quest allows students to make discoveries, not only to assimilate the information. This activity can make students anywhere in the world, to help them become creative researchers. In addition, “Web-Quest” allows you to explore the problem more or less deeply, and so it’s perfect for students of all levels. It is ideal for training in the team, increases self-confidence, self-esteem and interest of students.

The educational process with the use of technology «web-quest» necessarily find their followers wherever there is Internet access. The web quest can be successfully used in integrated classes, seminars and conferences.

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MODELING THE MICROCONTROLLERS OF INDUSTRIAL PROCESSES

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Improving the reliability, performance, and feature-rich, as well as to reduce the size of modern computer technology and it is consumption of electricity led to the widespread use of complex technological objects with a lot of sensors and control unit.

Microcontroller - a special chip designed to control various electronic devices.

In 1976 developed the first microcontroller, which combined main control elements in a single chip: the microprocessor, constant and random access memory, input/ output port information, timers, analog-to-digital and digital-to-analog converters [1, 3p].

The microcontroller is a computer system implemented as a single integrated circuit, and includes the following main components: core, program memory and data memory, peripherals devices.

Since the 70s the developers of control systems began to use calculation -inflammatory microprocessor-based systems, the issue of which was mastered by manufacturers (Intel, Motorola, and others.). Application of this technology development system of control allows you to increase the speed and efficiency of the new design systems on the basis of old, lower costs for the detection and elimination of unused rectified and cheaper production [2, 6p].

You can find microcontrollers in all kinds of electronic devices these days. Any device that measures, stores, controls, calculates, or displays information must have a microcontroller chip inside. The largest single use for microcontrollers is in automobile industry (microcontrollers widely used for controlling engines and power controls in automobiles). You can also find microcontrollers inside keyboards, mouse, modems, printers, and other peripherals. In test equipments, microcontrollers make it easy to add features such as the ability to store measurements, to create and store user routines, and to display messages and waveforms. Consumer products that use microcontrollers include digital camcorders, optical players, LCD/LED display units, etc. And these are just a few examples.

The main advantages of microcontrollers are given:

1) Microcontrollers act as a microcomputer without any digital parts;

2) As the higher integration inside microcontroller reduce cost and size of the system;

3) Usage of microcontroller is simple, easy for troubleshoot and system maintaining;

4) Most of the pins are programmable by the user for performing different functions;

5) Easily interface additional RAM, ROM,I/O ports;

6) Low time required for performing operations [3].

Today, there are more than 200 modifications microcontroller compatible with i8051, that are produced by about two dozen companies, and a large number of other types of microcontrollers. Popular with developers use 8-bit PIC microcontrollers Microchip Technology firms and firms AVR Atmel, 16-bit MSP430 company TI, as well as a 32-bit microcontroller architecture, ARM, which is developing the company ARM Limited and sells licenses to other companies for their production.

Industry produces a very wide range of embedded microcontrollers. All the necessary resources of these microcontrollers (memory, input-output devices, etc.) are located on a single chip with a processor core. All you need to do to use them - it has power and clock signals. Embedded microcontrollers can be based on the existing microprocessor or kernel processor designed specifically for the microcontroller. This means that there is a great variety of operation even among the devices performing the same tasks.

Picture 1 – 16-bit 28-pin DIP PIC24 microcontroller

The main purpose of embedded microcontrollers is to provide an inexpensive means of flexible (programmable) facilities of management and communication with external devices. These microcontrollers are not to implement complex functions, but they can effectively control many applications.

Embedded Microcontrollers contain a significant number of auxiliary devices, thereby providing their inclusion in the system realized by using a minimum number of additional components. Typically, the structure of these microcontrollers includes:

1) Scheme startup processor (Reset);

2) Generator of takt impulse;

3) The central processor;

4) The program memory (E(E)P)ROM and software interface;

5) The data memory RAM;

6) Timers, fixing the number of instruction cycles.

Objectives of VIRA S-100 - Industrial controllers:

Processing of signals from discrete sensors;

Control of the power elements;

Implementation of the control algorithm;

Remote control;

Replace the relay control units;

Monitoring progress and status of equipment.

The device is designed to implement a wide range of applications in various industries: local control, remote data acquisition, supervisory control, process control, automation solutions, industrial automation systems integration.

Here are some of them:

1) Dosing of bulk materials;

2) Management of pipelines and multi-speed synchronization tables;

3) Support the microclimate in greenhouses, indoor;

4) Remote alarm;

5) Ovens;

6) Drying and climatic chambers;

7) Car washes;

8) Simulation, test stand;

9) Laboratory test equipment;

10) Monitoring system parameters;

11) Multi-channel controller;

12) Refrigerator;

13) Replacement of relay circuits;

14) Control unit packer.

Additional features: temperature control module, the control voltage output circuits, when AC power is tracking the frequency and phase of the supply voltage, audible alarm emergencies, RS-485 interface, protocol MODBUS, installation of DC/DC converter for powering digital circuits, mixed realization of output circuits as agreed.[4]

According to the results of the Sixth Contest "Tempus" in the October 2013 decision of the Performing Agency for Education, Audiovisual and Culture of the European Commission for financing the projects selected 544490-TEMPUS-1-2013-1-ES-TEMPUS-JPCR «A methodology for the formation of highly qualified engineers at masters level in the design and development of advanced industrial informatics systems »(MEDIS), which is involved in the implementation of Pavlodar State University named after S.Toraygyrov.

MEDIS project addresses curriculum adaptation at Masters level of engineering schools of PC universities to incorporate in their curricula Advanced Industrial Informatics Specialization Modules (AIISM) for the efficient control of distributed and complex industrial processes.

Project Performers in Kazakhstan and Foreign Countries:

1) Malardalen University (Sweden);
2) Technical University of Sophia (Bulgaria);
3) University of Stuttgart (Germany);
4) University of Porto (Portugal);
5) Al-Farabi Kazakh National University (Kazakhstan);
6) S. Toraighyrov Pavlodar State University (Kazakhstan);
7) St. Petersburg State Technical University (Russia);
8) Petrozavodsk State University (Russia);
9)) Odessa National Polytechnic University (Ukraine);
10) Ukrainian National Technical University (Ukraine).

Since September 2015 PSU S.Toraigyrov AIISM courses will be introduced in the educational process. As a special introduction courses AIISM selected educational programs specialty 6M060200 - "Computer Science" and 6M070300 - "Information Systems". In the future, these courses will be introduced in the curriculum specialty 6M071600 - " Instrumentation".

General Objective:

Integration of the methodology of teaching based on problem-solving (problem-based learning) into a Master's degree program in Industrial Technology for the formation of highly qualified engineers in the advanced system of industrial informatics based on the use of microcomputers, industrial computers, mobile platforms and the platforms using cloud technology.

Specific Objectives:

1) development of a methodology based on problem-solving (PBL), and resources for teaching AIISM;

2) AIISM integration into relevant curricula and programs of Partner Countries;

3) development of courses and training of teachers, technicians and administrative staff in the Partner Countries;

4) implementation of the AIISM methodology based on problem-solving in the Partner Countries, and providing assistance in the subsequent use;

5) evaluation of AIISM implementation results;

6) dissemination and use of AIISM results among representatives of the parties concerned.

AIISM is developed using the methodology of problem-solving (PBL) and suggests the implementation of industrial informatics systems for industrial process control. The AIISM methodology is based on the previous experience of EU universities in the field of PBL and active learning methods.

AIISM allows to bring the learning environment closer to the real production environment.

The project is aimed at adaptation of the programs offered by engineering schools in the Partner Countries to the Advanced Industrial Informatics Specialization Modules (AIISM) for effective control of distributed and complex production processes. This reform will exert a positive impact on formation of highly skilled engineers who will be able to easily integrate into the labor market. Moreover, involvement of such engineers in the production process will help improve the productivity and competitiveness of companies, thus contributing to the development of the whole society.

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МАЗМҰНЫ

2 Section. Natural sciences

3 Section. Technical sciences

MATERIALS
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