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Аннотация: Мақалада қазақ тілін оқытудың бағыттары, қазақ тілі пәні және оны оқытушы тұлғасы, қазақ тілін оқыту әдістемесінің пәні, оқыту үдерісі, қазақ тілін оқытудың жалқы дидактикалық және жалпыдидактикалық ұстанымдары, қазақ тілін оқыту әдістемесінің басқа ғылым салаларымен байланыстары және өмірлік мәні, қазақ тілін оқыту әдістемесін орта мектепте сапалы білім беру ісінің басты шарттарының бірі екендігі туралы пікір түйіледі. Орта мектепте қазақ тілі пәнін жете білудің маңызы зор. Қазақ тілі пәні басқа пәндер бойынша сапалы білім алудың қажетті негізі болып табылады.

Кілттік сөздер: орта мектеп, қазақ тілі, оқыту әдістемесі

Пән мазмұны маңызды болмайынша ол пән бойынша білім мазмұны да маңызды бола алмайды. Ал пән көлемінде берілетін білімнің мазмұны маңызды бола тұра оны білім алушыға жеткізудің әдісі жетілмеген болса, онда сапалы білім беру мүмкін емес. Сондықтан пәнді оқыту әдістемесінің сапалылығы білім беру жүйесінде үлкен қызмет атқарады. Оқыту әдістемесінің жоғары деңгейде болуы білім беру сатыларының барлық кезеңдері үшін міндетті. Қазақ тілін жоғары мектепте оқыту ісін әдістемелік тұрғыда жеткілікті негіздеу аса маңызды. Оның кейбір өзекті қағидалары жоғары мектепке арналған оқу құралдарында өз дәрежесінде көрініс тапқанын атап өткен дұрыс деп білеміз [1]. Ал орта мектептегі оқыту әдістемесінің жоғары сапалы болуы – білім беру ісінің нәтижелілігінің басты шарты. Орта мектеп оқу пәндерінің қатарында қазақ тілі пәнін жете білу – басқа пәндер бойынша сапалы білім алудың қажетті негізі болып табылады. Оқушының өз ойын тіл заңдылықтарының талаптарына сай лайықты жеткізуі, баяндауы, айтуы, негіздеуі – орта білім алудың басты құралы. Сондықтан орта мектепте қазақ тілі пәні бойынша білім мазмұны мен оны оқыту әдістемесіне аса зор көңіл бөлінеді. Қазақ тілін оқытудың бірнеше бағыттары бар: а) ана тілі ретінде оқыту; ә) екінші тіл ретінде оқыту; б) шет тілі ретінде оқыту. Бұлардың әрқайсысының өзіне тән мазмұны, әдістемесі, құралдары болады. К.Аханов [2], Қ. Әбілқазов [3] және басқа ғалымдардың [4] еңбектерінде олар жайында бірқатар ойлар, пікірлер жинақталған. Бұл ойлар мен пікірлердің өзектілігі бүгінгі күнде де өзектілігін жоғалтқан жоқ. Біз қазақ тілін ана тілі ретінде оқыту жайына тоқталмақпыз. Ана тілінің басқа пәндерден айырықша айырмашылығы бар. Ол айырмашылық ана тілінің білім жүйесіндегі белгілі бір пән ғана емес, сонымен қатар барлық басқа пәндерді оқып-үйренудің бірденбір құралы екендігінде. Осы себепті ана тілін оқытудың сапасы оқушылардың тек осы пән ғана емес, басқа барлық оқу пәндері бойынша

алатын білімдерінің деңгейіне ықпал етеді. Жоғары мектепте қазақ тілі пәнінің мұғалімін даярлау ісі өте күрделі құрылымдық тұтастығымен ерекшеленеді.

Негізінде, жоғары білімді маман даярлау ісі қай мамандық бойынша да оңай емесі рас. Әйтсе де болашақ мұғалімдерді даярлау басқа сала мамандарын даярлаудан күрделі ғана емес, сонымен қатар өзіндік қиындығы бар, жауапкершілігі үлкен іс болып есептеледі. Өйткені болашақ мұғалімдерді даярлау оларды мектеп оқушыларымен кәсіби деңгейде жұмыс жасай білуге баулиды. Ал қазақ тілінің мұғалімін даярлау ісі болашақ мұғалімдердің мектеп оқушыларын өмірдің түрлі салаларында ана тілін дұрыс, тиімді пайдалана білуге қабілетті болып шығуын көздейді.

Мұндай мақсаттың мейлінші маңызды, өмірлік мәні зор болатын себебі – дүние есігін ашып келген адамзат баласы өзінің өмірі үшін қажетті адамшылық қасиеттердің бәрін ана тілі арқылы табады, ана тілі арқылы қалыптастырады. Адазат қоғамы тарихында адамның өмір тәжірибесі мен ақыл-ойы негізінде жинақталған ақпараттық құндылықтар, білім қоры тіл арқылы сақталады, тіл арқылы игеріледі, тіл арқылы болашақ ұрпаққа беріледі. Білім беру мекемелеріндегі оқу пәндерін меңгерудің құралы да тіл. Осының бәрі тілдің адамзат өміріндегі маңызы мен мәнінің қаншалықты жоғары екеніне көз жеткізеді. Ана тілі пәнінің мұғалімін даярлау ісінің осындай өзіне ғана тән ерекшеліктегі мен үлкен жауапкершілігі болады.

Сондықтан ана тілін оқыту ісіне, ана тілінің мұғалімдерін даярлау ісіне абай болу, оған үлкен жауапкершілікпен қарау – білім беру жүйесіндегі әрбір маманның, әрбір басшының басты міндеті. Қазақ тілі пәнінің мұғалімдерін даярлаудың мынадай құрамдас бірнеше саласы бар: а) қазақ тілі пәні бойынша жеткілікті теориялық білім; ә) қазақ тілін оқыту әдістемесінің теориясы; б) қазақ тілі пәнін оқыту әдістемесін іс жүзінде пайдалана білу дағдысы; в) қазақ тілін оқыту құзіреттілігі. Бұлар өзара тығыз байланысты. Бұлардың бірі жоқ жерде басқалары да болмайды. Мысалы, егер студент, болашақ мұғалім қазақ тілінің теориясын білмейтін болса, онда ол қалған салалар бойынша да білімсіз болып қалмақ.

Ал егерде ол қазақ тілінің теориясын білгенмен, қазақ тілін оқыту әдістемесінің теориясын білмейтін болса, онда бұл оның әдістемелік ойлауының қалыптаспағандығын көрсетеді. Ал әдістемелік ойлауы қалыптаспаған мұғалім әдістемелік ұғымдардан бейхабар қалады. Әдістемелік ұғымдардан бейхабар адам білім алушыларға сапалы білім бере алмайды. Айналып келгенде, әдістемелік ойлауы, оқыту әдістемесінен тиісті білімі қалыптаспаған болашақ мұғалімнің кәсіби құзіреттілігі де қалыптаспайды. Ана тілі пәні мұғалімін даярлау дегеніміз болашақ маманға ана тілі бойынша білім беру ғана емес.

Студент жоғары оқу орнында қанша мол білім жинағанмен, сол білімін іс жүзінде пайдалана алмайтын болса, онда оны білімді деп есептеуге болмайды. Пайдаға аспаған білімнен қайыр жоқ. Маман өзінің бойындағы білімді іс жүзінде пайдалануы, пайдаға жаратуы үшін, оған арнайы құрал керек болады. Ана тілін оқыту әдістемесі маманның өз бойындағы білімді іс жүзінде пайдалануын, пайдаға жаратуын қамтамасыз ететін осы құрал қызметін атқарады. Қазақ тілін оқыту әдістемесі бойынша теориялық білім беру болашақ мұғалімдердің қазақ тілін оқыту үдерісі туралы іргелі ғылымиәдістемелік білім қорының қалыптасуын қамтамасыз етеді.

Екінші жағынан, қазақ тілі пәнінің мұғалімі оқушыларға тиісті білім беріп қана қоймайды, сонымен бірге қазақ тілі негізінде тәрбие береді. Бұл өте маңызды. Бұл жерде білім беру мен тәрбие берудің өзара сабақтастығын анық түсінудің пайдасы зор. Бүгінде білім беру мекемелерінде білім беру ісі бір бөлек, тәрбие беру ісі бір бөлек жүріп жататыны бар. Бірақ мынаны ескеру керек: білім беру ісі – адам, маман тәрбиелеудің бірден-бір құралы. Білім беру ісінен тыс, білімсіз тәрбие беремін деу – үлкен қателік. Білімсіз беремін деген тәрбие құмға құйған су сияқты болмақ. Тәрбие адамға ізгі білім, игілікті дағды, біліктілік арқылы беріледі. Тәрбие берудің басқа жолы жоқ. Тәрбиесіздік білімсіздіктен шығады. Білімнің жоқтығы – ақылдың жетімсіздігі деген сөз. Қазақ тілінің болашақ мұғалімі осыны есте мықтап ұстауы шарт. Болашақ мұғалім үшін қазақ тілін оқытудың мазмұнын, әдістері мен ұйымдастыру жолдарын игерудің қажеттілігі даусыз.

Сондықтан жоғары оқу орындарында қазақ тілінің мұғалімдерін даярлауда оқу үдерісінің барлық кезеңдерін қамтитын оқыту әдістемесінің жалпы мәселелерін, қазақ тіл білімінің барлық салаларын оқытуға ерекше жауапкершілікпен қарауға тура келеді.

Сонымен қатар оқушылардың тілін дамытудың әдістемесін, оқушылардың білімін бақылау мен бағалаудың әдістері мен тәсілдерін арнайы зерттеу, оның нәтижелерін өндіріске енгізу, тиімді пайдалану әрқашанда ерекше өзекті мәселелердің қатарында тұрады. Оқытудың қазіргі құралдарын пайдалана білу, қажетті дидактикалық құралдарды жасаудың, іс жүзінде пайдаланудың амалдарын, тәсілдерін меңгеру – өз алдына бір сала. Осындай әр сала бойынша қалаптасатын білім, дағды, біліктілік негіздері аясында мұғалім оқыту әдістемесінің жалпы теориялық қағидаларын, соны жетістіктерін озық тәжірибемен ұштастыра отырып, өзінің кәсіби қызметін жоғары сапалық деңгейде атқаруға ұдайы ұмтылуы аса маңызды. Оның мынадай себептері бар: белгілі бір пәнді оқыту әдістемесі ғылыми тұрғыда қаншалықты толық зерттелгеніне қарамастан, ол зерттеулер бүгінгі күннің даму қарқынына ұзақ шыдас бере алмайды.

Бүгін жаңа болып есептелген ғылыми-әдістемелік үлгі ертең де сол жаңа, пайдалы болып қала алмайды. Екіншіден, қазақ тілі пәнін оқыту әдістемесі ғылым пәні, оқу пәні ретінде қаншалықты маңызды екеніне қарамастан, бұл салада осы күнге дейін іргелі ғылыми зерттеуге немесе сапалы оқулыққа қолымызды жеткізе алмай келе жатқанымыз шын. Қолда бар еңбектер бүгінгі күннің өскелең талаптарына жауап бере алмайды десек, артық айтқан болмаймыз. Мұндай жағдайда қазақ тілі пәні мұғалімінің кәсіби білімі мен дағдысын, біліктілігін жоғары оқу орнынан кейін өздігінше ұдайы жетілдіріп отыруының өмірлік пайдасы үлкен. Қазақ тілін оқыту әдістемесі тілдің адам өміріндегі, қоғамның әлеуметтік дамуындағы маңызы, тіл мен сана, сөз бен ойлау арақатынасы туралы лингвистикалық, психологиялық қағидаларға сүйенетіні белгілі. Бұл ретте қазақ тілін оқыту әдістемесі тіл білімінің тілдің әлеуметтік қызметі мен мәні жайындағы теориялық қағидаларына сүйенеді. Бірақ қазақ тілін оқыту әдістемесін қазақ тілінің құрамдас бір саласы ретінде түсінуге болмайды.

Іс жүзінде қазақ тілін оқыту әдістемесі пәні мен қазақ тілі пәнін бір санап, жоғары оқу орындарының оқу жоспарынан бірін шығарып тастауды жаңалық, инновация деп есептеу тәжірибесі де кездеседі. Мұндай тәжірибе жалпыға міндетті мемлекеттік стандартты (білім беру бағдарламасын) орындаудан бас тарту ғана емес, мұндай тәжірибенің қазақ тілі пәнінің болашақ мұғаліміне, оның болашақта оқытатын оқушыларына қиянат болатынын ескеру артық емес.

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FEATURES OF IDIOMS IN ENGLISH, RUSSIAN AND KAZAKH LANGUAGES

СЫРЛЫБАЕВА ЭЛЬМИРА МУРАТОВНА

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Abstract: *This article discusses idioms of English, Russian and Kazakh languages as key elements of the language system, reflecting cultural and national characteristics. Their structure, semantics and functions are analyzed, and similarities and differences due to historical and social context are identified. Idioms are considered as expressions reflecting unique aspects of mentality, cultural and historical realities of each nation. Particular attention is paid to similarities and differences in the structure and meaning of idiomatic expressions due to the socio-cultural context. The results of the study emphasize the role of idioms in enriching the language and intercultural communication. The data obtained can be useful for teaching foreign languages, developing educational materials and deepening knowledge in the field of linguistics and cultural studies.*

Thus, the study of the features of idioms confirms their key role in the formation of the linguistic picture of the world and emphasizes the importance of studying these expressions in the process of mastering foreign languages. This opens up opportunities for a deeper understanding of culture and language, as well as for effective communication in a multilingual world.

Key words: *Idioms, English language, Russian language, Kazakh language, intercultural communication, set expressions, linguistics, cultural features, semantics, linguistic picture of the world.*

Idioms, or set expressions, play a significant role in the language system, being an important means of expressing cultural and national characteristics. Their meaning often goes beyond the direct semantics of the constituent words, which makes them a vivid and expressive element of speech. Studying idioms opens up access to a deeper understanding of the linguistic picture of the world, cultural traditions and worldview of native speakers.

English, Russian and Kazakh languages, having a rich idiomatic fund, demonstrate a variety of approaches to the formation of set expressions. Idioms reflect everyday life, historical events, social and cultural realities, creating a unique lexical and phraseological layer. Their use enlivens speech, makes it more emotional and richer, and is also an indicator of high-level language proficiency.

In the modern world, where intercultural communication plays a crucial role, studying idioms is becoming an urgent task. Knowing the features of idiomatic expressions allows you to better understand the mentality of different peoples, deepen your understanding of the language and facilitate the process of intercultural communication.

Idioms are an important component of any language because they reflect the unique cultural, historical and social aspects of a people. In English, Russian and Kazakh, idioms have their own characteristics related to their origin, semantics and usage [1,138].

Idioms are set expressions whose meanings are not reduced to a simple combination of the words that comprise them. They play an important role in the linguistic picture of the world, reflecting not only the peculiarities of vocabulary, but also the mentality, cultural traditions and historical realities of the people. English, Russian and Kazakh languages have a rich idiomatic fund, each of which has unique features.

In English, idioms are often associated with specific cultural phenomena, historical events and lifestyle features of English-speaking peoples. For example, the expression “kick the bucket” (to die) has a metaphorical meaning and is used in informal speech. Many English idioms reflect elements of everyday life, sports (“hit the nail on the head” – to hit the mark) or professional activity (“burn the midnight oil” – to work until late at night). They are characterized by the wide use of phraseological units built on images and allusions that can be difficult to understand without context.

In English, idioms are often built on images associated with the sea (“to be in the same boat” – to be in the same boat, in the same position), sports (“throw in the towel” – to surrender, literally to throw a towel into the ring) or everyday life (“let the cat out of the bag” – to give away a secret). Many idioms are associated with historical events and the realities of industrial society (“red tape” – bureaucracy). Most English idioms are metaphorical in nature, which makes them difficult for language learners to understand.

Russian idioms are usually rich in symbolism and are often associated with folk traditions, folklore and natural phenomena. For example, the expression "попасть впросак" (to find oneself in a difficult situation) is associated with the history of textile crafts. Many Russian phraseological units have an emotional connotation and are used to express an attitude towards a situation or a person: "to make a mountain out of a molehill" (to exaggerate), "на носу" (it's about to happen).

The Russian language is characterized by idioms, which are often based on folklore and literature. Expressions such as “не в своей тарелке” (to feel uncomfortable) or “за семью замками” (safely hidden) are deeply rooted in the culture and convey vivid, understandable images. They are often used to convey an emotional attitude, for example, “душа в пятки ушла” (to be scared). Idioms in Russian are widely used in both everyday speech and literary works.

The Kazakh language is rich in idioms that are closely related to traditional nomadic culture and the natural way of life. Expressions such as “жүзден жүйрік, мыңнан тұлпар” (the best of the best, literally out of a hundred – frisky, out of a thousand – racehorse) emphasize the importance of horse breeding and competitions in Kazakh culture. Idioms often convey the life philosophy and values of a people, for example, “ас атасы – нан” (bread is the basis of food). They are filled with images related to nature and family relationships, which makes them vivid and metaphorically rich [2].

Kazakh idioms often draw their content from traditional nomadic culture, images of nature and everyday life. For example, the expression "жүйрік аттай" (like a fast horse) emphasizes the swiftness or speed of action. Most Kazakh idioms reflect the philosophy and worldview of the Kazakh people, associated with the concept of honor, hospitality and respect for elders. Expressions such as "кой устіне Бозторғай Жұмыртқалаған заман" (time of peace and tranquility) illustrate a deep connection with cultural heritage and history.

Although in English there is no category of gender for nouns, nevertheless, nouns denoting animate objects, personal pronouns, and, as an exception, some animals and objects can have masculine or feminine gender. Nouns referring to a person (answering the question Who is this? - Бұл кім?) are masculine (respectively locative he, his - ол, онікі) or feminine (respectively locative she, her - ол, онікі). As we can see from the examples, in the Kazakh language there is no category of gender at all, therefore, the same adjective, pronoun or ordinal numeral, depending on the meaning of the sentence, can be translated into English in different ways.

Thus, despite differences in cultural contexts and images, idioms in each language perform similar functions: they make speech brighter, more expressive and emotional, and also serve as an important link between language and culture.

What all three languages have in common is the ability of idioms to create expressiveness of speech, add emotional and cultural context, and also form a unique linguistic thinking. At the same time, in each language, idioms reflect unique aspects of historical, social and cultural experience, which makes their study important for a deep understanding of the linguistic picture of the world [3, 232].

Idioms, as an integral part of the language system, play an important role in conveying the cultural heritage, worldview and emotional state of native speakers. Their use enlivens speech, makes it more expressive and allows for a deeper understanding of the national characteristics of the language. The study of idioms of the English, Russian and Kazakh languages demonstrates their diversity and uniqueness, conditioned by the historical, social and cultural realities of each nation [4,24].

In the course of the work, it was revealed that idioms of the English language are often associated with the everyday and historical realities of industrial society, Russian idioms refer to folklore and literary tradition, and Kazakh expressions reflect a way of life based on the natural way of life and nomadic culture. Despite the differences, in all three languages, idioms are an effective means of creating expressiveness, which confirms their universal significance in any language system.

The practical value of studying idioms lies not only in expanding vocabulary, but also in improving intercultural communication skills. Knowledge of idioms allows one to better understand the hidden meanings embedded in the speech of native speakers and facilitates successful integration into another cultural environment [2,248].

Thus, the study of the features of idioms confirms their key role in the formation of the linguistic picture of the world and emphasizes the importance of studying these expressions in the process of mastering foreign languages. This opens up opportunities for a deeper understanding of culture and language, as well as for effective communication in a multilingual world.

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ESKİ TÜRKLERİN PAREMİOLOJİSİNDE "İNSAN" KAVRAMI

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Özet: Eski Türk dünya görüşünün paremiyolojisinde "İnsan" modeliyle ilgili olarak kavramsal alanın sözlü tezahürlerini belirlemek, Eski Türklerin düşünce bilgilerini, düzeylerini, felsefi görüşlerini tahlil etmek. Antroposentrik paradigma, toplumdaki cinsiyet rolleriyle birleştirilir ve halkın ulusal ve kültürel özellikleri, gelenekleri, görenekleri ve inançları ile yakın ilişki içinde değerlendirilir. Yeryüzünde insan varoluşunun başlangıcından itibaren, gerçek bir insan, mükemmel bir insan, eksiksiz bir insan kavramları ortaya çıkmaya başladı. Bir zamanlar, Kazak şairi Abay Kunanbayev, eserinde "İnsan" kavramını tanımladı ve oluşum ve gelişim aşamalarına odaklandı.

"İnsan" kavramının içeriğinde dil-kültürel ve bilişsel araştırmaların rolü, dil ve kültür ilişkisi, dil-kültür çalışmaları adı verilen yeni bir bilimin oluşmasına yol açmış ve dil ve düşünce arasındaki ilişkinin araştırılması, dil ve düşünce arasındaki ilişkinin araştırılmasına yol açmıştır. Dil-kültür kavramının söylemde işlev gören ve kültürel çevrede yerleşik ayrı bir zihinsel yapı olduğunu, çok yapıtlı, çok sesli, sözlü bir dil yapısı olduğunu ve bilişsel bir kavramın daha düzenli bir iç yapıya sahip ayrı bir zihinsel yapı olduğu tahlilleri misaller üzerinde yapıldı.

Kavramın dil araçlarıyla sözlü anlatımı, zihinsel yapısı gibi özelliklerinin dil-kültürel kavram ile bilişsel kavramla kesiştiği ve dolayısıyla bilişsel dilbilimin bazı verilerinin dil-kültür araştırmalarında kullanılabileceği üzere tespit edilmektedir. Dünyanın dilsel görüntüsünün homojen bir yapı olmadığı, ancak farklı anlamsal özelliklere sahip kavramların oluşması sonucunda belirli bir kavramı çeşitli sınıflandırmalar içinde ele almanın ve tüm farklı kavram türlerini belirlemenin mümkün olduğuna dikkat çekildi.

Bildiride, en yaygın sınıflandırmaların analizi, "İnsan" kavramının, sosyo-dilbilimsel türdeki hemen hemen tüm söylemlerde hizmet eden duygusal, metinsel, eğitimsel, meta mesleki kavramların özelliklerine sahip olduğunu ortaya konulmaktadır.

Anahtar Kelimeler: Türk dünyası, atasözleri, "İnsan" kavramı, Eski Türk dünya görüşünün paremiyolojisi vb.

Dünyada insan varlığının başlangıcından itibaren, "**gerçek bir insan**", "**mükemmel bir insan**", "**eksiksiz bir insan**" kavramları ortaya çıkmaya başladı. Ve herkes anladığı gibi durdu ve herkes kendi tanımını verdi.

Bir zamanlar Kazak şair Abay Kunanbayev de "**İnsan**" kavramını tanımlamış ve onun oluşum ve gelişim aşamalarına odaklanmıştır. İçinde şair Nasihatinde şöyle anlatıyor: "Bir çocuk ancak bilim ve bilgi konusunda tutkulu olduğunda, adı insan olacaktır." Aynı zamanda, insani nitelikler veya nitelikler olarak kendisi için değil, insanlar için yaşamanın önemi, kendisi için yaşayan bir insanın kendi başına otlayan bir hayvan gibi olması ve kitleler için yaşayan bir insanın da insan olması demektir. "gerçek bir insan" [1, 122-124]. "Abay'ın eserlerinde "**mükemmel insan**" fikri, "**cömertlik**" doktrini temelinde sistemli bir şekilde tam bir insan, yarı insan, mükemmel insan, tam söz üzerinden yayılmaktadır. Abay'nın ahlaki temeller hakkındaki düşünceleri nezaket, bilgelik, adalet ve merhamet kavramlarıyla bağlantılıdır. Kusursuz bir insanın özelliği parlak bir zihin, yarı insanın özelliği ise soğuk bir zihindir. Aydınlanmış bir zihin adaletsizliğe dayanamaz. Soğukkanlı bir insan, adaletin arkasından yürür, gözünü çevirir ve kendi yararına zararlı bir şeye göz yumar. Abay, otuz sekizinci konuşmasında, "Yasanın gücü bende olsaydı, insan doğasının düzeltilemeyeceğini söyleyen bir adamın dilini keserdim" dedi [1, 124-145]. Bundan, büyükbabamız Abay'ın karakterinin

düzeltilmesinin – kayıtsızlıktan kurtardığını, ilerleme arzusunu teşvik ettiğini, zamana karşı tutumları değiştirmeyi, ülkenin entelektüel bir nesli olmasını anlayabiliriz [1].

“İnsan mükemmelliği” nedir? Mutluluğa nasıl ulaşılabileceği sorulduğunda, dünyanın en büyük ikinci öğretmeni Al-Farabi, bilginin ve eylemin elde edilebileceğini söylüyor. Mutluluğa götüren tüm eylemler ve hizmetler her zaman naziktir. Aktif ruhun amacı, kasıtlı bir özlem olmalıdır. Ona iş zekası ve öngörü, yani dünyayı bilme yeteneği aşılama arzusuyla motive olur. "İnsan, başkalarından değil, ruhu ve bedeni arasındaki her şeyden sadaka, güzellik, iyilik ve büyüklük aldığında, gerçekten sadaka ve mutluluğa ulaşır." Nazik bir ruh, aklın, insan mutluluğunun ve refahının bir savaşçısıdır. Hayırseverlik, önemli bir görev için eyleme, kararlılık ve azim için doğal bir eğilimin birleşimidir.

Genel olarak mükemmel bir insan (Arapça: "insan-i kamil" - tam bir kişi) olgun bir akla sahip bir kişidir. Din öğretisinde kâmil insan, gayri şahsi ahlaksızlıklardan tamamen arınmış, nefsi aydınlanmış, maneviyatı gelişmiş, kemalin şekline ve temeline daha yakın olan asil bir adamdır. Kusursuz bir insanın her eylemi Tanrı'ya adanmıştır. O, yitiklere yol gösteren, yitiklere köprü, ümitsizlere açık bir kapıdır. Bu kavramın diğer anlamı, Yusuf Balasagun'un "Kutadgu Bilig" eserinde ve tasavvuf eserlerinde yatmaktadır [2].

Tasavvuf şiirinde, mükemmel insan kavramı, iki bilgin ile yakın ilişkisi içinde ele alınmaktadır. Bu olgu, özellikle Adalet, Devlet, Akıl, İnsaf'ın bu hayata hizmet etmeye çalışan kusursuz bir insan suretinde söylendiği "Kutadgu Bilig" eserinde belirgindir. Hayatla ilgili bilgiler çok az muhafaza edilmiştir. Ama felsefe, matematik, tıp, astronomi, astroloji, sanat tarihi, edebiyat, dilbilim ve diğer bilimlerin gelişmesine önemli katkılarda bulunmuştur.

Balasagun'lu Yusuf Has Hacib tarafından yazılan ve bugün hâlâ İslami Türk Edebiyatı'nın ilk yazılı eserlerinden en önemlisi sayılan, Kutadgu Bilig, mesnevi şeklinde yazılmış bir eserdir [2. VII]. Balasagun bu eseri Doğu Karahanlılar Devleti'nin başkenti Kaşgar'da 1070 yılında tamamlanmış (18 ay içinde yazılmıştır) vr eser Karahanlı hanedanının (942 - 1210) devleti "hanlar Hanı"nın kurucusu Satuk Kara Buğra hanına sunmuştur. Bu amaçla, han emriyle Yusuf Balasagun'a "Has Hacib" - "baş bakan" veya "büyük danışman" unvanı verilir. Karahanlı hanedanlığı döneminde, bu geniş devletin yönetimini düzenleyen hiçbir kural olmadığı gibi, toplum üyelerinin hak ve sorumluluklarını belirleyen kanunlar da yoktu. Ülkedeki bu boşluğu doldurmak için Yusuf Balasagun "Kutadgu Bilig"i kaleme almıştır. Böylece eser bir anlamda ülkenin Anayasası olarak hizmet eder. Yusuf Balasagun destanında hükümdar hanları ve saray mensupları, han sarayının hizmetkarları ve elçileri, komutanlar ve uşaklar, bilgeler ve aşçılar, çiftçiler ve çobanlar vb. konular 82 bölümden oluşan mesnevilerde yer almaktadır. Yusuf Balasagun toplum üyelerinin davranışlarını, eğitim düzeylerini, zekalarını, haklarını ve sorumluluklarını bireysel olarak tanımlar. Şair, hanın kendisinden başlar. Ülkeyi yöneten kişinin *zeki, dürüst, güzel konuşan, bilgili ve sanatkar, eli açık, cömert, parlak yüzlü olması ve kimseye küskün olmaması* gerektiğini söylüyor. Ülke yöneticilerini *kıskançlık, açgözlülük, eğlence, zulüm, intikam* gibi kötülöklere karşı uyarır. Şair daha sonra padişahın görme ve kulaklarını "Hacib" yani genelkurmay başkanının görevleri olarak niteler. Başkomutan, halkın isteklerini hana, hanın düşüncelerini ve kararlarını halka iletmelidir. Eserin ana fikri aşağıdaki dört ilke ile dayanmaktadır:

1. İyi yönetim için doğru olanı yapacak adil bir yasanın varlığıdır;
2. Bahçenin bir zenginlik, yani memlekette refah dileği olmasıdır;
3. Akıl ve şahsiyettir;
4. Memnuniyet, insaf ve vicdan meselesidir.

Yusuf Balasaguni'nin "Kutsanmış Bilgisi", yaşamın anlamını ve evrensel manevi değerlerin özünü - idealler, din, ahlak, sanat ve bilgelik - açıklar. Gerçeğe giden yol, insan ile dünya, büyük evren ve mikro kozmos arasındaki uyum ilkesine dayanır. Bu, Yusuf Balasaguni'nin toplum hakkındaki düşüncelerinde, yani modern anlayışın sosyal felsefesinde adalet, mutluluk, bilgelik ve hoşnutluk olarak yansıtılmakta ve "Kutsal Şaft"ın dört karakterinde yoğunlaşmaktadır. Sadece çok bilgi içen bir kişi çok şey başarabilir. Ona göre ilim, hikmet, sıhhat ve olgunluktur. Yusuf Balasaguni'ye göre toplum yapısındaki mükemmelliğin ölçüsü ancak toplumsal düzen bozulduğunda görünür hale gelir. Ardından yeni idealler ve sloganlar ortaya çıkacak ve halkın desteğini kazanacaktır. Toplumsal yapının mükemmelliğinin bireyin özgürlüğü ve bağımsızlığı tarafından

belirlendiğine inanıyordu. Sosyal felsefesinde, toplumdaki mükemmelliğin temellerini ve pratik tezahürlerini yakın ilişki içinde ele alır. Bilgide mükemmelliğin bir beceri olduğunu ve pratik tezahürünün bir beceri olduğunu bilir. Yusuf Balasaguni, çalışmalarında zekaya özel bir önem vermektedir. "Kutsal Şaft"ta her şeyden önce bilgeliği, yani modern anlamda teorik zekayı, bilgeliğin doğasını, özelliklerini, insanın doğuştan gelen yeteneklerin ve ardından bilgi birikimindeki rolünü, gerçeğin peşinde koşmayı düşünür. bilişsel süreçte vb. konular. Düşünme faaliyetinin insanlara özgü olduğuna ve hayvanlarda bulunmadığına inanıyor. Duygu aldaticıysa, ona tamamen güvenmek imkansızdır ve akıl, akıl her zaman insana hizmet eder, yanlış değildir. "Kutsal Şaft"ın ana fikri, insanın olgunluğu ve kişisel gelişimi, dolayısıyla devleti ve toplumu güçlü, güçlü ve kutlu kılmaktır. Kişisel gelişim yolunda olan bir kişi, niteliklerine, formuna ve temeline daha yakın olan asil bir ruhtur. Dastan, okuyucuya mutluluğun ve refahın ancak kişinin kendi ahlakını geliştirmesiyle sağlanabileceğini söyler. "**Kendini koruma**" ve "**kendini hatırlama**" ilkesi, insan niteliklerinin - ahlak ve kişilik - gelişimini amaçlar. Şair, geçiş yaşamı ve ölümüyle derinden ilgilenir. Ona göre, ölçülü bir hayattaki en zor pişmanlık, dünyevi çıkarlar ve arzular tarafından yönlendirilen zihnin saflığını koruyamamaktır, bu nedenle bir kişi, kişiliğinin yanı sıra yaşamın geçiciliğini de unutmamalıdır. Ayrıca Yusuf Balasaguni'nin eserleri, iyilik ve bağlılık arzusu, tasavvufta Tanrı sevgisi, dünyanın ve insanın gizemlerini araştırma arzusu ile karakterizedir. Onun için insanlık dünyadaki en önemli değerdir. İnsanın Yaratıcısı olan Allah, yalnız onu değil, ayı ve güneşi, gündüzü ve geceyi, gökleri ve yeri, bozkırları ve dağları, elleri ve toprağı da doğurmuş ve şerefleştirmiştir. Balasagun'a göre bundan sonraki görev bu kişinin itibarını korumak ve ona göre yaşamaktır. Hayatı Tanrı'nın insana bir hediyesi olarak görür ve sadece anlamlı bir hayat yaşamış olanlar bunun karşılığını ödeyebilir.

Yusuf Balasaguni, Türk dünyasının yerli halkının örf ve adetlerini iyi tanır, manevi hayatına derinden dalmıştır. Herhangi bir büyük öğretmen gibi, o da bir ansiklopedist ve filozof, psikolog, tarihçi, dilbilimci, etnograf, halkbilimci, edebiyat eleştirmeni.

Balasagun'a göre, insan iyiliğe karşı çıkan işaretleri yenecek güce sahip değilse, hoş nitelikler ortadan kalkacaktır. Bu değerlerin ve çelişkilerinin popüler yorumu şu şekildedir:

1. Öfke ve kırgınlık tarafından gizlenen zihin;
2. Kıskançlık tarafından yok edilen dostluktur;
3. Doyumsuzluk ve açgözlülük tarafından yok edilen utançtır;
4. İyi yetiştirme kötü bir ortamdan etkilenebilir;
5. Mutluluktur ve kıskançlıkla mahvolur [2].

"**Kutadugu Bilig**"te geçen "**İnsan**" kavramıyla ilgili bazı örneklere başvuralım (Yusuf Has Hacip. Günümüz Türkçesi ile KUTADGU BİLİĞ Uyarlaması; Günümüz Türkçesine uyarlayan: Fikri SİLAHDAROĞLU. – 2. Bsk. – Ankara: Kültür Bakanlığı, 2000. XI, 530 s.):

Bey memleket ve kanunları bilgi ile ele alır;

Bütün işleri akıl ile görür.

İnsanın bilgili olması çok iyi bir fazilettir;

İnsanın kılıç kullanması daha üstün fazilettir.

Gözü tok insanlarda mala karşı hırs olmaz;

Böyle kimse mal ile aldatılmaz.

İnsan tamahkâr olursa, nefsinin esiri olur;

Ey dolun ay gibi güzel yüzlüm, sen onu bağışla.

Tamahkâr, ne kadar bey olursa olsun, kuldur;

Tamahkâr her vakit aşağılık bir insan olarak kalır.

Hangi işte akıl ön ayak olursa,

O iş başarı ile neticelenir.

Alim hangi işte bilgisini kullanırsa, ona ulaşır;

Onu tutar ve elde eder.

İnsan aklını kullanır ve işine bilgi ile başlarsa,

Giriştiği her işte muvaffak olur.

İnsan gümüşü görür ve ona gönül bağlamazsa;
Ona hakiki bir melek demek daha doğru olur.
Altın görünce, pek yürekli insanlar bile yumuşar;
Kaba sözlü insanların da sözü nâzikleşir.
Gözü tok kimseler senin servetini kendi menfaatleri için kullanmazlar;
Doğru ve dürüst insanlar kendilerini lekelemezler.
Küçüklüğünde altın ve gümüş görmüş olan kimse kendisini pek fazla mal hırsına kaptırmaz.
Doğruluk bir sermayedir ve bütün iyilikler bu sermayenin kârıdır;
Bu kâr ile insan ebedi tadı bulmuştur.
İnsan doğru olursa, günü iyi olur;
Günü iyi olursa, ebedi saadete kavuşur.
Düşüncen ve sözlerin doğru, hareketin güvenilir olsun,
Saadet ve bütün bu dünya nimetleri sana gelir.
Doğru olursan, günün kutlu olur;
Sevinc ve saadet içinde , selametle ömür sür.
Bilgili insanın sözü yemek gibi yenilmelidir.
Bilgili insanlar doğru ve dürüst olurlar;
Doğru insanın her yerde güneşi parlar.
Ne kadar güvenilir, doğru ve dürüst bir insan bulsan bile, bil ki, senin için en güvenilir ve doğru kimse yine kendisin.

Hayat gider;

İnsan buna acıdığını itiraf etmez;

Emek boşa giderse, bunun acısı uzun seneler unutulmaz.

Vücut semirirse, onu yiyecek kurtlar ve yılanlar hazırdır;

Kendi sevincine gelince, sen ancak konup-giden bir yolcusun.

Yalnız kendi menfaatini gözeten dosta gönül bağlama;

Fayda görmezse, sana düşman olur;

Ondan vaz geç.

İçkiye düşkün kimseyi kendine arkadaş edinme, o sana vefa göstermez, ancak kalbini kırar.

Her bakımdan tam zengin olmaak istersen, kanaatkâr ol;

Böylece kendi hasibini elde etmiş olursun [2].

"**Kadın**" ve "**erkek**" kavramları, ee kültürde ortak olduğu gibi evrenseldir. Ancak bu kavramların aynı zamanda belirli bir topluma özgü özellikleri de taşıdığı açıktır.

"**İnsan**" kavramı tüm halklar için ortak bir kavram olmasına rağmen, kavramsal alanı her milletin zihniyeti, dünya görüşü ve doğası tarafından belirlenir. Bir erkeğin adının tarifinde, adı yaşına, ailedeki yerine, sosyal durumuna, akrabalığına bağlı olarak farklı sözlük birimleri tarafından verilir.

Erkek, kadın, çocuk, kız ve oğlan vb. kelimelerin kullanıldığı atasözlerinden, "**insan**" kavramıyla bağlantılı olarak insanların etnik dünya görüşünü, milli ve kültürel özelliklerini anlamak mümkündür. Erkeksi nitelikler insanlar tarafından çok değerlidir. İnsanın zekası, cesareti, keskinliği, bilgisi, çalışkanlığı vb. Nitelikler, milletin kültüründe "**insan**" kavramını oluşturur.

"Kazak ailesinde, çocuğa özellikle saygı duyuldu ve ilk ata binmesi, yolcu seyahati ve haneye ilk katılımı bile sevinç ve neşe ile kutlandı. küçük bir partiye davet edildi" [3].

Atasözlerinin incelenmesi, cinsiyet farklılıkları, atasözlerinde ekin işlevi [4], sözsüz doğa [5] araştırmacıların eserlerinde ele alınmaktadır.

"**İnsan**" kavramının ayrılmaz bir parçası olan mikro kavram "**Oğul**", atasözlerinde aşağıdaki dernekleri oluşturur:

1) **Oğul mirasçısıdır, hayatın devamıdır, "kara şanyrak"ın (baba evin) sahibidir.** Meselâ: Kızınız mukaddes bir yere konana kadar bekleyin, oğlunuz o ailenin sahibi oluncaya kadar bekleyin; Bir oğlunun doğumu ise bir güneşin doğuşudur; Oğlunuz evlenirse şanslısınız, kızınız yer (eş) bulursa şanslısınız vb.

2) **Oğlan insanların geleceğidir.** Meselâ: bir erkek köpek yavrusu olmamalıdır, bir kız gezgin olmamalıdır; Davranışının kölesi olma, halkının oğlu ol; Betege (ot), pelin kır güzelliğidir, Eğitilmiş erkek ve kız çocukları memleketin güzelliğidir; Milletine değer veren çocuk, karakterine önem veren köle olacaktır vb.

3) **Oğul, babanın takipçisidir.** Meselâ: Oğlunuz evlenirse şanslısınız, kızınız yer bulursa şanslısınız; Babanın oğlu efendinin kölesidir; Bir babaya sahip olmaktansa bir oğul sahibi olmak daha iyidir; Yaşlı adam büyür, oğul insanları memnun etmek için büyür; Bir oğul babasını takip eder, bir kızı annesini takip eder vb. [6, 7].

Dünyanın paremiolojik görüntüsünde, "**oğlan**" imajını karakterize eden iyi ve kötü nitelikler, "**erkek-oğul**" kavramı etrafında sistematik bir ilişki alan görmemizi sağlar. Meselâ: Kızınız iyiye tarlanız genişler, oğlunuz iyiye yeriniz genişler; İyi bir gelin yaşlıların gibidir, iyi bir oğul ressam gibidir; Oğlun geniş sırtlı bir insan olacak ve oğlun bilge bir insan olacak.

"Kötü çocuk" bilişsel modeli çerçevesinde. Meselâ: babasından ayrılan oğul yoktur, anneden ayrılan kız yoktur; Kızın çıplaklığından sakının, Oğlanın tembelliğinden sakının; Kötü bir kunduracı bizi seçer, zayıf bir insan bir kızı seçer; Kabaysa kıza hakarettir, aptalsa oğlana hakarettir; Oğlunuz evde kötüyse, kapıdaki köle gibidir; Yaramazsan oğlun düşmanın, yaramazsan gelinin düşmanıdır vb.

"İnsan" kavramının ayrılmaz bir parçası olan "**insan**" mikro kavramı, Kazak halkının dünya görüşünde *iyi insan* ve *kötü insan* olmak üzere iki farklı kategoride sunulmaktadır. Evrenin dilsel görüntüsünde kalıplaşmış bir "**İyi insan**" örneğini veren atasözleri: kahramanlığı, gücü, azim, ticari zekayı, bilgiyi, sanatı vb. özellikler gösterir.

Aşağıdaki nitelikler özellikle basmakalıp "**iyi insan**" modelinin karakteristiğidir [6, 7]:

Kahraman: Bir insan evde doğar ve çölde ölür; İnsan için ölüm vardır ama aşağılanma yoktur; Genç bir insan aslan gibidir; İnsanın görmediğini, Adamın vermediğini; Genç adamın kaplanı yolu kapatmaz, ülke harap olur; İpek kemer belin güzelliğidir, Batyr jigit ülkenin güzelliğidir vb.

Yetenekli insan: Bir insana yetmiş yetenek azdır; Yetenekli bir genç yükselecek, Becerisiz bir genç yere düşecek; Bir insanın güzelliği onun sanatındadır vb.

Gururlu insan: Bir insanın iki kez konuşması, onun ölümüdür; Onurlu bir insan, bir nar kadar güçlüdür; Erkek eşine değer verir, namus ve vicdan değerlidir; Koşucu uzaklara ulaşmasıyla, insan gururuyla tanılır vb.

Bilge insan: Bilge insan hem ata hem de tahtına da biner; Yeryüzünde verimli bir ağaç yetişir, Yeryüzünde olgun bir adam yetiştirir vb.

Akıllı, başarılı insan: Faydalı insanlar nehir, göl gibidir, işe yaramaz insanlar çöl gibidir; Bir gencin hüneri yaptığı işlerinden, At dişlerinden tanınır; Köy bölgeye hakimdir; İsimsiz bir insan isimsiz bir insandan daha iyidir; İyi insanın izin günü olmaz, kötü insanın işi olmaz vb.

Eğitilmiş bir insan: Eğitilmiş bir insan disiplin ister; Düzgün insan kibardır, kaba insan kabadır; Bir yaşlı aygır sürünün kavga etmesine izin vermez, baba gören bir delikanlı ise köyün kavga etmesine izin vermez vb.

Eğitilmiş bir delikanlı: Dilinde inek sütü, gencin şişesi ilimdedir; Eğitimsiz bir insan bir tane yıkar, eğitilmiş bir insan bin tane yıkar.

Kazak atasözlerinde **ahmaklık, fakirlik, hüznün, kibir, gurur, tembellik** vb. gibi kavramlar "**insan**" kavramına olumsuz bir anlam katmaktadır ve stereotipik görüntüler aşağıdaki gibidir [6, 7]:

Aptal insan: Aptal insan ağzı olmayan bir attır.

Bencil genç insan: Düşman geldiğinde cesur bir insan meydana çıkar, kavga olduğunda gururlu bir insan ortaya çıkar; Yoldan çıkmayacağını söyleyen bir insan güpegündüz kaybolur; Sürüdeki küçük aygırı görün, evdeki genç adamı görün vb.

Kibirli insan: Yükselen balık avlanmaya gider, Kibirli insan savaşımaya gider; Yoksulluk zengin elidir, Gurur zengin yoludur.

İnatçı insan: Çarpık bir araba yolu yıkar, İnatçı bir insan ülkeyi yıkar; Çarpık ahşap ev olmayacaktır, dans eden inatçı insan olmayacaktır vb.

Tembel insan: Atın aksağı, İnsanın tembelliği kötüdür vb.

Boş insan: Boş gezen bir yiğidi kırdı kurt kapar, Budala bozkurdu dilini çözen er kapar; Boşuna çabalayan bir yiğit dercesine, Kötü bir yiğit desene vb [6, 7].

Kısaca, atasözleri milletin yaşamını, kültürünü ve tarihini, dünya görüşünü ve zihniyetini anlatır. Antroposentrik paradigmadaki cinsiyet farklılıkları, etnik grubun özellikleri, inançlar, gelenekler, töreler, dünya görüşü ile bağlantılı olarak düşünülmelidir. Bir insan imajının ulusal doğası, "insan" kavramını oluşturan atasözlerinde ortaya çıkar. Türk dünyasında "İnsan" kavramını oluşturan atasözleri, ulusal dünya görüşünü, milli özünü, bilişin çeşitli yönlerini aktarmak için görüntülerin oluşturulmasında, ulusal bilişin özelliklerinde birçok bilgi sağlar.

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INNOVATIVE WAYS OF TEACHING ENGLISH AS A FOREIGN LANGUAGE

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Abstract. *The use of innovative ways of teaching English has become an important part of the learning process in and outside the classroom. Each language classroom usually uses some form of modern technology. Innovative ways of teaching English are used to facilitate and improve language learning. It allows teachers to adapt classroom activities, thereby improving the language learning process. The importance of this technology continues to grow as a tool to help teachers facilitate language learning for their students.*

This article focuses on the role of using innovative ways of teaching English as a foreign language.

Keywords: *accumulation of new experience, reference material, distance learning, results in education.*

Currently, foreign language is taught in many schools from the 2nd grade in accordance with modern requirements. This directly contributes to the formation of the student's readiness for inter-ethnic and inter-cultural cooperation from an early age. The advantage of teaching a foreign language from primary school is that it has a positive effect on the psychological thinking, understanding and attention to the words of a foreign language for every child, and then it strengthens the education in the primary school, increases the quality of education, and becomes fluent in a foreign language.

Learning a foreign language does not happen immediately. It is not easy to teach a foreign language to a child who has not yet mastered his mother tongue. In the first classes of the primary school, the child is taught to pronounce the sounds of a foreign language correctly, to learn phrases and sentences correctly, to write letters, to fill out questionnaires according to the model, and general information is given on the main grammatical categories. It is necessary to teach students to learn in different ways even in these primary classes. Using the project method, students get used to collecting the necessary information on their own, and their creative abilities increase. [1, 60]

Based on the creative nature of productive education, the focus on the student’s “discovery” of new knowledge, the accumulation of new experience in using this knowledge, new ways of learning, their own educational product, which has personal meaning for the student, is mainly an informational (expressed in text form) product, for example, research, essay, solving intellectual creative problems, their own reference material, a review of various sources, including Internet resources, analysis of a specific situation (situational analysis), filling out a portfolio with samples of their work, writing a report on certain events, a story about a situation (real or imaginary), etc. It is important to emphasize that in the course of creating a personal educational product, the student’s personal development occurs due to the accumulation and expansion of personal experience: cognitive experience, interaction experience, sensory experience, value-oriented experience (interests, needs), experience

of creative activity and self-realization (creativity in education and education in creativity), experience of reflexive activity, reflexive self-assessment and self-knowledge. [2, 247]

Most researchers consider teaching technologies as one of the ways of implementing an activity-based approach to learning in classes, thanks to which students act as active creative subjects of educational activities (I.A. Zimnyaya, E.S. Polat, I.L. Bim, N.F. Koryakovtseva, etc.).

In the methodology of teaching foreign languages, modern teaching technologies include: the project method, project technologies, distance learning, the use of a language portfolio, the use of technical means, primarily computer and audiovisual technologies, and a number of others. Let us consider some of the listed teaching technologies.

Language portfolio as a language teaching tool. The package of documents of the "European Language Portfolio" includes tools for self-diagnosis and assessment of language proficiency. Tasks for reflective self-assessment are formulated either as a list of knowledge and skills ("I can...", "I know..."), or as questions ("What have I learned?", "How can I translate the phrase...?"), as well as samples of the student's work completed in a foreign language. With their help, the student can demonstrate their achievements in using the target language during a job interview, during an interview for admission to an educational institution. The portfolio helps the student: demonstrate achievements; increase motivation in learning foreign languages and realize the value of intercultural communication in their environment (in class, school, at home, etc.), in their region, their country, in Europe; correctly organize independent work on mastering foreign languages; assess their level of proficiency in foreign languages and compare it with European standards; determine (together with the teacher) the most rational ways to improve your knowledge and skills.

Case study technology. One of the socially oriented technologies for teaching business communication is case study (from English case study - study of a specific case / problem / situation). The essence of case technology is that students are asked to comprehend a business situation taken from real commercial / legal / pedagogical practice, which not only reflects some practical problem, as a rule, not having an unambiguous solution, but also actualizes a certain set of professional knowledge and skills. [2, 23-25]

New pedagogical technologies are needed to achieve results in education. One of the new technologies is design technology. This technology supports a competency-based approach to education, making it one of the most convenient technologies in 12-year education. Design technology allows to discover the ability of the student, to use the ability in life.

The methodological literature offers various options for projects in the field of language learning. These can be game-role projects (acting out a situation, dramatizing a text), information projects (preparing a message on a proposed topic), publishing projects (preparing materials for a wall newspaper, radio broadcast), script projects (organizing a meeting with interesting people), creative work (writing, translating a text) [2, 26].

The following definition can be given to design: - A special type of activity based on creating a project. - Applied scientific direction in pedagogy, which organizes practical activity, work and sets goals such as development, change, conflict resolution. - Systematization and presentation of research activities. - Creation and implementation of the project. - A special way of developing a new personality. - Teaching technology.

Pedagogical activity in project teaching is directed to the following directions: - Activation of learning activity; - Enriching the norms of teaching activity; - Forming an attitude towards the environment and a type of thinking (project). - Changing the educational paradigm.

Project work consists of 5 stages: Research stage; Analysis period; Practical work; Presentation stage; Control period.

The main reason for the introduction of the design method in education is that according to the research of scientists, people remember 10% of what they read, 20% of what they listen to, 30% of what they see, 50% of what they hear and see, 70% of what they say, and 90% of what they say and do. The design method ensures the student's speech and actions, that is, 90% memorization. The design method is one of the best technologies in education that helps students adapt to today's fast-

changing environment. This method is the only method that develops informational and communication-oriented competence.

Unlike Internet projects, web quests have a fairly rigid structure and usually consist of 4 stages: 1. Introduction. 2. Explanation of the task. 3. Completing the task. 4. Evaluation of the results.

Web quests can be short (2 lessons) or long (more than a month) in duration, the purpose of which is to gain deep knowledge on a specific topic.

A teacher can create a web quest themselves, but this will require certain Internet skills and may take quite a lot of time. Therefore, we recommend using ready-made web quests in lessons, which can be found in large numbers on the Internet (for example, on the website www.webquest.org).

Here is an example of a short web quest from this site on the topic of World Traveler WebQuest (author R. Rodriguez), which can be used when studying the topic of "Travel" by students with an English proficiency level of at least A2 (http://rosarodz.tripod.com/world_traveler/webquest.htm).

At the introduction stage, the general topic of the web quest is formulated: You are working as a Travel Agent for the famous World Traveler Travel Agency and have been asked to design a travel brochure. At the task explanation stage, students are asked to choose a country in groups about which they will create a brochure, and are given a list of what information needs to be included in it. This list consists of 7 points, such as:

- What is the capital? Major cities?
- What language(s) is (are) spoken?
- Where is this country located?
- List three land boundaries: neighboring countries or bodies of waters.
- Mention three important festivities, national holidays, or celebrations.

In addition, two additional tasks are set for the design of the material, namely:

- Include a map of the country.
- Include pictures of the historic places, landmarks, monuments, tourist attractions and festivities.

Below are links to websites where students can find the information they need. This way, they spend time processing information rather than searching for it. Students are also given a checklist (assessment stage) to help them monitor their work, namely, whether they have found and included all the necessary information in the brochure.

Once the web quest is completed, each group of students presents their country by talking about it and demonstrating the visual material included in the brochure. The brochures (texts) can then be printed out and included in language portfolios. [5, 76-77]

Interactive methods. Recently, various methods have been used for effective use of human thinking ability and brain function. These include socio-psychological training, morphological analysis, business games, brainstorming, etc.

"Brain storming" in English (basket method) is one of the methods of active learning, management and research, which helps to develop mental activity, creative and innovative processes.

The method of "thinking" has been developed since the 50s in the USA, Great Britain, France, and Japan. In Russia, this method has been used in the implementation of innovative ideas since the 70s.

The method of "brainstorming" can be described as follows: The leader puts a certain problem before the participants and suggests ways to solve it. The suggestions can sometimes seem ridiculous. The driver writes down all the suggestions on the board and paper. At this time, there will be no criticism or analysis. The driver will continue to write until the suggestions stop. Each participant must be sure that his idea will exceed the profit. It helps to find a rational solution to the problem. To increase the effectiveness of this method, participants should be encouraged to come up with more ideas. For this, the driver must be active and confident in his work.

The goals of the "Thinking" method are: 1. To come up with ideas for solving the problem. 2. Group ideas based on importance. 3. The ability to think actively is useful. 4. Show the emergence of

special thoughts. Open the "Use Found Reviews" feature. Creative thoughts are suppressed by inappropriate criticism and sometimes traditional thoughts, and even a strong creative person cannot resist critics, he does not want to spend his time proving that he is "free". Therefore, the rules apply in "OK".

"Round table" method. "Round table" method is one of the interactive methods used in the educational process. "Round table" is calculated for 1.5-2 hours. The topic of the "round table" is determined in advance. Speakers will have 10 minutes, and panelists will have 3-5 minutes. This method is a type of discussion to solve a specific problem.

"Round table" consists of the following 3 stages: 1. Preparation; 2. Discussion; 3. After the discussion.

"Press conference" method. "Press-conference" is a very active, prompt form of teaching, based on information activity. The basis of the lesson is question-answer work. Students are interviewers, teachers are respondents.

"Press conference" consists of 2 stages: 1. Preparation; 2. Discussion.

The preparatory stage consists of the following parts: - Identification of the problem. - Collection of answers to questions. - "Press-conference" announcement. - Preparation of technical maps. - Exhibition organization.

Discussion period: - Presentation of the event; - Introduction of drivers and respondents; - Introduction of participants; - Question and answer work; - Driver's conclusion.

"Six Hats of Thinking" method (De Bono). There are six hats, each representing a different element of thinking. Students are given a hat (real or imaginary) and asked to think of a discussion using the hat. The meaning is to create a map that emphasizes different elements of a question or idea. Divide the class into different hats and the teacher can lead the discussion.

Purpose: To be more productive and aware of the impact your thoughts have on different parts of the mind.

"Stop-frame" method. Purpose: A kinesthetic method to promote discussion.

A "Stop- frame" is the point at which the "camera" stops working - a freeze frame has a head and a foot that is not visible to the class (so it differs from a photographic image). The groups present their still images to the class and propose to discuss what is happening in the picture.

"Hot seat" method. Purpose: To promote the combined effect of the drama, to understand the content of "comprehension", to explore the rationale of questions and positions.

Organization: Chairs are placed in a circle in front of one student.

Description of the exercise: One student comes forward, expresses his opinion and answers questions on the topic. Students can come forward with a particular opinion or speak with another student to make the question more impersonal or broader in content. For example, students can act out a specific role or person (eg Gordon Brown or a young single mother).

"Dialogue with stickers" method. Purpose: Public discussion, no need for public speaking, visual, kinesthetic and auditory elements, can be something important to discuss.

Organization: Stickers for all participants, space to use on the go.

Description of the exercise: You can use stickers in different ways: you can write questions or affirmations on them, and students read and write their explanations; Groups of 3/4/5 people can discuss using stickers.

Thus, it can be concluded that every child has creative abilities. These are individual psychological features that distinguish one person from another. The creative potential of our society depends on how well they will be developed, as the formation of a creative personality today acquires not only theoretical, but also practical meaning.

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METHODICAL ORGANIZATION OF SELF-CONTROL OF STUDENTS BASED ON MULTIMEDIA IN THE PROCESS OF MASTERING THE GRAMMATICAL SKILL OF FOREIGN LANGUAGE SPEECH

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Annotation. *The article examines the methodical organization of self-control for students using multimedia tools in the process of developing grammatical skills in foreign language speech. Self-control, as an essential aspect of autonomous learning, is crucial for improving accuracy and fluency in language acquisition.*

The research emphasizes the use of multimedia technologies to facilitate effective self-monitoring and evaluation, providing interactive, engaging, and personalized learning experiences. Key aspects include:

- *Interactive exercises: Multimedia platforms offering instant feedback on grammar tasks.*
- *Self-assessment tools: Digital quizzes and progress trackers to help students identify strengths and weaknesses in their grammatical knowledge.*
- *Visualization and gamification: Enhancing motivation through visually appealing and gamified learning experiences.*
- *Repetition and practice: Enabling students to practice complex grammatical structures independently at their own pace.*

The findings highlight the benefits of integrating multimedia resources into grammar instruction, including improved student motivation, increased accountability, and enhanced ability to self-regulate learning. The study underscores the importance of designing methodical frameworks that align multimedia tools with pedagogical goals to support students in mastering grammatical skills essential for foreign language speech.

Key words: *Methodical organization, self-control, multimedia tools, grammar skills, foreign language speech, autonomous learning, self-assessment, interactive learning, digital feedback, gamification, visualization, language accuracy, language fluency, e-learning technologies, grammatical competence.*

The informatization of education in general could not but affect the informatization of linguistic education, which implies the use of a wide range of information and communication technologies in teaching a foreign language. The formation of foreign language communicative competence in all the diversity of its components (linguistic, speech, sociocultural, compensatory and educational-cognitive) is one of the main goals of teaching a foreign language at different stages of education. Moreover, the informatization of education has an impact on the content of teaching all components of foreign language communicative competence. This work is devoted to determining the nomenclature of students' reading skills, formed on the basis of multimedia programs.

The change in the socio-cultural context of a foreign language, new requests from students regarding the level of proficiency in it necessitate a qualitative change in the teaching of foreign languages in order to improve the professional training of future specialists. One of the ways to intensify the cognitive activity of students, which increases motivation to learn a foreign language and develops activity and creativity, is a form of education in which a multimedia approach dominates using individual complexes of educational and methodological materials in combination with flexible forms of face-to-face interaction between the teacher and the trainees. The forms of working with computer training programs in practical classes in a foreign language include: the study of vocabulary and grammatical phenomena, pronunciation training, teaching dialogic and monologue speech. In mastering these aspects of the language, the special importance of the computer, as the latest technical means of teaching, lies in the fact that it has the ability to perform a number of functions implemented

by the teacher. Despite the use of various didactic tools in the creation of educational complexes, the problem of choosing the method of presentation of educational material remains debatable.

According to the research of P.Ya. Galperin, in the process of mastering mental actions, the initially expanded verbal formulation should be curtailed, as a result of which only the supporting "milestones" of the learned action remain in consciousness. [2]. Repeatedly conducted surveys of trainees in order to determine the quality of a multimedia educational complex from the point of view of the complexity/accessibility of the presentation of the material, the formation of their interest in the subject showed that a schematic, compact presentation of language material in the form of formulas and tables activates the cognitive activity of trainees of a technical university, which is explained by the specifics of mastering the subjects of technical specialties. Thanks to this organization of work with students, they perceive the material of the humanitarian discipline more easily and quickly from a technical perspective, in particular, the perception of linguistic phenomena changes and ideas about linguistic patterns are more clearly formed. This is probably due to the peculiarities of thinking and perception characteristic of students of a technical university, including the military.

The systematic presentation of a large volume of material in the form of small blocks is an effective means of activating visual memory. Exercises, in our opinion, as "a systematic organized repetition of actions in order to master them or improve their quality", will be more effective if they are presented with samples [2]. This version of the presentation of educational material allows you to develop the ability to compare the phenomena studied in the tables and perform certain control tasks by analogy, which helps to remove difficulties and eliminate gaps in knowledge. Thus, performing training exercises using structural forms and tables improves the quality of their performance and reduces the number of mistakes made by trainees in control work. With the help of multimedia technologies, you can perform training exercises of a wide variety of types: substitution, transformational, combinatorial, exercises for the development of oral speech skills such as "guided dialogue". Unlike performing such exercises in a language laboratory, a student working in a computer classroom uses time for self-preparation more economically, since, provided that the control and training tasks are performed correctly, he is not given a "key", which, as is known, is the only source of assessment by the student himself of the correctness of his answer when working in a language laboratory. If the student gives the wrong answer to the question, the computer indicates that the answer is incorrect.

The main characteristic of training and communication exercises is that the content of the statement in them is set in advance. The students' attention is mainly focused on linguistic phenomena. Communicative and cognitive exercises involve the operation of learned language material in a speech situation that mimics the conditions of natural communication. These two types of exercises are closely interrelated. Their dosage and compatibility depend on the stage of training, the complexity of the educational material, and the specific practical task. The purpose of training and communication exercises is to develop an understanding of the linguistic form of a dialogical and monological message, that is, something that could make it difficult to perceive and understand. This type of exercise is based on the level of meaning of words, phrases, phrases, simple statements. Statements can represent one or two dialogical units, two or three logically related sentences. Training and communicative sentences are a necessary stage for teaching speech perception at the level of meaning. In a computer training program, communicative and cognitive exercises are based on the material of coherent dialogical or monological texts within the framework determined by the situation of the utterance. It should be noted that a significant part of the training and communication exercises for listening can be performed outside the classroom.

The perception of foreign language speech in conditions of natural communication presupposes the presence of highly automated skills and abilities, which include: a) isolation of unfamiliar phenomena from a speech message, their differentiation and clarification; b) identification of dialogical and monological speech messages in various conditions of their presentation; c) retention in RAM of statements of different lengths and different volumes; d) correlation of sound images with

the semantic meaning of speech units. In the system of training and communication exercises designed to teach speaking, there are the same types of exercises as for teaching listening.

Many teachers begin the formation of lexical skills at the initial stage in a computer environment with exercises with the form of multiple choice of the answer, gradually moving on to exercises with a selective constructed form of the answer, since such programs are quite suitable for the formation of lexical skills when the trainee needs to learn to recognize the trained word among other similar words and correctly determine its meaning. However, the best results, as is known, are achieved in those computer programs where the interface of communication with the student is built on the principle of a "menu", where he has the opportunity to determine and select the sections of the course necessary for independent work, i.e. he himself provides management of his educational process. The method of using a computer, as we noted, is so multifaceted and promising that it is unrealistic to follow any one method and consider it the only and perfect one. There are many programs that, based on different theoretical foundations, are designed for different situations and goals and, accordingly, give different results. There is no point in recommending or, moreover, "imposing" one or another model for implementation in the field of education. It is much better if the teacher has more opportunities to choose computer-based learning programs that he can use based on his own experience, the individual characteristics of the trainees and the learning goals. It should be noted that the main advantage of most of the existing computer programs in foreign languages is that the teacher has the opportunity to fill them without the help of a programmer. This often happens when it is necessary to make changes to programs with outdated examples of textual information, which allows you to extend the life of a program in which large material and intellectual resources have been invested. And this is achievable by the fact that the authors introduce into the computer program an editing block of the materials contained in it, using which any teacher has a real opportunity to quickly create new author's programs and modify old ones without the help of a programmer, which significantly reduces the material costs of creating a new software product and significantly optimizes the teacher's work.

It should be ensured taking into account both linguistic and didactic factors, which implies such an organization of educational activities for the development of communicative competence, when, in order to maximize the mental activity of students through the introduction of innovative technologies, the forms of educational work vary depending on educational tasks, everyone's participation in the educational process is ensured and students are given the opportunity to use personal experience, take take responsibility for planning, implementing plans and learning outcomes, and express your own thoughts. Multimedia technologies introduced into the educational process meet the requirements of psychological theory for the organization of education and give positive results in teaching speech skills. However, there is still a significant reserve for improving the above-proposed organization of work with thematic material on a foreign language in a non-linguistic university.

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FORMATION OF INFORMATIVE AND COMMUNICATIVE COMPETENCE OF FUTURE FOREIGN LANGUAGE TEACHERS THROUGH WEB PROJECTS

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Annotation. *The article focuses on the formation of informative and communicative competence in future foreign language teachers using web-based projects as a core methodology. Informative and communicative competence encompasses the ability to effectively access, process, and utilize information while engaging in meaningful communication, particularly in multilingual and multicultural settings. Web projects serve as a dynamic pedagogical tool, providing a platform for collaborative learning, authentic language practice, and the integration of digital technologies into language teaching. The study emphasizes the importance of these competencies in the 21st-century educational landscape and highlights how web-based projects not only prepare future teachers for professional challenges but also foster creativity, critical thinking, and lifelong learning. The findings demonstrate that incorporating web projects into teacher education programs significantly improves future educators' readiness to navigate digital environments, design innovative lessons, and motivate language learners in diverse contexts.*

Key words: *Informative competence, communicative competence, web projects, foreign language teaching, teacher education, digital pedagogy, collaborative learning, project-based learning, intercultural communication, 21st-century skills, ICT in education, digital literacy, pre-service teacher training.*

The article discusses the main principles and methods of forming the communicative competence of future specialists in teaching a foreign language in a non-linguistic university. Principle, method, foreign language, competence, non-linguistic university. Currently, the existing specifics of teaching a foreign language(s) in non-linguistic universities show that the training of foreign language specialists in the system of non-linguistic education does not fully correspond to the social order of society. Teaching of foreign languages in a non-linguistic university is associated with special problems associated with the deformation of the humanitarian, educational and educational functions of education and the violation of the ratio of subsystems of teaching methods. This implies the need to combine methods, methods and techniques of organizing foreign language communication in the communicative context of the professional activity of a non-linguistic university. The study time that is allocated to students for classroom and independent work is often associated with the lack of formed skills to manage independent activities for the systematic acquisition of professionally oriented competencies. As a result, there is a problem of developing learning autonomy to ensure a sufficient minimum of knowledge, conscious skills and automated skills. The use of basic professionally directed text-based educational materials in a foreign language being studied to form the required reading and speaking skills does not always correspond to practical goals. The lack of additional systematized educational materials on linguistic and socio-cultural topics aimed at developing the communicative competence of future specialists leads to the need to pose the problem of improving the quality of education from the standpoint of a competence-based approach. Research and work experience in a non-linguistic university show that the quality of training in professionally oriented communication requires improvement. This is due to the lack of demand for a foreign language in the professional activity of a non-linguistic specialist; the lack of modern teaching tools; the practical lack of development of foreign language teaching methods in a non-linguistic university in the context of the implementation of professional activities of a specialist in a modern information environment.

Constant monitoring of the process of teaching a foreign language, the level of language training of students in a non-linguistic university confirms that a significant number of students fail

to develop skills and abilities at the level at which they could use a foreign language as a means of oral and written communication, both in the household and professional sphere. The lack of development of foreign language competence in modern conditions of expanding international contacts is one of the significant factors limiting the possibilities of a future specialist in the use of a foreign language in his professional activity. Teaching a foreign language cannot be separated from the future profession of students, which is important when formulating the goals of training in foreign language at the cathedral level, since education at the university is conducted by the Department of Foreign Languages, serving all specialties of a non-linguistic university. Thus, the goals of foreign language training should be correlated with the goals of training specialists by this department based on the requirements for their professional activities.

The practice of teaching foreign languages in a non-linguistic university shows that students are always interested in history, culture, customs, traditions, the way of everyday life of other peoples, hobbies of their peers, etc. At the same time, it is necessary to carefully select language material that would represent cognitive, communicative, and professional values and strengthen all components of motivation: needs, interests, emotions, and motives themselves. The success of mastering a foreign language in its cognitive function contributes to the use of AI to obtain certain information (Internet, correspondence, professional sources, etc.) makes this language indispensable in the cognitive activity of the student, at the same time, AI itself strengthens the general cognitive activity of students, and, consequently, the motivation for learning a foreign language increases [1, p. 29]. Modern methods of teaching a foreign language are undoubtedly influenced by pan-European trends. On the one hand, attention is focused on the formation of intercultural competence of students, on the other hand, it is necessary to focus on integration with other subjects that teach communication and the creation of a single economic, cultural, educational space.

Constant monitoring of the language training system in the educational process at non-linguistic faculties allowed us to conclude that the university's contingent consists mainly of graduates of secondary schools (Barnaul, Altai Krai and other regions), where language training is either not at the highest level, or is absent altogether. The analysis of the situation reveals the different level of foreign language proficiency with which applicants enter the university. Most of the students of the course do not yet realize the need to learn a foreign language: they do not see the opportunity to use the university period of their student life not only to obtain qualifications in a major subject, but also to implement knowledge of the discipline "Foreign language" in their future professional activities and in everyday life.

The authenticity of the materials is, at the moment, the most recognized characteristic of modern foreign language teaching, which is increasingly penetrating into alternative educational materials. Authentic materials that help to increase motivation include: personal letters, articles, excerpts from the diaries of teenagers, advertising, recipes, interviews, popular science and regional texts. They also emphasize the importance of preserving the authenticity of the genre and the fact that genre and compositional diversity allows students to familiarize themselves with speech cliches, phraseology, vocabulary associated with a variety of spheres of life and belonging to various speech styles. As part of the discussion on increasing motivation to learn a foreign language, it is worth mentioning the use of information technology in education, where increasing attention is being paid to the use of the Internet in teaching a foreign language. At the same time, the Internet is considered both as a unique content provider and as a new communication environment.

The advantages of using the Internet in preparation for classes are obvious. This teaching method is an indispensable source for updating textbook materials, searching for additional information, and a tool that allows you to significantly save time and money when developing educational materials for classes on such aspects as, for example, "the language of mass media", "regional studies", "globalization", "communication", "marketing", "advertising" and others. The integration of the subject "foreign language" and information and communication technologies include not only the ethics of business correspondence and the ability to use e-mail services, but also information recommendations for writing term papers, which involves continuous learning of a

foreign language and searching for the necessary information on the profile subject in English using a computer.

An interactive approach to learning transforms the teacher and the student, students among themselves into equal partners in pedagogical communication. The main task of the teacher is to create, within the framework of the educational process, an atmosphere of happy and comfortable well-being of the teacher and the trainees, that is, conditions for facilitating communication, complete rejection of the authoritarian team methodology.

The integration of the subject "foreign language" and information and communication technologies include not only the ethics of business correspondence and the ability to use e-mail services, but also information recommendations for writing term papers, which involves continuous learning of a foreign language, searching for information on the main subject in English from a computer. An interactive approach to learning transforms the teacher and the student, students among themselves into equal partners in pedagogical communication. The main task of the teacher is to create, within the framework of the educational process, an atmosphere of happy and comfortable well-being of the teacher and the trainees, that is, conditions for facilitating communication, complete rejection of the authoritarian team teaching methodology, focusing on establishing friendly relations with each student, his interests and abilities, accepting him as a person worthy of respect. Summarizing the above, it should be noted the special purpose of the subject "foreign language", which consists in the fact that its linguistic means serve as the teacher's "key" for choosing techniques and methods in foreign language classes at a non-linguistic university in the absence of a natural language environment.

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СӨЙЛЕУ КОММУНИКАЦИЯСЫ - АДАМДАРДЫҢ ҚАРЫМ-ҚАТЫНАС ӘРЕКЕТІНІҢ КӨРІНІСІ

ЕЛЖАНОВ ДАРХАН НҰРЖАНҰЛЫ

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АЗБЕРГЕН ӘДІЛЕТ

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Аннотация: Соңғы кезде жалпы тіл білімінде сөйлеу коммуникация мәселелері әр қырынан зерттеліп, оның бірқатар мәселелері қазақ тіл білімінде де қарастырылып жүргендігі белгілі. Сөйлеу коммуникациясы қарым-қатынас негізі ретінде жасалғандықтан тілімізде оның ықпалы күшті екендігі тәжірибеде дәлелденді, ол-дайындықсыз, еркін түрде өтіп, адам факторының рөлін ашып береді. Тілдің коммуникативтік қызметі жеке тіл бірліктерінің қарым-қатынастық қызметтерін экстралингвистикалық факторлармен байланыстыра отырып жүзеге асырады. Ең алдымен, коммуникация-адамдардың өзара байланысы, қарым-қатынасы болып табылады.

Тіл адамдардың қарым-қатынасы құралы болғандықтан, ол сөйлеу әрекетінің арқауы болып табылады. Тіл ұлт пен ұлтты жақындастыратын өзгеше қатынас. Тілмен сөйлесу адамзат баласы үшін тысқары бір дүние емес, ол ішкі құбылыс. Сөйлеу тек адамға ғана тән. Адам тіл арқылы бір-бірімен қатынаса алады. Қазіргі таңда, еліміз өз егемендігін алып, дербес мемлекет ретінде танылуда. Сондықтан еліміздің өркениетін көтеру мақсатында шет тілдерін меңгеру, шет елдермен қарым-қатынас орнатудың маңызы зор екендігін көрсетіп отыр. Бұл дегеніміз қазақстандықтар үшін, жастар үшін ағылшын тілін үйрену - ғылымды, экономиканы, бизнесті одан әрі дамыту қажеттілігінен туындатып отыр. Білім - адамзат қазынасы, халықтың білімділігі - елдің байлығының ең маңызды бөлігі. Тәрбиелеу мен оқыту жүйесінде білім арқылы ең озық мәдениет пен дүние таным қалыптасады.

Кілт сөздер: сөйлеу коммуникациясы, қарым-қатынас, білім, әрекет, тіл мәдениеті, ғылым, педагогика, оқу процесс.

Кіріспе: Осы күнгі лингвистиканың дамуында сөйлеу үдерісі жөнінде көптеген ой-пікірлер қалыптасқан. Соның ішінде белгілі неміс тілшісі В.Гумбольдт «Сөйлеу оймен байланысты шексіз әрі алуан [1]. Оны реттейтін, бірақ осы шексіздікте белгілі бір қалыпқа ие байланыс түрлерін жүйелеп отыратын тіл бірліктері бар» десе, Е.В.Клюев «Сөйлеу-ең алдымен, коммуникативті актіні бастау мақсатындағы қажеттіліктен туындайды» дейді [2].

Қазақ тіл білімінің негізін қалаған Ахмет Байтұрсынұлы еңбегінде «Сөйлеу деген - біреудің екінші біреуге хабар беруі. Сөйлегенде, жазғанда кім де болса ойын айтады. Ауыздан шыққан сөздің бәрі сөйлем бола бермейді, айтушының ойын тыңдаушы ұғарлық дәрежеде түсінікті болып айтылған сөздер ғана сөйлем болады» деп, сөйлеудің мақсатын прагматикалық тұрғыда айтып өткен [3, 141-б.].

Қазақ халқы-сөз өнеріне көп мән беріп, жоғары бағалаған халық. Тоқсан ауыз сөзден тобықтай түйін түйгендігін, мақал мен мәтел қолданыстарынан байқауға болады. Әсіресе «Тіл тас жарады, тас жармаса, бас жарады», «Өнер алды-қызыл тіл» деп бекер айтылмағандығы белгілі. Ежелден ата-бабаларымыз шешен сөйлейтін адамдарды ерекше бағалап, құрмет тұтқан. Сөйлеген сөзінен-ақ әр адамның ішкі жан дүниесінің қандай екендігін, білімін, мәдениеттілігін байқап, баға беріп отырған. Сондықтан тілімізде мәнерлеп, нақты әрі анық сөйлеудің орны ерекше, яғни сөйлеу- адамның ішкі айнасы.

Сонымен қатар сөйлеу — ең алдымен коммуникативті актіні бастау мақсатындағы қажеттіліктен туындайды. Сөйлеу арқылы қарым-қатынас орнап, тыңдаушыға әсер етіп, сөйлем коммуникациясы жүзеге асады. Сондықтан да қазіргі кезде лингвистикада сөйлеу коммуникациясы теориясы немесе сөйлеу актісі жаңа бағыт ретінде қарастырылып жүр.

Лингвистикада сөйлеу коммуникациясы тіл мен сөйлеуден басталады, яғни тіл мен сөйлеу бір-бірімен тығыз қарым-қатынаста өрбиді, бірі-жүйе болса, екіншісі-іске асатын үдеріс.

Тіл мен сөйлеудің (речь) айырмашылығын зерттеген ең алғаш швейцар лингвисті Фердинанд де Соссюр тіл мен сөйлеуге мынадай анықтама береді: «Тіл-таңбалар жүйесі ретінде, әрі оны реттеп тұратын болса, ал сөйлеу қарым-қатынас үшін қызмет атқаратын таңбалар жүйесі» [4, 31-б.]. мұнда автор тілдің жүйесі мен құрылымы болатындығын, ал сөйлеу іске асатын көрініс екендігін дәлелдеп, тіл мен сөйлеуге тән басты айырмашылықтарды пақтылай түскен, яғни тіл - барлық дыбыстық таңбалардың жиынтығы болса, сөйлеу-дыбысталудың жиынтығы. Осы орайда Фердинанд де Соссюр тіл мен сөйлеуді бір-бірімен қарым-қатынаста қарастырып: «Исторически факт речи всегда предшествует языку; ... язык одновременно и орудие, и продукт речи» деп тілдің негізгі қаруы сөз екендігін айтып, сөйлеу әрекетін екі түрлі қырынан қарастырады. Оның бірі-тіл (құрылым, жүйе), ал екіншісі — сөйлеу арқылы мағыналы, нақты хабар беру әрі іске асуы деп тіл мен сөйлеуді екі түрлі жүйе арқылы дәлелдей түседі [Основы фонологии. М., 2000]. Тіл қарым-қатынас құралы ретінде сөйлеуші адамға тілдік материалдарды жүйелеп берсе, сөйлеу тілдік жүйені іске асырады. Ахмет Байтұрсынұлы «Тіл — адамның белгісінің зоры, жұмсайтын қаруының бірі» дей келіп, «сөйлегенде, жазғанда кім де болса ойын айтады. Ойын айтуға тиісті сөздерді алады да, олардың басын құрап, біріне-бірінің қырын келтіріп, қиыстырады» деп тіл арқылы сөйлеудің туындайтындығын нақты тұжырымдар арқылы көрсетеді. [3,141-б.].

Негізгі бөлім: Тіл өз мақсатына жету үшін таңбалар мен сөздерді қарастырып, таңбалар жүйесін құрып, адамның түсінігіне ыңғайлы әрі түсінікті болуын қажет етеді. Сол себепті тіл мен сөйлеу бір-бірімен ажырамас бірлікте қарастырылады.

Тіл-қатынас жасау үшін жинақталған материалдар жүйесі әрі сөйлеудің ең қажетті құралы болып табылады. Тіл арқылы сөйлеу үдерісі мақсатына жетіп, өз қызметін орындай алады.

А.Лурия «Сөйлеу дегеніміз-тіл арқылы екінші біреуге хабар беру» десе [5.], В. Гумбольдт тіл мен сөйлеудің байланыстыра келіп, сөйлеу сөйлесу ағынында пайда болатынын айтады: «Сөйлеп тұрған адам ең алдымен санасындағы тілдік таңбаларды ойлайды. Біз тілдің құрылуын тек белгілі бір нәрсеге ат қойып, құрастырып сөйлеуден тұрады деген ұғымда болмауымыз керек. Негізінде сөйлеу сөздерді құрастырып сөйлеуден тұрмайтын, керісінше, сөз сөйлеу үстінде туындайды» дейді [Основы теорий речи. М., 2000, 126-б.]. Ал Н.М.Жинкин, Н.Түркбенбаев «Сөйлеу-адам ойы арқылы қалыптасып, тілдік коммуникация негізінде қарым-қатынас жасау үшін қызмет атқаратын лингвистикалық аспект» дейді де: «Егер тіл-қолданыс құралы болса, сөйлеу-тіл арқылы іске асатын қарым-қатынас. Тілдің дыбыстық ерекшелігі сөйлеу үстінде көрінеді, сондықтан олар сөзден сөзге өту үдірісінде көрінеді» дейді.

Сонымен қатар сөйлеудің ерекшелігі - бір адамның сол кезде айтқан сөзін екінші адам дәл сондай етіп, интонациясын да өзгертпей қайталауы мүмкін.

Сөйлеу кезінде — сөйлеуші мен тыңдаушы міндетті түрде қатысады. Сонымен бірге диалог түрінде еркіндік басым болып, дайындықсыз жасалады. Әрі тақырыптың әр алуандылығы сөйлеу жағдаятына тәуелді болады.

Сөйлеу - адам санасының жемісі. Ауызекі сөйлеуге (разговорная речь) - жалпы адамдардың қарым-қатынасы, әңгімелесуі жатады әрі ауызша, диалог, полилог түрінде, дайындықсыз, жоспарсыз, сол жерде ойланып сөйлеу - сөйлеу тілінің негізгі көрінісі болып табылады. Сөйлеу әрекеті, ең алдымен, ойлау арқылы іске асады да, сөйлеудің негізінде сөйлеу әрекеті туындап, тыңдаушыға әсер етеді. Сөйлеу кезінде тыңдау да, тілдік коммуникацияның бір элементі ретінде көрініс табады. Сондықтан тыңдау адамның негізгі

ерекшелігі болғандықтан, оның төрт түрлі негізі бар. Олар: 1) есту қабілеті; 2) түсіну қабілеті; 3) есте сақтау қабілеті; 4) мұқияттылығы. Осы төрт түрлі негіз арқылы адамдар арасында қарым-қатынас туындайды. Демек, сөйлеушінің негізгі мақсаты-қарсыласынан жауап алу әрі түсінісу болып табылады. Яғни сөйлеу кезінде адресаттың рөлі күшті, өйткені адресаттың қатысуынсыз сөйлеу коммуникациясы өз дәрежесіне жете алмайды.

Ойлау-сөйлеу коммуникациясының негізі ғана емес, ол — бүкіл сөйлеу үдерісі барысындағы адамзаттың болмысы. Ойлау мен сана, тіл мен сөйлеу бір-бірімен ажырамайтын құбылыстар.

Тілдік коммуникациядағы ең негізгі үдеріс-сөйлеу, сөйлесу арқылы қарым-қатынасқа түсу. Қандай жағдайда болмасын, сөйлеу адамның өзінің алдына қойған мақсатына жету үшін қызмет етеді. Сөйлеусіз, сөзсіз қойған мақсатына жету үшін қызмет етеді. Сөйлеусіз, сөзсіз адамдар арасында қарым-қатынас болмайды. Сөйлеу үш түрлі коммуникативтік бағытта жүзеге асады. Алдымен, сөйлеуші, одан соң тыңдаушы, ал үшіншісі-сөйлеу жағдаяты мен орны. Сөйлеу кезінде әр саланың мамандары арасындағы сөйлеу әр түрлі болады, өйткені ор сала мамандарының, өз термині мен сөйлеу жүйесіндегі ұстанымдары бар. Күнделікті тұрмыстық қарым-қатынастар (отбасы, тұрмысы, жағдайы) жайында ғана тілдік коммуникация толық байланысқа түсе алады. Демек, адамның дұрыс жауап беруі оның сөздік қорына байланысты.

Сөйлеген сөздің әсерлі, құлаққа жағымды, көңілге қонымды болуы, оның сазды айтылуынан болса, сөздің әсерлі-әсерсіздігі адамның эмоционалды-экспрессивтілігіне, көңіл-күйіне байланысты болады. Сөйлеу мәдениеті адамдар арасындағы тілдік коммуникация арқылы қалыптасып, адам сезімімен, ой-санасымен астасып жатады.

Лебіз мазмұнды, әсерлі болу үшін, жалпылама сөйлеуден қашу керек. Сөздің нақты, дәлелді болуын көздеу керек. Бос сөз ешкімге білім бермейді, қайта тыңдаушыларын жалықтырады. Лебіз мазмұнды болу үшін шешен алдын-ала дайындықта мынаны ескеруі керек:

- кімдердің алдында сөйлейді;
- қандай мәселелер сол аудиторияны қызықтырады;
- сөздің мазмұнына тың мәліметтер мен дәлелдемелер жеткілікті ме?
- авторлық көзқарасы, қорытынды түйіні бар ма?

Музыка оқушысының сөйлеу-орындау әрекетінің теория және практика (тәжірибе) қорына Д.Б.Кабалевский үлкен үлес қосты. Музыка педагогикада оның әртүрлі аспектілерін жасау, музыка пәнін беруде оқытудың дамуы (Г.М.Цыпин); эстетикалық армандар және талғамдар (Г.Н.Падамаз) көркемдік мәдениет (Л.Т.Ракацкая); музыка оқытушыларын дайындауда профессионалды-педагогикалық бағыттағы аймақты музыкалық білімнің мәселесін теоретикалық ұғынумен байланысты.

Музыкант — оқушы әрекетінің проблемасын (мәселесі) аша отырып, әрекеттің объектісі және субъектісі арасындағы кез келген музыканы орындау әрекеттестігінің негізі болып табылатын, араласу процесін белгілеу қажет. Араласу қатынастың (коммуникация) белгілі бір ауызша және музыкалы тәсілдерін қолдануды ұйғарады, мұнда сөз және музыка араласу ортасына эмоционалды әрекет ретінде қатыстырылады.

Психологиялық ғылымда негізгі маңыздылықты сөз әрекетіне қатысты С.Л.Рубинштейннің ойларына көңіл аударсақ, автордың ойы бойынша, бұл таным, ой, сезім, уайымның жүзеге асуының және әрекеттің біруақытта жалпыланған бейнесінің формасы ретінде, әрекетті тіл көмегімен хабарлайтын, бейнелейтін араласу әрекеті.

Зерттеуші Г.В.Селихов сөйлеу әрекетін ұйымдастырудың үш деңгейлі құрылымын белгілейді: мотивациялы — қозғаушы; нысаналы — зерттеуші; орындаушы; мотивациялы — қозғаушы деңгей — қажеттіліктердің, мотивтердің, мақсаттардың өзара әрекеттестігінен құрылады, мұнда сөйлеу әрекетінің қажеттілігі қатынасты тану мотиві болып құралады [6].

Нысаналы — зерттеуші деңгей — «әрекет жағдайларын зерттеуге, қасиеттерін ашуға және белгілеуге, процесті ұйымдастыруға құралдарды жұмылдыруға» бағытталған.

Орындаушы деңгей сыртынан артикуляциялы қозғалыстармен бейнеленген, мұнда сөйлеу әрекеті түрлерінің өнімі ретінде мәтін қолданады.

А.З.Зимнейдің ойы бойынша, дәл сол мотивация «тек сыртқы ортаның әсерін және мотивацияның танылған ортасы ретінде интенцияны бейнелейтін, қоздырушыны және мотивті ұғым ретінде біріктіретін» қоздырушы болып табылады.

Л.Т.Аргансниковтың ізінше Н.Н.Гришанович музыкант — оқытушының квалификациялы сипаттағы үлгісін (модель) жасайды, оның кәсіптік шеберлігінің құрылымында білімге, қажеттілікке, қабілеттілікке сүйенетін, орындаушылық дайындығының ортасы (сферасы) бар, сондай-ақ «тек құрастырылған армандарды, талғамдарды, дағдыларды және қажеттіліктерді ғана емес, сонымен бірге эстетикалық білімдерді, пікірлерді беру қабілеттерін ұйғаратын» музыкалық мәдениетті белгілейді.

Орындау әрекеті өзінің тәжірибелік жүзеге асуына жетеді, егер ол белгілі бір мақсатпен және белгілі бір педагогикалық жағдайларда ара қатынаста болса. Музыка арқылы жеке араласуда, оның «ауызша қоршауы» А.Т.Каузов сөзі бойынша «орындаушы педагогқа» оқушының ішкі дүниесін жаңа музыкалық әсерлерімен және музыка туралы ойлармен байытып қана қоймай, сонымен бірге оны өзінің құндылықтарына, өзінің эстетикалық толғаныстарына және рухани талпыныстарына қатыстыруға мүмкіндік береді.

Бұл кезде пайда болатын диалогиялық әрекеттестік, А.Т.Каузовтың айтуынша, оқу процесін шығармашылық деңгейге көтереді, музыканттың орындаушылық қатынас тәжірибесін, оның педагогикалық шеберлігіне бағыттайды, ал оқушыға «музыкадағы өмір» және музыка туралы әңгіме үлгісін береді.

Оқушы еңбегі — бұл жігерлік күштің, қатал мінездің пайда болуын, педагогикалы қабілетті және шеберлікті талап ететін, зерттеу лабораторияның, педагогикалық мәселелердің тиімді шешімдерін тұрақты іздеу.

В.М.Галузинский ойы бойынша сөйлеу әрекеті оқытушы әрекетінің көп қырларын қамтиды: тәрбиелеу теориясындағы білімі, жұмыстағы дағдылары, оқу пәнінен материалдарын және ЖОО білімі деңгейіндегі қатарлас пәндерді игеру; үздіксіз өзі - өзін дамытуға талпыну. О.А.Апраксина педагог сөзіне назар бөле отырып, кездейсоқ мәселелер мен жағдайды табысты шешу үшін, ол шығармашылық интуицияны, жылдам реакцияны, зерттеуші талантын игеру керек деп белгіледі [7].

Оқушының орындау — сөйлеу дайындық маңыздылығын анықтау, ең алдымен оның құрылымдық — компоненттік құрамының пайда болуымен басталады.

Қазіргі дамыған педагогикалық теорияда музыкант — педагогты дайындау процесін зерттеуге ғылыми тұрғыдан қарауға сәйкес, болашақ маманның әрекетін, оның мәнінің белгілі бір ерекшеліктерімен, оған тән қызметтерімен, көп мәнді, ұйымдастырылған жүйе ретінде қарастыруға болады.

Музыка оқушының орындау — сөйлеу әрекетін сәтті құрастыру, педагогикалық шеберліктердің «күпиялықтарына» араласу кезінде жеткен, нәтижелерді жекеше және критикалық бағалауды кез келген педагогикалық жағдайларды шешуді творчестволық тұрғыдан қарауды талап ететін, кез келген өзгеретін жағдайларда алынған білімді іске асыруға бағытталған, тәжірибелік қызметке тәуелді.

Мотивациялы, мазмұнды, операциялы компоненттер, музыка педагогикасы бойынша Қазақстандық ғылымдардың — А.К.Ахметованың, А.А.Момбектің, М.Е.Мукееваның, Г.У.Оспанованың және тағы басқа жұмыстарында жиі кездеседі. Осылайша Г.У.Оспанова студенттердің лекторлы — орындау ептілігін қалыптастыруда іздеу, конструкторлы, орындау сияқты компоненттерін бөледі.

Музыкант — педагогтың «кәсіптігінің» ерекше механизмін анықтай отырып, А.К.Ахметова негіз ретінде мотивациялы, мазмұнды және операциялы критерияларды алады. Автордың ойы бойынша, олар болашақ әрекеттің шеберлік негіздеріне жетуге субъектінің потенциалды дайындығының бар болуымен шартты сипатталуы мүмкін.

Мотивациялы компонент қозғаушы күш, оның арқасында әрекет механизмі қимылға келеді, ал оның жүзеге асуы музыкант — педагог жағынан қызықтырылған қажетті — творчестволық сипатты игереді, оның мазмұны тиімділікке жетуге қабілеттендіретін және тәжірибе процессінде көрінетін, даралықтың қажеттілік және құнды ортасымен байланысады. Музыкант оқытушы тәжірибесінің маңызды факторы, даралы-құнды қатынас арқылы көріне отырып, әрекеттің мазмұнды және процессуалды жағын игеруге, тұрақты кәсіби қызығушылықтары бар, педагогикалық бағыттылық болып табылады. Мотивациялы компонент мазмұнында кәсіптік — мәнді мотивтердің туындауы және дамуы маңызды рөлді атқарады, ол еөйлеу шеберлігіне жетуге қажетті білімді, дағдыны игеруге ынталандыруда пайда болады.

Музыкалық білім педагогикасында қабылдау, музыкалық-сөйлеу бейнесінің даралығы болуды, бейнелейтін процесс ретінде түсіндіріледі. (Б.В.Асафьев, Б.Л.Яворский, Д.Б.Кабалевский, О.А.Апраксина, Ю.Б.Алиев, Е. В.Назайский және тағы басқа).

Бақыланатын және құбылыстан жаңа элементтерді бөлуге талпыну, музыкалық педагогикалық процеске жаңа сипаттама береді, оның негізінде жасанды таным жүзеге асады.

Болашақ музыка оқушысының міндеті — орындау — сөйлеуді қабылдау процесінде ойдың белсенді әрекетін бағыттау, көрнекіліктің, және сөздің, қадағалауды және түсініктердің үйлесімділігін қамтамасыз ету. Бұл кезде жаңа білімдерді, студенттердің өмірлік тәжірибесіне сүйенуді, жаңа материалды үйрену қажеттілігін сенімді дәлелдеуді, оның тәжірибелік мәнділігін көрсетуді баяндау кезінде жалғастырушылықты (мирасқорлықты) сақтаудың маңызы зор.

Материалдарды игеру кезінде студенттер даралығының мотивациялы жағына, көркем — сөйлеу көрнекілігінің арнайы құралдарын — музыка сабағын жаңашыл ұстаздар, лекторлардың өткізу видео иллюстрацияларын қолдану ерекше әсер етеді, олардың арқасында музыкант — педагогтың әрекетінің мазмұны туралы көрнекті ұғымды алады, сөйлеу мәдениетінің ерекше рөліне көз жеткізеді, оны жүзеге асыруға қызығушылық туады.

Осы кластың бағдарламасында бүкіл жыл бойы оқылатын, оқу тақырыбы ұсынылған; «Музыканы қалай естуге болады», мұнда алты және жеті жасар балаларды музыкалық оқытуға байланысты жалғастырушылықтар қарастырылған.

Бағдарламада оқушының музыкамен араласуының барлық формасында жүзеге асатын, алты жасар баламен жұмыс істеудің әдістемелік қағидалар бірінің импровизаторлығының үлкен маңыздылығы бар.

Авторлар айтқандай, бұл қағиданың әрекет етуі, музыка оқытушысынан сабақ уақытысында тек музыканы «конструкцияны» құруды ғана емес, сонымен бірге рухани жағдайын, әсері бейнелеуге балалардың қажеттілігін және дайындығын ынталандыруды талап етеді.

Бірінші сатының орталық идеясы — бұл музыкалы өнердің - ән, би, марш жанрлы негізін ұғыну.

Дамыту ретінде музыканың осы үш негізі операға, балетке, симфонияға «өсу» процесі қолданады. Тақырыптың материалдардың қосымша «желілері» ретінде «музыкадағы мәнерлілік және өнертапқыштық», сондай-ақ музыкалы сөйлеу әрекеттері және музыкадағы қарапайым формалар — бір жекелі, екі жекелі және үш жекелі (репризді) туралы түсініктер қызмет атқарады.

Музыкалы мәдениетке қатыстырылудың екінші сатысында музыкалы өнердің интонациялы табиғаты назарда болады.

Ол әңгіме және музыкалы сөйлеу, интонация — «дәні», мәнерлі және өнер тапқышты интонация, оның тембрлы, ырғақты, жоғары дыбысты қызметіне байланысты призма арқылы ашылады.

Үшінші сатыда халық музыкасы негізінде туындаған, композиторлар творчествосы, халық музыкасы және басқа халықтардың музыкасы (ең алдымен Ресей территориясында тұратын, халықтардың және орыстардың музыкасы) назарда болады.

Тіл адамдардың қарым-қатынас құралы болғандықтан, ол сөйлеу әрекетінің арқауы болып табылады. Тіл ұлт пен ұлтты жақындастыратын өзгеше қатынас. Тілмен сөйлесу адамзат баласы үшін тысқары бір дүние емес, ол ішкі құбылыс. Сөйлеу тек адамға ғана тән. Адам тіл арқылы бір-бірімен қатынаса алады. Қазіргі таңда, еліміз өз егемендігін алып, дербес мемлекет ретінде танылуда. Сондықтан еліміздің өркениетін көтеру мақсатында шет тілдерін меңгеру, шет елдермен қарым-қатынас орнатудың маңызы зор екендігін көрсетіп отыр. Бұл дегеніміз қазақстандықтар үшін, жастар үшін ағылшын тілін үйрену - ғылымды, экономиканы, бизнесті одан әрі дамыту қажеттілігінен туындатып отыр.

Білім - адамзат қазынасы, халықтың білімділігі - елдің байлығының ең маңызды бөлігі. Тәрбиелеу мен оқыту жүйесінде білім арқылы ең озық мәдениет пен дүние таным қалыптасады.

Н. Ю Вторушинаның пікірінше, шетел тілін, жалпы кез келген тілді үйренуде немесе үйретуде жаза білудің, жазбаша тілдің маңызы зор. Өйткені жазбаша тіл – бұл жазбаша сөздегі ойдың мақсатты және шығармашылық іске асуы, ал жазбаша сөз – ойды жазбаша тілдік белгілерде қалыптастыру мен тұжырымдау тәсілі. Оқушылардың жазбаша дағдылары көпжағдайда сөйлеу қызметінің басқа түрлеріне үйрену деңгейінен елеулі қалып қояды.

Жазбаша тілге оқытудың мақсаты оқушыларда жазбаша коммуникативтік құзіреттілікті қалыптастыру болып табылады, ал бұл жазбаша белгілерді, сөйлеу түрлерінің жазбаша мазмұнын және нысанын жазбаша меңгеруді қалыптастырады. Жазбаша тілге оқыту кезінде шешілетін міндеттер жазбаша тілдің оқыту мазмұнын игеру үшін жағдайлар жасаумен байланысты. Бұл міндеттер оқушыларда қажетті графикалық автоматизмдерді, сөйлеу-ойлау дағдыларын және айтылатын ойдың жазбаша стильге сәйкес тұжырымдай білу дағдысын қалыптастыруға, білімі мен дүниетанымын кеңейтуге, жазбаша тілдің мазмұнын жеткізе білу мәдениеті мен интеллектуалдық дайындығын игеруге, жазбаша мәтіннің тақырыптық мазмұны, сөйлеу стилі және графикалық пішіні туралы түпнұсқадан ауытқымай жеткізе білуді қалыптастыруға мүмкіндік береді.

Жазбаша тілді оқытуға қойылатын ақырғы талаптар оқушыларда шетел тілін меңгерудің қол жеткізілген бағдарламалық деңгейіне сәйкес тілдесу, танып білу және шығармашылық тәсілі ретінде шетел тіліндегі жазумен қалай практикалық жұмыс жасау қабілеттерін қалыптастыруды енгізеді. Жазбаша тілді үш жазықтықта: мазмұны (ойлау), бейнелеу (сөз) және орындау (графикаларды) қарастыруға болады. Жазбаша тілдің мазмұны оның қызметтік мақсаты және міндеттерімен анықталады, мысалы, эмоциялық әсер, көмекке жүгіну, қызметті басқару, ақпаратты сұрату, іс жүргізу әрекеттерін орындау, ақпаратты сақтау, адамның шығармашылық әлеуметін жазбаша бейнелеу.

Ойды мазмұнды қорыту жазбаша туындының нысанын анықтайды. Жазбаша тіл туындыларының нысанына оқыту мазмұны енгізілуі мүмкін, оған жататындар: құттықтау ашық хаттары, телеграммалар (жеке және іскерлік мазмұнда), жазбалар (отбасы мүшелері, достары, жұмыстағы әріптестері), маңдайша жазулар (үйлерде, мекемелерде), заттаңбасы (тауар орамаларында), суреттерге қол қою, хабарландырулар - нұсқаулықтар, хабарландырулар - ақпараттар (жұмыс іздеу туралы, жұмысқа қабылдау туралы, спорттық және мәдени өмірдегі жаңалықтар), мәзірлер, жарнамалар, шақыртулар, көңіл айтулар, жеке хаттары, көбінесе хатта жұмысқа қабылдау туралы, алғыс хаттар, яғни bread-and-butter letters, наразылық және шағымдары бар хаттар, өтініш хаттар (басшыға, қоғамға), өтінішке берілген жауаптар, автобиографиялық мәліметтер, яғни curriculum vitae, сипаттамалар, яғни confidential references, толтырылған сауалнамалар және бланкілер, анықтамалар, mind-maps үлгідегі тірек схемалары (аудитория алдында сөйлеу үшін), нұсқаулықтар (қауіпсіздік техникасы бойынша, тапсырмаларды орындау үшін), рецепттер (кулинарлық, белгілі және жеке), күнделіктер (бақылаулар, саяхаттар), сөздіктер, диктанттар, библиографиялар (автордың шығармалары, проблема жөніндегі кітаптар), конспекттер, яғни notes (оқыған мәтіннің мазмұнын қысқаша баяндау), қабырға газетіне мақалалар, әсерлер (көрген немесе тыңдаған кездегі алған әсерлер туралы), кітапқа шолу, рецензия, яғни reviews (кітапқа, әңгімеге, кинофильмге, өнер

туындыларына), есептер, яғни reports (бақылаулар туралы, сауалнама туралы, сұрақтар туралы), баяндамалар (проблема туралы, case-studies үлгідегі нақты жағдайларды зерттеу туралы), баяндау, яғни reproduction (оқыған мәліметтерді, естіген мәліметтерді), резюме, яғни summary (оқыған мәліметтердің, естіген мәліметтердің негізгі идеясы), хабарламалар (жаңалықтар туралы, соңғы жаңалықтар туралы), шолулар (газеттегі мақалалар, апта ішіндегі жаңалықтар), аннотациялар, яғни précis (әңгіменің, кітаптың, фильмнің негізгі мазмұны), рефераттар, яғни synopses (оқыған мәліметтерді қысқаша шолу), тезистер, яғни abstracts (сөйлеуді қысқаша баяндау), жобалар, яғни projects (қоршаған әлем жағдайына және өзгерісіне көзқарастар), очерктер, яғни essays (заттарға және құбылыстарға жеке көзқарас), шығармалар (тақырыпты немесе проблеманы қайта түсіндіру (интерпретация)), әңгімелер (фабулалар мен сюжеттерді ойдан шығару), өлеңдер (әр түрлі пішіндегі өлеңмен жазылған туындылар жазу) т.б.

Қазіргі заманғы әлемде жазбаша коммуникацияның рөлі тым жоғары деген пірімен ешікім дауласа алмайды. Жазу бізге өлшеусіз, бірақ сенімді қызмет етеді. Сөйлеу түрі және жазу өнімді қызмет түрі болып табылады, бірақ жазбаша тілдік нұсқалардың жағдайымен байланысты бірқатар міндеттер туындайды.

Қорытынды: Тіл дамыту дегеніміз-адамдардың белгілі дәрежеде тіл байлықтарын игеру әрекеті, әдетте оның нәтижелері әр алуан болады. Адамды адам еткен, оған тіл бітірген еңбек болса, келешекте де адамның дүниетанымын, ақыл-ойын, тіл жұмсау әрекетін кеңейтетін еңбек майданы оның саналы өмірінің мектебі болса, солардың бәрімен ұштасып жататын, тіл дамытуды, ана тілін, орыс тілін оқытудың басты талаптарын орындау оқу орындарына —бастауыш, орта мектептер мен жоғары оқу орындарына жүктеледі.

Сөз байлығын молайту, сөз тіркестерін, сөйлемдерді дұрыс түсініп, дұрыс құрай білу, жұрт алдында сөйлей білу, сөздердің орфоэпиялық нормаларын сақтап дұрыс оқу-музыка оқытушының бәріне ортақ, бәріне тиісті талаптар.

Тіл дамыту жұмыстары тікелей оқытушының тіл мәдениетін арттыра түсуіне қатысты, олар өзара тығыз байланысты екенін естен шығармау керек.

Сөйлеу мәдениетінің жоғарғы формасы - шешендік. Бұл бірен-саран әуесқойларға емес, музыка мұғаліміне қойылатын талап.

Мектепте оқушыны шешендік өнерге жетектеу тіл дамытудан басталып, тіл дамытумен аяқталып жүр. Қазақ мектептерінде тіл дамытуды оқушының сөз байлығын молайту деп түсіну берік орын алған. Қалайда тіл дамыту әрекетіміздің нәтижесінде музыка мұғалімі ана тілінің сөз байлығын толық игеруге, тілдің фонетикалық және сөзжасам жүйесін жақсы меңгеруге, морфологиялық синтаксистік тәсілдерді жақсы біліп, оларды практикалық тіл жұмсау дағдысында ұтымды дұрыс пайдалана білуге тиіс.

Музыка мұғалімі оқушылар мен студенттердің тіл мәдениетін арттырып, тіл мүкістіктерін жойып, өнегелі өнерлік жақтарын дамыта түсу керек. Грамматикалық тұлғаларды, орфографиялық ережелерді жаттатудан олардың ой өрісі кеңеймейді, қайта топастанады, тілі дамымайды. Егер олардың мән-жайын түсініп «жаттаса», өздері соларды дұрыс түсіндіре алса, «керемет» сонда болады! Ол үшін, оқушы көсіліп сөйлеуге, сөздерді орынды қолдануға, текстерді түсініп оқуға, өлең-жырдың жақсы үлгілерін жатқа айтуға тиіс. Сонымен қатар олар жиын — топ арасында болып, жақсылардың сөздерін тыңдап, радио, телевидение, кино, театр арқылы айтылып жатқан жатық сөздерге құлақтарын тосуы керек.

Тіл дамыту ой дамытумен тығыз байланысты болады. Оқушылардың ауызекі тілін дамыту үшін, ең алдымен, олардың сөздік қорын байыту керек, екіншіден, әдеби сөйлеудің нормасын, сөйлемдерді дұрыс құрауды үйрету қажет, үшіншіден, ойларын байланыстырып айтып беру дағдылары мен шеберлігін қалыптастыруға назар аударған жөн». Көп жылдан бері осы талап-нұсқаулар әлі өзгерілген жоқ. Мүмкін, бастауыш мектеп оқушылары үшін олардың сөздік қорын байыту. әдеби тіл нормаларын сақтап сөйлеу, ойын айтып бере алу, негізінде, жеткілікті де болар. Бірақ солармен тіл дамыту баланың барлық өмірімен тиянақталмайды. Адам тіл мәдениетіне жетік болу үшін барлық саналы өмірінде ана тілінің түпсіз терең, әрі бай

мүмкіншіліктерін игеруі тиіс. Сөйлесудің, сөйлеудің әдеттегі қарапайым қызметі пікір алмасу, өзгелерге сөйлеушінің ой-пікірін білдіру, нәрлі, тартымды сөздер арқылы тыңдаушылардың сана сезіміне әсер етуді сөйлеу мәдениеті дей аламыз. Ойлы адамның әсем сөз кестелерін пайдаланып, бар ынта-жігерімен айтқандары объективті шындық дәлелді болуға тиіс. Өйткені өзгелерді ойландыратын, көңілге қонымды, мазмұнды, дәлелді ой-пікірлер-шешендік сөздер.

Бүгінгі күнде қазақ тілін оқыту әдістемесінде жаңа инновациялық технологиялар көптеп енгізіліп жатыр. Бұл инновациялық технологиялар арқылы оқушылардың жеке тұлғалық қабілеттерін жан-жақты дамытуға болады.

Қазақ тілін оқыту ісінің сапасын арттыруға көптеген ғалымдар зор үлестерін қосты. Олар: С.Рахметова, Т.Шонанов, С.Жиенбаев, Ғ.Бегалиев, Ф.Ш.Оразбаева, К.Жақсылықова т.б. Кіші жастағы мектеп оқушыларының ауызша сөйлеу ерекшеліктеріне, сөйлеудің түрлеріне ғалымдар түрлі анықтамалар берді.

Т.Аяпова: «Адам баласының сөйлеуі – баланың алғашқы сөйлеуі және тілдік ортада түсінуі, белгілі бір жағдаятқа байланысты, мақсатты, қажетті болып табылатындығын айқындайды»,– деген. Сонымен қатар сөйлеу ұғымына Л.Щерба, Б.Н.Головин, А.Н.Ксенофонованың т.б. ғалымдар анықтама берген.

Сөйлеудің түрлері ауызша және жазбаша сөйлеу, соның ішінде ауызша сөйлеудің түрлері диалогтік және монологтік сөйлеу зерттелді. Бастауыш сынып оқушыларының ауызша сөйлеуін диалог және монолог арқылы қалыптастыру үшін түрлі мысалдар, тапсырмалар берілді. Қазіргі кезде, әсіресе, кіші жастағы оқушылардың ауызша сөйлеуі жүйелі дамуына әсер етеді.

Диалог және монолог сөздердің психологиялық ерекшелігі – сөйлеуші мен тыңдаушының психологиялық тұрғыдан көзқарасының теңдігінде және анықтылығында. Диалогтік сөйлеуде, сөйлеуші мен тыңдаушы бір-бірінің көзқарасын ашуға және бір-бірінің көзқарасын қабылдауға дайындығын көрсетсе, ал монологтік сөйлеуде сөйлеуші өз сөзінің анықтылығын, әсерлілігін көрсетеді.

Сонымен қатар диалог және монологтік сөйлеудің өзіндік лексикалық, синтаксистік және стилистикалық ерекшеліктері бар. Ал, диалогтік және монологтік сөзге үйретуде бастауыш мектеп оқушыларының сөйлеу мәдениетін қалыптастырып дамыту үшін тіл тазалығын, сөз әсерлігін, сөз байлығын және сөз дәлдігін ескеріп, сақтау қажет.

Сөйлеу мәдениетін қалыптастыруда бастауыш сынып оқушыларының диалогтік және монологтік сөйлеуін қалыптастыру үшін оқушылардың дұрыс қарым-қатынас жасауын, әңгімелесуін, баяндауын, сөздік қорын бақылау қажет.

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ОТРАЖЕНИЕ КАЗАХСКОЙ И РУССКОЙ ЯЗЫКОВОЙ КАРТИНЫ МИРА В ТВОРЧЕСТВЕ ОЛЖАСА СУЛЕЙМЕНОВА

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***Аннотация.** В статье на конкретных примерах из произведений рассматривается отражение казахской и русской картины мира в творчестве О.Сулейменова. Непосредственное отражение указанных картин мира связано с определением Свободы и Слова в поэзии автора на основе взаимосвязи картин мира разных народов мира. В статье делается вывод о том, что идея взаимосвязи народов, вера в неизбежное торжество доброго человеческого разума передаётся всем творчеством О.Сулейменова.*

***Ключевые слова:** свобода, слово, Олжас Сулейменов, поэзия, поэт, картина мира, творчество, языковая личность*

Олжас Омарханович Сулейменов ярко вошёл в казахскую литературу. Его произведения с самого начала были признаны явлением национальной литературы и по сей день привлекают внимание ценителей слова. Поэзия Олжаса Сулейменова всегда бурлила неистощимой энергией. Он, как всякий незаурядный поэт и неординарная личность, выламывался из заранее уготовленных рамок идеологических заказов. Его поэзия удивляла как ценителей и знатоков слова, так и рядового читателя своей оригинальностью, совершенством мастерства, что позволяло ему открыть душу казахского народа посредством русского языка. Он прекрасно понимал, что именно в поэзии выражается дух народа, своеобразие его исторического и культурного развития, его психологического строя.

Олжас Сулейменов - по своей природе - духовно раскованный человек, прекрасно владеющий двумя языковыми картинами мира. Свобода всегда была главным стержнем его творческой и общественной деятельности. Слово «свобода» имеет множество толкований, немало интерпретаций предложил и сам поэт. Он прекрасно понимал, что для настоящего полёта нужен дух. Ибо:

Художникам нечего делать
на этом поле.
таланты их бесполезны -
они болезненны.
Поле - всего лишь символ
свободной воли,
обыденность здравых запретов -
это поэзия. (...)
...но кажется мне:
свободное их присутствие
скажется в ходе историй
когда-нибудь.
(«Девушка на зелёной траве») [1, с.309]

Прав был В.Г. Белинский, когда сказал, что свобода есть не произвол, но согласие с законами необходимости. Именно в этом смысле Олжас Сулейменов ещё раз напоминает нам:

Свобода - это не позерство,
А, как и прежде, эшафот,
Где ни приятельства, ни дружбы,
Великая до унижения.
Свобода требует не службы,
Служенья...

(«Глиняная книга») [2, с.159]

Поэзия О. Сулейменова пронзительна, искрометна и чистосердечна, вспомним его строки из стихотворения «Айналайын»:

Кружись, айналайын, Земля моя!
Как никто,
я сегодня тебя понимаю,
все болезни твои
на себя принимаю,
я кочую, кружусь по дорогам

твоим... [1, с.283]

Поэт настолько мастерски владеет словом, что невозможно не восхищаться этой удивительной игрой первородных переливов звука. Вся поэзия Олжаса Сулейменова, каждое слово знакомит читателя со степями Казахстана, историей и современностью. Стихам поэта присущи красочная образность, щедрая метафоричность. Поэтическая свобода есть гражданская ответственность художника за своё слово, его стремление к правде, его боль и надежда.

Извечная тема - Художник и Время - всегда была в центре внимания поэта и красной нитью проходит сквозь всё его творчество, например, в поэмах «Кактус» и «Муравей», особенно в «Глиняной книге»:

И снова в будущее
пропутешествуют народы спящие,
И в следующем веке
проснётся один человек.
Чтоб зафиксировать или исследовать
настоящее.

В одном из стихотворений Олжас Сулейменов устами своего героя размышляет о современной поэзии и ищет формулу творческой веры, искусства слова:

Как мы не дорожим годами,
мы понимали в этот миг,
как мы не дорожим листьями
своих
всегда последних книг.
Как мы боимся в них
крушений.
Словес крутые виражи –
замедленное выраженьё
смущенья нашего
и лжи.
Свободой головы мороча,
мы долго говорим о том.
что надо бы сказать короче,
о самом главном
и простом:

Строчи, поэт, любим калибром,
сади слова любой обоймой,
стих может быть
и не верлибром,
поэзия была б свободной. [2, с.332]

Эта поэтическая свобода есть гражданская ответственность художника за своё слово, его стремление к правде, его боль и надежда. На том и стоит Олжас Сулейменов.

Поднимая проблему назначения поэта и поэзии, Сулейменов также обращается к истории, к прошлому народа. Высоко ценилось у казахов ораторское искусство, существовал даже культ слова. Оно останавливало целые полчища, если было убедительно, искренне, сильно; оно смягчало самое жестокое сердце, придавало смелости трусливым, примиряло поссорившихся. «Палка сквозь мясо просочится, слово - сквозь кости», гласит казахская поговорка.

Но особо поражает смелое слово. Многих убедительное, красивое и смелое слово спасало в критический момент. Соответственно и человек, обладающий даром слова, был уважаем в степи. Даже старцы, видя насколько мудро и проникновенно слово юнца, почитали мастера слова. Акыны были неприкосновенны, были святыней степей, носителями правды, добра и справедливости. В своём произведении «Последнее слово акына Смета» Сулейменов показал это почитание казахским народом мастеров слова, насколько велико и свято было место истинного и талантливого поэта среди людей.

В творчестве поэта поражает ярко выраженный дар импровизации, очевидно, генетически унаследованный от степных сказителей - жырау и акынов. Это позволяет ему спокойно переходить от одной темы к другой. От одного века к другому, создавая картины разных веков и оживляя события тех времён. Его образы разрастаются стремительно и бурно, вторгаясь «поэзией в царство прозы, исправляя метафорой мир».

Кто-то из критиков сказал, что поэзия Олжаса Сулейменова - сосуд, наполненный до краёв кипящей энергией. Иногда для полного выражения многоцветного мира, чувств и мыслей рамки стихотворной формы поэту становятся недостаточными. И он неожиданно переходит к рифмованной прозе или драме. Ему всё доступно и всё позволительно.

Стихам Олжаса Сулейменова присущи красочная образность, щедрая метафоричность, широкий ораторский жест. Его эстрада - расширяющая вселенная казаха второй половины XX века.

Жизнь и творчество поэта отражают суть древней мудрости: «Благое Слово - Благая Мысль - Благое Деяние». Его сборники стихов выходили сотысячными тиражами и тотчас становились библиографической редкостью. Каждое новое крупное произведение поэта горячо обсуждалось. Сегодня полновесно звучит голос поэта, оказывающий своё влияние на всех, кто способен воспринять особенность олжасовского слова, мысли, поступка.

Прошлое, настоящее и будущее казахского народа по всей целостности впервые - после великой эпопеи Мухтара Ауэзова - столь масштабно и на высочайшем художественном уровне отражены в творчестве Олжаса Сулейменова - поэта и гражданина. [1]

По его творениям можно восстановить страницы великой жизни казахского народа, преисполненной радостью светлых лет и горечью разочарований. Мы, читатели, становимся свидетелями удивительной и уникальной судьбы казахов, которые на протяжении многих веков, несмотря на многие тяжелейшие испытания, выпавшие на его долю, сохранили свою самобытную культуру почти в первозданном виде.

Главная идея поэзии О.Сулейменова - создание универсального мировоззрения, - общего для культур всех этносов, находится в диалектическом единстве с его патриотизмом как ведущим мотивом его творчества. Отсюда настойчивое выражение глубинных интересов и ощущение психологического склада своего народа, острое сопряжение его с современным миром.

Свидетельством обаяния личности поэта и неравнодушия к его поэтическому творчеству могут служить стихи-посвящения русских советских поэтов А. Вознесенского, Р. Рождественского, С. Маркова, украинца А. Кравченко, поэтессы из Белоруссии Евдокии Лось, ингуша С. Чахкиева и чеченца Я. Хазбулатова, таджиков М. Каноата и К. Кирома. Критик Евгений Сидоров в одной из статей, посвящённых творчеству поэта, отмечал, что на долю Олжаса Сулейменова выпало редкое для поэта счастье - быть далеко услышанным.

«Поэт мысли», по образному определению Андрея Вознесенского, в начале XXI века предлагает поразмыслить о том, что «главным законом в природе и в человеческих отношениях является закон взаимозависимости. Все мы, большие и малые народы, живём и развиваемся в системе всеобщей зависимости».

Эта идея взаимосвязи народов, вера в неизбежное торжество доброго человеческого разума передаётся всем его творчеством, всей его великолепной поэзией, переведённой на разные языки.

Языковая личность Олжаса Сулейменова проанализирована через тезаурус и реализацию в художественной системе поэта, чьё творчество отражает взаимодействие двух языковых картин мира - русской и казахской. Выявлены особенности тезауруса языковой личности поэта. Определены эстетические функции и роль наиболее употребляемых слов, установлена их связь с концептуальной картиной мира. На основе анализа тезауруса выявлены иерархии смыслов и ценностей, целей и задач, свойственных Олжасу Сулейменову как языковой личности.

Таким образом, художественное своеобразие произведений Олжаса Сулейменова в том, что поэт охватывает картины исторических судеб казахского народа в контексте глубокой древности, переходит от одной темы к другой, от одного века к другому, создавая картины разных веков и оживляя события тех времён.

Языковая личность Олжаса Сулейменова отражает взаимодействие двух языковых картин мира - русской и казахской. Употребляемые слова выполняют эстетические функции, в которых есть связь с концептуальной картиной мира поэта. Всё вышесказанное свойственно Олжасу Сулейменову как языковой личности.

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РОЛЬ ДОМАШНЕГО ЧТЕНИЯ В ФОРМИРОВАНИИ РЕЧЕВОЙ КОМПЕТЕНЦИИ НА УРОКАХ АНГЛИЙСКОГО ЯЗЫКА

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***Аннотация:** в данной статье представлены результаты эксперимента по внедрению интенсивного курса по домашнему чтению в процесс обучения английскому языку учащихся девярых классов. Цель эксперимента заключалась в исследовании эффективности интенсивного курса по домашнему чтению в повышении уровня речевой компетенции учащихся. В рамках планирования этапов эксперимента был выбран метод исследования в действии (action research). Для измерения эффективности внедрения интенсивного курса было проведено тестирование речевой компетенции учащихся до и после его внедрения. Результаты эксперимента показали, что внедрение интенсивного курса повысило уровень речевой компетенции учащихся девярых классов.*

***Ключевые слова:** чтение, домашнее чтение, интенсивный курс, информационно-коммуникационные ресурсы, литература в жанре фэнтези.*

В современном мире, где глобализация становится все более неотъемлемой частью нашей повседневной жизни, владение иностранными языками приобретает ключевое значение. Английский язык, как лидирующий язык международных коммуникаций, становится необходимым компонентом для успешной социальной и профессиональной адаптации. Чтение является одним из четырех основополагающих навыков владения английским языком [1].

Высокая культура чтения и развитие читательской грамотности является одним из приоритетных направлений образовательных процессов в школах Казахстана. Интерес к чтению, познание окружающего мира через книги формируется у детей со школьной скамьи, а библиотеки являются местом сосредоточия этого интереса, проводником в увлекательный мир.

Умение, читая, понимать оригинальные и адаптированные тексты на английском языке помогает развить читательскую грамотность учащихся, расширить словарный запас, повысить уровень языковых навыков и речевых умений. В этом контексте, роль домашнего чтения на уроках английского языка оказывается весьма значимой.

Домашнее чтение - форма организации внеаудиторной учебной работы. Учащийся читает рекомендованный или самостоятельно отобранный текст (тексты) во внеаудиторное время (дома). Контроль за чтением осуществляется на занятии [2, с. 66].

Цель данной статьи – описание эксперимента по исследованию эффективности интенсивного курса по домашнему чтению в повышении уровня речевой компетенции учащихся девярых классов.

Участниками эксперимента являлись учащиеся девярых классов. Количество выборки составило 20 учащихся, которые выбрали пятым предметом английский язык на обязательной итоговой аттестации девятиклассников. Перед началом эксперимента родителями данных участников было подписано этическое соглашение.

Гипотеза исследования предполагала, что интенсивный курс по домашнему чтению повышает уровень речевой компетенции учащихся. Экспериментальное исследование включало в себя четыре основных этапа:

Первым этапом являлось предварительное тестирование речевой компетенции девятиклассников. Тестирование состояло из 8 устных вопросов. Данное тестирование было разработано British Council IELTS Practice [3]. Критериями оценивания являлись:

- Fluency & Coherence
- Lexical Resource
- Grammatical range and accuracy
- Pronunciation [4].

Второй этап – введение интенсивного курса по домашнему чтению в учебный процесс. Длительность интенсивного курса – 20 недель. Курс был введен в форме элективного курса и занятия были проведены во внеурочное время. Интенсивный курс по домашнему чтению включает в себя 10 юнитов. Каждый юнит подразумевает прочтение одной главы и выполнения 5 блоков заданий, структурированных по дублинским дескрипторам. Среди данных заданий были использованы такие информационно-коммуникативные ресурсы как Podcast Hosting Platforms, Chat GPT, Cambridge Dictionary, Grammarly и Google Scholar.

Общий эффект от использования этих ресурсов заключается в том, что они в комплексе способствуют расширению словарного запаса, улучшению произношения, использованию правильных грамматических структур, развитию навыков разговорной и письменной речи, а также способности понимать на слух и в процессе чтения сложный академический английский язык.

В качестве материалов исследования – литература в жанре фэнтези, которая была выбрана на основе интересов девятиклассников средней школы. Целью данного опроса было выявить какой жанр литературы интересен для домашнего чтения. Больше 60 % учащихся-респондентов проголосовало именно за жанр фэнтези:

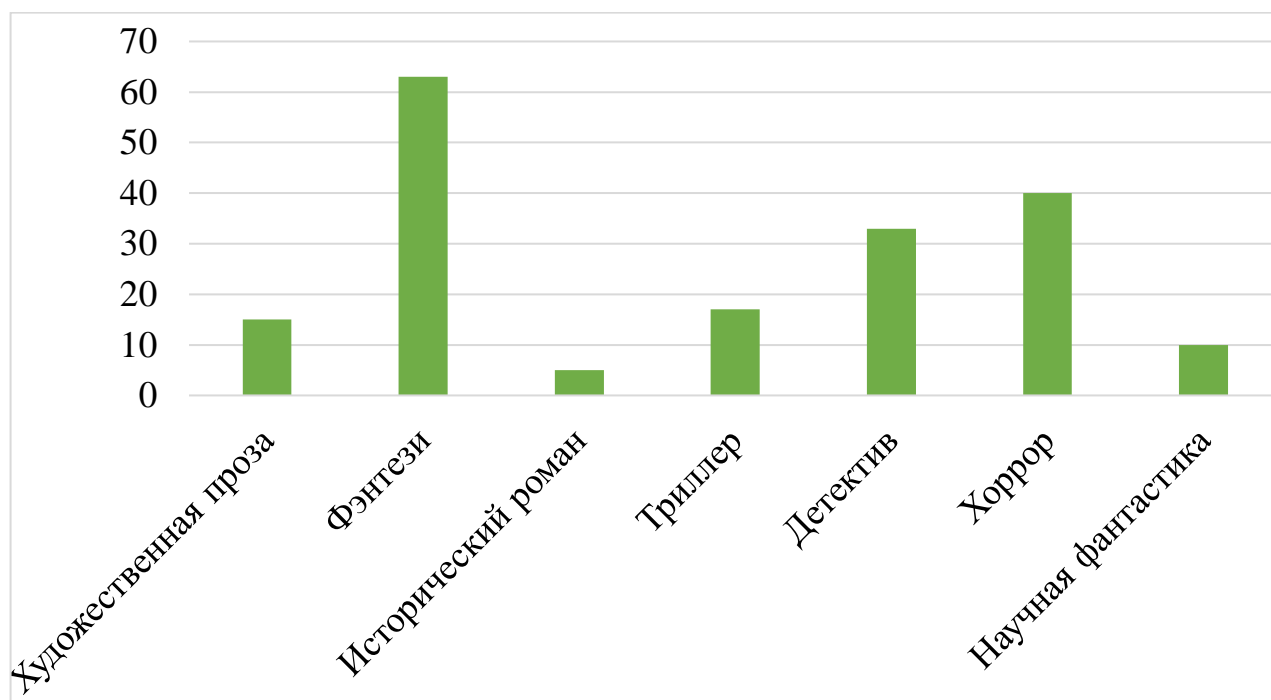


Диаграмма 1. Результаты опроса на выбор жанра литературы

Интенсивный курс по домашнему чтению включал следующие произведения литературы жанра фэнтези:

- Ransom Riggs: Miss Peregrine’s Home for Peculiar Children;

- Tomi Adeyemi: Children of Blood and Bone;
- Rick Yancey: The Fifth Wave;
- Kerri Maniscalco: Kingdom of the Wicked;
- J.K. Rowling: Harry Potter and the Philosopher's Stone;
- Suzanne Collins: The Hunger Games;
- John Green: Looking for Alaska;
- Madeleine Roux: Asylum;
- James Dasher: The maze runner;
- Holly Jackson: The Adventures of Tom Sawyer;

Третий этап состоял из процедуры повторного тестирования [5] речевых компетенций уже после внедрения интенсивного курса по домашнему чтению.

Четвертый этап включал анализ полученных результатов. Интенсивный курс по домашнему чтению положительно повлиял на уровень речевой компетенции учащихся:

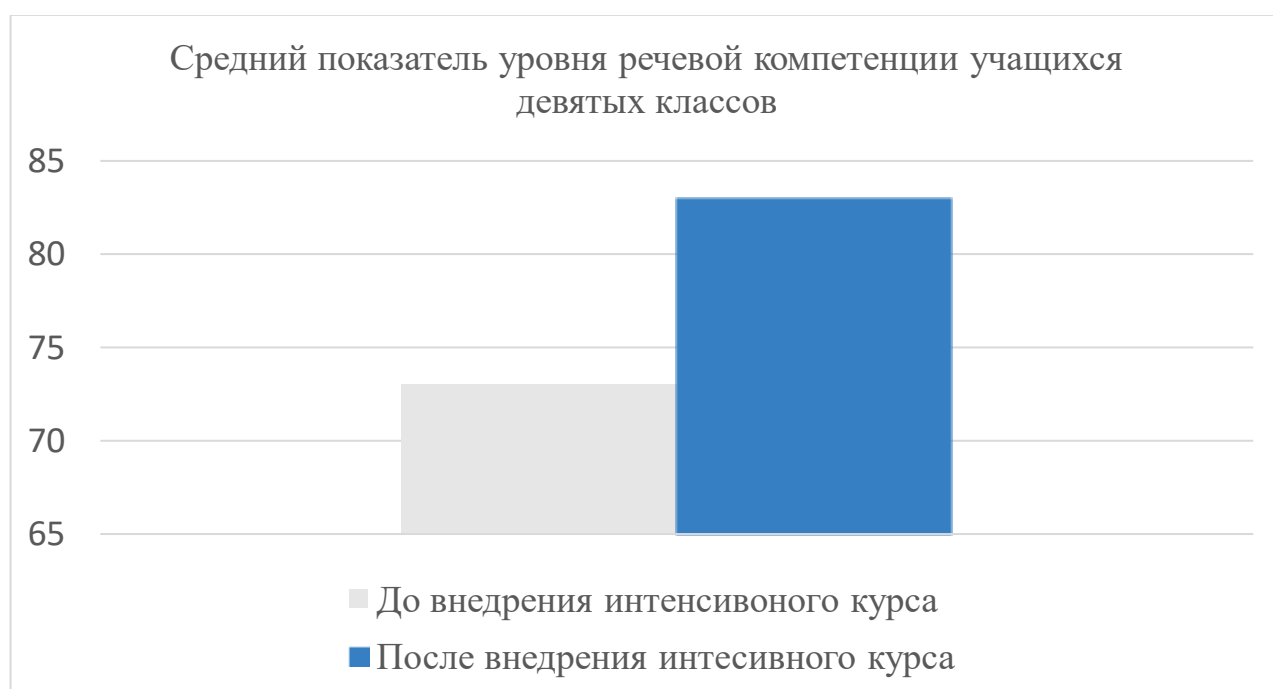


Диаграмма 2. Результаты внедрения интенсивного курса по домашнему чтению

[1] Результаты исследования подтвердили гипотезу исследования о том, что интенсивный курс по домашнему чтению повышает уровень речевой компетенции учащихся девятого класса. Процент уровня речевых компетенций увеличился с 73% до 85% после внедрения интенсивного курса по домашнему чтению.

Данные результаты подчеркивают важность интеграции интенсивных программ чтения в образовательный процесс для дальнейшего повышения языковых навыков и речевых умений учащихся. Внедрение подобных инициатив может не только повысить общий уровень образования, но и подготовить учащихся к успешной адаптации в информационном обществе, где владение языком играет ключевую роль в профессиональном и личном успехе. Таким образом, интенсивные программы чтения становятся важным компонентом современной образовательной парадигмы, способствуя всестороннему развитию языковых навыков и речевых умений у учащихся.

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CULTURAL IMPLICATIONS OF ANGLICISM USAGE IN MULTILINGUAL NEWS HEADLINES

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Annotation. *In multilingual societies, anglicisms are gaining ground at the lexical and, consequently, discourse level. The aim of this essay is to explore the implications of anglicism usage in six multilingual press outlets differing in terms of the dominant culture, and therefore the language of publication. These values center on the anglophone economy, the media influence, as well as political and social matters in such a way as to maintain a status quo that is advantageous to the discourse producers of those cultures. In order to accomplish these objectives, the essay provides a concise overview of the concept of anglicism and the relevance of this linguistic feature to shaping the narratives that are central to the modern public sphere via the mass media. In addition, a brief discussion is made of the conflicts that global communication has produced, seen from the point of view of the maintenance of the indigenous languages and their metaphysical systems in multi- and plurilingual contexts. The article details empirically the lexical elements and non-finite forms identified for the three cultures assessed, summarizing the implications.*

Key words: *anglicisms, audience engagement, cultural implication, globalization, modification, linguistic practice.*

Due to historical and contemporary global events that have influenced the people who live and work in specific countries, as well as those who are influenced by contemporary computerized technology, there have been increasing numbers of anglicisms in the various media. For news media, which are often read or heard in electronically managed and culturally influenced environments, this report investigates the possible impact of the use of anglicisms on the reader or listener. Beginning with a discussion of the recent literature on possible reasons for the increase of anglicisms in the various languages of the world where English is a known language, the following report discusses the historical shift from Hispanisms to Gallicisms to anglicisms, the 'hip' and 'square' generations of representation of other cultures, and the evolution of technospheres through the internet in different linguistic cultures [1]. Anglicisms in use in contemporary societies can be accepted as the continuation of historical shifts in language from 'hip' to 'square' representations of other cultures. In historical news texts, words or phrases in English serve not only as substitutions but also as supplements. It has been possible to establish the 'auxetic' value of the use of this increasingly used substitution/supplement in diverse old news headlines in different linguistic cultures at different historical and socio-political moments in time and space [2].

Anglicism is a complex research field that can be approached using various theoretical frameworks. Here, language is regarded as a multifaceted sociocognitive phenomenon, the functioning of which within a multilingual society has been widely discussed by sociolinguists. Factors influencing language use and causing language change and maintenance have been debated within two sociolinguistic approaches to linguistic transition and shift. The model of language maintenance and shift emphasizes that variable factors – ethnic and non-ethnic social stratification, mobility rates, and attitudes towards different languages – determine whether or not the ethnic

minority group will maintain or lose its traditional ethnic language. The theory based on the notion of speaker identity and values rather than a judgment of the speakers' adherence to the standard is also relevant [3].

The key concepts useful for the investigation of language usage patterns in media from a sociolinguistic perspective include such notions as code-switching, non-standard language, language prestige, language values, dialect tolerance, or power relations as well as language attitudes. Furthermore, media studies are more than aware of the immense communicative power of moguls who help to create and influence consumer and social concepts since media can be seen as a transmitter of cultural heritage. The media discourses produced in multiple languages also suggest language use choices and can produce a range of options for readers. The aim of this paper is to show how the recent developments in the field of language policy and planning can collaborate with media sociolinguistics as well as sociodemographic studies of community-internal multilingualism to become the base for the systematization of anglicism usage patterns in trilingual media discourses [4].

To address the research problem outlined, a qualitative content analysis was utilized to evaluate four main local newspapers with national circulation from the Republic of Moldova, chosen based on their presence and impact on society. A linguistic and cultural research activity of examining replicated anglicisms in headlines from each newspaper was conducted. Key title headline vocabulary was manually extracted from daily or weekly copies of the publications, from diverse newspaper releases during one of the most economically significant months of the year 2019. There is a total number of extracted words, totaling 1,139. The categorization and possible ethno-linguistic modifications were thus thoroughly reported in a selective spreadsheet.

Only established, operational, verbal anglicisms were studied within headlines. The research did not include proper names, acronyms, or abbreviations (if not widely understood), and translated headlines had to be analyzed. The process was iterated until data saturation was achieved for the headlines. The publication corpus's topics were selected to include various areas, such as business/economics and finance, lifestyle, and national and local news events. Moldovan society, resembling many communities worldwide, is typically interested in these goings-on. To conduct a qualitative specific strategic analysis, the research objectives and data sources are relevant. Moreover, the large amount of news content enriched the near-real-time component of the news cycle for in-depth study. The study and conclusions were significantly limited as a result of the exclusion of any news edition or headlines where coverage was primarily limited. The headline format was the most common news article template. Information was also altered. In reconsidering the reality of Moldovan headlines, the significance of the impact was critical. As a one-sentence product preview, the headlines are frequently treated as the first litmus test of understanding the latest developments. A series of basic paradigms were generally considered for the topic study. Hence, the number of words is a representative one to undertake a headline study.

The multilingual nature of European countries guarantees ongoing contact between various languages and facilitates the circulation of linguistic elements between them. The European press is a good context to analyze the penetration of foreign elements into other languages, since the press is constantly adopting material from other countries' news headlines and is subject to the same societal influences as other forms of communication. Thus, this study sets out to discover whether the use of anglicisms in news headlines is a common trait for languages situated in one region and to examine whether other particular characteristics related to the usage of anglicisms can be identified.

The main objective of the current paper is to answer two principal questions: (1) Are there similarities in the level of anglicism adoption and the nature of anglicism usage in the selected languages? (2) If yes, why have these similarities appeared? In order to achieve these objectives, both a quantitative and a qualitative analysis have been made. The more extensive statistical research measures the frequency of the anglo-american elements used in the analyzed languages and recognizes major technological domains in the presented headlines. The qualitative analysis, presented in this article, gives a broader understanding and interpretation of the appearance of these

loans. It explains why some similarities might be discovered in the process of anglicism adoption, although the reasons for these similarities and frequency of usage in different languages might differ.

The first section of our analysis chapter will present a statistical evaluation of Anglicism usage in multilingual news headlines. We will begin by outlining our criteria for collecting and analyzing data quantitatively. The research questions that will be addressed are as follows: (1) What languages/products are in need of examination of anglicisms? (2) What anglicisms or from which languages have been collected, possibly with their gross frequency and distribution per number of products and in the guilds representing them? This part of the study will primarily present figures representing target languages. Their analysis, however, will also list visually collected anglicism tokens.

To complement the quantitative evidence, a qualitative analysis was conducted to inspect the contexts in which anglicisms are actually used in multilingual news headlines and to explore the cultural implications of the anglicisms used. What are the connotations and general meanings and nuances of the anglicism? Here we would like to obtain insights on lay and hidden presuppositions of the statement. What are the cultural implications of using these anglicisms? This aims to provide insights into which community might feel addressed and which might be pushed away?

It is on the basis of this material that we will discuss possible socio-cultural motivations and implications behind the choice of the headline language. In this section, we would like to pay special attention to what is known in headline studies as the thematic category of English headlines. Practically any subject might resurface in English in a headline, but some make a part of a thematic category. Contemporary global processes, including environmental and climate change issues, pandemics, or other significant events, linguistically manipulated and magnified by the media, are intended to immensely exceed the specific geographical context. At the same time, they are receptive to the emotional and evaluative aspects resulting from individual or collective experiences, stereotypes, or other cultural narratives. In other words, we stress the thematic inclusiveness of English language topics proposed in news headlines. The maximally diverse thematic scope of the categories chosen should therefore reflect this inclusive value.

At the same time, this suggests that Anglicized headlines, which linguistically focus on overloaded occurrences of English language elements, are quite freely spread and seem to satisfy the popular taste of many, leaving many local contexts mosaic-like, representing the discourse and attitudinal diversity of the linguistic world or not. We support our stance using examples from the first half of 2021, presented in the case studies to come, which also provide some comparative insights into the acceptance and resistance towards Anglicized headlines in various language communities [5].

The thread that unites many of these arguments on political, economic, sociological, or psycholinguistic levels is the potential disruption of the cultural integrity of the host language community through language contact. The extent to which English words have entered another language becomes a reference point in the national-ethnic identity of any speech community. This is particularly true in countries with less commonly taught languages that have enjoyed a period of renewed pride and self-confidence in their languages as they have gained independence from superpower nations or dictatorships. For these communities, a language with a high status in official documents, and whose use has contributed to their suppression or ridicule, can be a real threat to the restoration of national and state independence [6]. The importance of the issue is enhanced when a language also carries a certain prestige of linguistic guardianship, symbolism of national character, spiritual values, and more. For the majority of the population, using these symbols can be a source of self-respect, social integration, and a return to 'realness.' Respecting the linguistic value of one's mother tongue, one creates one's own spiritual home. The foreign word in the mother tongue is always a copy of a foreign thing and a symbol of modernity. There are two different views of Anglicisms in the domestic language. Anglicisms are seen by some people as a bridge to global culture through diverse modernities and innovations, while others see them as a powerful force threatening our linguistic or national traditions. In the first case, many loanwords are accepted; in the latter case, there

is a negative or mixed reaction to these loanwords. It is perhaps not possible to offer a faultless explanation of these responses, although age and the quality of language may play a role. Understanding reactions to and attitudes toward Anglicisms is essential before examining their usage in the multilingual media [7].

In light of our case studies, we can conclude that the usage of anglicisms in multilingual news headlines is a result of international communication, mass media influence in the form of agenda setting, and globalization processes characterized by the wide use of English as a global lingua franca. Anglo-dominated, neoliberally oriented newspapers might give preference to anglicisms in headlines to increase their credibility and trustworthiness among readers. English catchphrases in headlines with other languages serve a metaphorical and pragmatic function because of their arbitrary lexical meaning but direct communicative function in orienting the reader's attention.

The adoption of terms as a result of global diglossia may reduce linguistic differences among groups, but when terms are first derived and reimported into ethnic languages, it creates an emotional reaction because it is supposed that a part of national culture is being stolen or lost. Although we do not have large-scale empirical data and focus only on the microscopic representation of anglicisms in headlines, we posit that the use of non-converging strategies in newspaper headlines allows media to target specific readers. Thus, this paper sorts out two main aspects of the analysis of anglicisms: it is associated with preferences by journalists and perception by readers. Further research in this field is encouraged, taking into account also the preferences of editors who are stakeholders of a newspaper because they attract prices or support for advertising to be more profitable. Linguistic research with a larger number of languages compared is recommended. The rapid process of linguistic globalization, instead of an individualized approach that identifies clashes between languages, has led to preferential strategies dominated by English around the world and its consequences. Contemporary society has also experienced technological and political changes that have led to broad international communication, and one consequence of these movements has been in the global sphere, allowing universal access to a growing number of computer-mediated discussions.

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GENRE-STYLISTIC FEATURES OF WRITTEN TRANSLATION FROM ENGLISH TO RUSSIAN

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Annotation *The article discusses two main classifications of types of translation and analyzes the specifics of classification based on the genre-stylistic characteristics of the original. The continuation of the work includes the development of a comprehensive algorithm for genre-stylistic analysis. According to the algorithm, an analysis was conducted, revealing both similar and distinctive extralinguistic and purely linguistic features of the genre of monographs in the scientific-popular style in English and Russian languages.*

Keywords: *types, classification of translation, extralinguistic analysis, purely linguistic analysis, scientific style.*

The study explores the genre and stylistic features of the popular science style and their conveyance in original and translated texts (English/Russian).

Linguistics has been evolving dynamically over the last 30–40 years, merging with other sciences and penetrating diverse areas of life. Among its pressing issues is the study of functional styles, central to functional stylistics. With increasing international interaction, studying language in its functional aspect has become critical. Functional stylistics examines language tools across all levels, focusing on language in action.

In Russian translation studies, there is no unified approach to classifying translation types. V.N. Komissarov notes two main classifications: by the nature of the texts and by the translator's speech actions. The first relates to genre-stylistic features of the original, while the second focuses on psycholinguistic aspects of speech. While the psycholinguistic classification is clear, the genre-stylistic classification requires further refinement.

Based on genre-stylistic attribution, we identify these main types of written special-purpose translation: socio-political, legal, financial-economic, medical, scientific, and technical translation.

1. Socio-political translation includes translating administrative documents, characterized by terminological and stylistic unity.

2. Legal translation encompasses laws, court materials, and corporate charters, marked by standardization, specific grammar, and Latin expressions.

3. Financial-economic translation involves financial, commercial, and banking documents with distinct terminology, grammar, and style. Overlaps with legal translation occur in contract-related documents.

4. Medical translation applies to texts for professionals and non-specialists, requiring clarity and rich terminology.

5. Scientific translation includes pure scientific, popular scientific, and educational texts with unique stylistic and lexical features such as terminological chains and general literary words in new meanings.

6. Technical translation deals with texts featuring dense terminology and simplified grammar, such as nominative and elliptical constructions. Religious translation stands apart, as it ideally avoids interpretation.

Advertising translation handles brochures, posters, and slogans, characterized by rhetorical questions, imperative forms, and elliptical constructions.

Each written translation type corresponds to an oral equivalent:

- Socio-political: administrative-political interpreting (e.g., negotiations, press conferences).

- Legal: court interpreting.

Each written translation type corresponds to an oral equivalent:

- Socio-political: administrative-political interpreting, used during negotiations and press conferences.

- Legal: court interpreting.

- Financial-economic: commercial conference interpreting.

- Medical: community interpreting for healthcare settings.

- Scientific and technical: scientific-technical conference interpreting.

- Advertising: oral translation for press conferences and promotional events.

We propose dividing written translation into two main types: Literary and special-purpose translation. Within special-purpose translation, distinct types such as socio-political, legal, financial-economic, medical, scientific, technical, religious, and advertising translation should be identified.

Special-purpose translations share key features:

1. High frequency, comparable to literary translation.

2. Genre and stylistic integrity in texts.

3. Lexical, grammatical, and stylistic features unique to each type.

For instance, legal translation involves standardized language and structure, often influenced by Latin terms. Technical translation prioritizes simplicity in grammar and dense terminology. Advertising translation relies on creative structures to persuade audiences. Each type demonstrates the importance of understanding language in its specific functional context.

In summary, functional stylistics provides the foundation for analyzing these translation types. This approach ensures a systematic study of language and helps translators navigate the complexities of genre-specific texts effectively.

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THE ROLE OF THE ARABIC IN THE DEVELOPMENT OF LINGUISTICS

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Abstract. *The Arabic language, being one of the oldest and most systematically developed languages in the world, has played a significant role in shaping global linguistic science. This article highlights the contributions of the Arabic language to the formation of philological and linguistic disciplines, including grammar, phonetics, morphology, and lexicography. Special attention is given to the achievements of Arabic scholars and their influence on Western linguistics. Key aspects of the language, such as its root system, morphological structure, and its contribution to comparative-historical linguistics, are also explored.*

Keywords: *Arabic language, linguistics, lexicography, grammar, phonetics, morphology*

ƏRƏB DİLİNİN DİLÇİLİYİN İNKİŞAFINDAKİ ROLU

Ərəb dili dünyanın ən qədim və ən inkişaf etmiş dillərindən biri olaraq global dilçilik elminin formalaşmasında və inkişafında mühüm rol oynamışdır. Bu məqalə ərəb dilinin filoloji və dilçilik fənlərinin, o cümlədən qrammatika, fonetika, morfolojiya və lüğətçilik sahələrinin formalaşmasında oynadığı rolu işıqlandırır. Xüsusi diqqət ərəb alimlərinin nailiyyətlərinə və onların qərb dilçiliyinə təsirinə yönəldilmişdir. Məqalədə dilin əsas aspektləri, o cümlədən kök sistemi, morfemlərin strukturu, eləcə də ərəb dilinin müqayisəli-tarixi dilçiliyin inkişafına verdiyi töhfələr araşdırılır.

Açar sözlər: *Ərəb dili, dilçilik, leksikoqrafiya, qrammatika, fonetika, morfolojiya*

РОЛЬ АРАБСКОГО ЯЗЫКА В РАЗВИТИИ ЯЗЫКОЗНАНИЯ

Арабский язык, будучи одним из древнейших и наиболее развитых языков мира, сыграл важную роль в формировании и развитии мировой лингвистической науки. Эта статья освещает вклад арабского языка в становление филологических и лингвистических дисциплин, включая грамматику, фонетику, морфологию и лексикографию. Особое внимание уделяется арабским учёным, их достижениям и влиянию на западную лингвистику. Рассматриваются ключевые аспекты языка, такие как система корней, структура морфем, а также вклад арабского языка в развитие сравнительно-исторического языкознания.

Ключевые слова: *арабский язык, языкознание, лексикография, грамматика, фонетика, морфология.*

Introduction

The Arabic language, serving as a bridge between ancient traditions and modernity, has had a profound influence on the development of global linguistics. Its rich grammatical structure, intricate phonetic system, and unique morphology have captivated researchers for centuries. The works of Arabic scholars have significantly influenced the formation of linguistic science in Europe during the Middle Ages and the Renaissance.

The aim of this article is to explore the role of the Arabic language in the establishment of global linguistics, emphasizing its unique features and their impact on disciplines related to the study of languages.

Key Aspects of the Arabic Language's Influence

1. Grammar and Morphology

The Arabic language holds a special place in global linguistics due to its rich and systematic grammatical tradition. The development of Arabic grammar became possible through the works of

eminent scholars of the classical period. Among the most influential figures was Sibawayh (ca. 760–796), whose foundational work, *Al-Kitab*, became the cornerstone for studying Arabic grammar. This treatise systematically organized the rules of declension, conjugation, and morphology, offering a methodology for analyzing the Arabic language that remains relevant to this day. Sibawayh's work covers not only grammatical rules but also aspects of phonetics and syntax, making it one of the earliest comprehensive studies of language.

A significant feature of the Arabic grammatical system is its unique morphological structure based on roots and patterns (*morphological templates*). Unlike many other languages, where word formation is primarily linear, Arabic employs internal inflection, embedding root letters into various patterns to generate new meanings and forms. For example, the root ك-ت-ب (k-t-b) can form words such as كتب (*wrote*), كاتب (*writer*), and مكتبة (*library*), enabling the expression of complex concepts through simple pattern modifications.

This root-pattern system makes Arabic morphology one of the most logical and structured systems in the world. It provides a wealth of word forms and meanings, forming the basis for terminology in various fields, from science to religion. This system also facilitates a deeper understanding of word formation processes in other Semitic languages such as Hebrew and Akkadian and draws parallels with Indo-European languages.

The influence of Arabic morphology extends beyond the Semitic language family. Comparative-historical linguistics adopted the approach of analyzing roots and patterns when studying other languages. For instance, the concept of the root as a fundamental element of word formation is applied to analyze ancient Greek, Sanskrit, and other classical languages. The unique system of Arabic morphology has also influenced the development of automatic text analysis and machine translation methods, particularly in contexts with limited contextual information.

Additionally, the grammatical tradition of the Arabic language has attracted researchers due to its rigor and universality. For instance, terms such as *jazm* (absence of vowel marking) and *nasb* (accusative case marking) are not just part of grammar but also reflect the logic inherent in Arabic thought. This makes the study of Arabic grammar important not only from a linguistic perspective but also as a means of understanding the cultural and intellectual heritage of the Arab world.

Thus, the grammar and morphology of the Arabic language not only demonstrate a high degree of systematization but also serve as a universal model that has inspired both Eastern and Western researchers for centuries.

2. Lexicography

The tradition of Arabic lexicography began to take shape as early as the 8th century, becoming one of the most significant components of Arabic philology. One of the earliest and most influential works in this field was the dictionary *Kitab al-Ayn*, authored by the eminent scholar Al-Khalil ibn Ahmad al-Farahidi (8th century). This groundbreaking work not only systematized the Arabic language for the first time but also laid the foundation for the further development of lexicography in the Arab world. Al-Farahidi's approach, based on the phonetic classification of sounds, was revolutionary because it organized words not alphabetically but according to the articulation points of sounds. This system allowed for the identification of the root structure of words, which had a profound influence on the development of lexicographical methods in other languages.

Kitab al-Ayn established an entire school of Arabic lexicography, where the main principle became the grouping of words by roots. This method made it possible to trace semantic changes and relationships between words. Its universal applicability later found reflection in the works of European scholars, such as Edward William Lane, the author of the renowned *Arabic-English Lexicon*. Lane's work was deeply rooted in the Arabic lexicographical tradition, underscoring its influence on Western science.

In addition to Al-Khalil ibn Ahmad, significant contributions to Arabic lexicography were made by scholars like Ibn Sida al-Baghdadi (10th century) and Al-Firuzabadi (14th century). Their dictionaries, such as *Al-Muhit*, systematized an enormous volume of lexical material, making Arabic lexicography one of the most advanced in the world. These works not only catered to the needs of the

Arabic-speaking audience but also served as invaluable resources for translators, Orientalists, and philologists.

The influence of Arabic lexicography extended significantly to European lexicographical traditions. During the Renaissance, European scholars actively translated Arabic dictionaries, adopting methodologies for analyzing and grouping words. For example, the German Orientalist Heinrich Fleischer extensively used Arabic dictionaries in the 19th century to create his works on comparative Semitology.

Moreover, the principles of Arabic lexicography proved useful in the development of modern computational technologies, such as automatic text processing and machine translation systems. The root-based structure of the Arabic language, meticulously developed in lexicographical works, formed the basis for morphological analysis algorithms used in processing Semitic languages.

Thus, the Arabic lexicographical tradition has become an integral part of global philology, influencing both classical and modern methods of language study. It remains relevant today, serving as a foundation for further research in language technologies and comparative lexicography.

3. Phonetics and Phonology

The phonetics and phonology of the Arabic language hold a prominent place in the history of linguistics due to their clarity and systematicity. A central concept in Arabic phonetics is *makhraj* - the articulation points of sounds – which ensures their precise reproduction. This concept played a crucial role in shaping phonetic science both within and beyond the Arab world.

One of the most significant scholars who contributed to the study of Arabic sounds was Ibn Jinni (ca. 941–1002). His seminal work *Sirr al-Sina'a* became a classic treatise dedicated to the phonetics and phonology of the Arabic language. In this work, Ibn Jinni classified sounds based on their place and manner of articulation, providing detailed descriptions of labial, lingual, pharyngeal, and other sounds. He also examined the features of vowel and consonant sounds, their interactions, and changes in various morphological forms.

The phonetic research of the Arabic language significantly influenced European linguistics. For instance, Ibn Jinni's works inspired Western scholars such as Wilhelm von Humboldt and Heinrich Ewald. These researchers used Arabic as a model for studying the phonetic systems of other languages, including Ancient Greek, Sanskrit, and other classical languages.

Special attention in Arabic phonetics is given to consonant sounds, including emphatic consonants (*tafkhim*), and the distinction between voiced and voiceless sounds. These aspects were not only thoroughly examined in classical works but also continue to be explored in modern studies.

Arabic phonology has also contributed to the understanding of phonetic phenomena such as assimilation, elision, and imālah. These processes have provided a framework for analyzing phonetic changes in other languages and contributed to the development of universal phonological theories.

Overall, the study of phonetics and phonology in Arabic demonstrates a level of sophistication that has significantly enriched both Arabic and global linguistic traditions.

4. Comparative-Historical Linguistics

The Arabic language plays a central role in the development of comparative-historical linguistics due to its rich history and unique linguistic structure. As a member of the Semitic language family, Arabic provides researchers with a wide range of data for analysis and comparison with other languages, such as Hebrew, Akkadian, Aramaic, and Ethiopian. These languages share similar morphological systems, including triconsonantal roots and internal inflection, allowing for the development of universal principles of comparative analysis.

The works of European Orientalists such as Theodor Nöldeke, Carl Brockelmann, and Ignaz Goldziher laid the foundation for the study of the evolution of Semitic languages. Theodor Nöldeke, in his *History of the Quran* and other works, detailed how phonetic and morphological processes in Arabic can be used to reconstruct the Proto-Semitic language. His studies on the role of long vowels and pharyngeal consonants provided insights into how linguistic changes occurred over centuries.

Carl Brockelmann, in turn, published the seminal two-volume work *Comparative Grammar of the Semitic Languages*, where he meticulously analyzed the phonological and grammatical aspects of

Arabic. His classification of Semitic languages and analysis of internal linguistic changes had a significant impact on 20th-century linguistics.

Special attention is given to the study of Arabic as a key tool for analyzing the historical development of language families. For example, examining the Arabic system of vowels and consonants has helped identify parallels with Indo-European languages. Notably, concepts from Arabic morphology, such as triconsonantal roots and the system of *maṣādir* (verbal nouns), have proven useful for analyzing complex linguistic systems in other families.

Modern researchers continue to use Arabic in comparative-historical studies. For instance, efforts to reconstruct the Afro-Asiatic language family rely heavily on data derived from Arabic dialects. Arabic serves not only as a resource for analyzing past linguistic changes but also as a foundation for modeling linguistic processes in the future, making it an indispensable part of comparative-historical linguistics.

The Modern Significance of the Arabic Language

Today, the Arabic language remains a vital subject of study in linguistics due to its phonetic, grammatical, and semantic features. It plays a significant role in both traditional philology and contemporary interdisciplinary research, such as artificial intelligence, machine learning, and neurolinguistics.

One of the key areas of application for Arabic is the development of machine translation systems. The phonetic and morphological complexity of Arabic, including its agreement structures and rich vocalism, drives advancements in natural language processing (NLP) algorithms. For instance, the use of the triliteral root system facilitates the construction of morphological analyzers, improving the quality of translation and speech recognition.

Additionally, Arabic holds an essential position in sociolinguistics. The diversity of Arabic dialects, such as Egyptian, Levantine, and Moroccan, enables researchers to explore the relationship between language, social identity, culture, and politics. Sociolinguistic studies of Arabic help to understand how the language adapts to modern societal changes, including globalization and urbanization processes.

In pragmatics, Arabic is used to analyze intercultural communication, which is particularly significant in the era of globalization. For example, Arabic serves as a bridge for interaction between different cultures and nations, fostering intercultural dialogue.

Modern research also focuses on studying Arabic in the context of the digital age. Social media and online platforms have given rise to new forms of Arabic writing, such as *Arabizi* (Arabic written in Latin script), which opens new perspectives for studying language evolution.

Thus, Arabic continues to be not only a cultural and religious heritage but also an essential object of scientific inquiry, contributing to the advancement of both classical and applied linguistics.

Conclusion

The Arabic language has profoundly influenced the development of global linguistics. Its unique structure, grammatical, and lexical features have inspired researchers past and present. The contributions of Arabic scholars to phonetics, grammar, morphology, and comparative-historical linguistics are invaluable.

The study of Arabic has enriched our understanding of Semitic languages and laid the theoretical foundations for modern linguistics. Continuing to explore the Arabic language and its interactions with other languages remains a crucial task for contemporary researchers.

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TRANSLATION TRANSFORMATIONS IN ENGLISH-TO-RUSSIAN TRANSLATIONS OF SCIENTIFIC AND TECHNICAL TEXTS

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Abstract: *This article examines the main types of translation transformations applied in English-to-Russian translations of scientific and technical texts. It focuses on lexical, grammatical, and lexical-grammatical transformations, their role in achieving equivalence and adequacy in translation, and provides practical recommendations for their implementation. Special attention is given to the translation of scientific terminology and syntactic structures.*

Key words: *translation, transformations, equivalence, scientific and technical text, terminology, effective interaction, adequacy of the translation, lexical and grammatical features, language system, aspects of translation.*

Introduction

The translation of scientific and technical texts plays a crucial role in the modern world by facilitating the dissemination of knowledge and the implementation of new technologies. A key aspect of such translation is the use of transformations that adapt the text to the lexical and grammatical features of the target language.

Main Types of Translation Transformations:

1. Lexical Transformations.

These include concretization, generalization, and modulation. For example, the term “data” can be translated as “данные” (data) or “информация” (information) depending on the context.

2. Grammatical Transformations.

This category involves changes such as part-of-speech substitutions, word order rearrangements, and sentence restructuring. For instance, the passive construction “The experiment was conducted” may be transformed into an active form: “Эксперимент провели” (“The experiment was carried out”).

3. Lexical-Grammatical Transformations.

These transformations combine lexical and grammatical changes, such as descriptive translation or compensation. For example, the term “feedback loop” can be translated as “система обратной связи” (“system of feedback”).

The difference in the semantic volume of a word is also a reason to use translation transformations. In no language there are absolutely equivalent words. Most often there is a coincidence of the first lexical-semantic variant of such words, their main meaning, and then there are different lexical-semantic variants due to different development of meanings of these words. This can be explained by the fact that words have different functions, they are used differently, they are combined differently. But more often the meaning of an English word can be much wider than the corresponding word in Russian. Certainly it is possible to meet and exceptions when the opposite

happens - the meaning of a word in Russian is wider than in English. The semantic structure of a word determines the possibility to use it in a certain context, and translation of the contextual meaning of a word is a rather difficult process.

However, the identification of these potential meanings is closely connected with the peculiarity of the lexical-semantic aspect of absolutely each language, which contributes to the complexity in the process of transferring the contextual meaning of words in translation: what is possible in one language is impossible in the other due to the differences in their semantic structure and in their application. Words that have a different volume of meaning in both languages can include a group of words with a variety of different words:

- international words;
- some verbs of perception;
- sensation and mental activity, and so-called adverbial verbs [1, с. 37- 39].

Features of Scientific and Technical Translation

Scientific and technical texts are characterized by a high density of terminology, objective presentation, and strict logical structure. Their translation requires a deep understanding of the subject matter and proficiency in professional terminology.

Objectivity in the text is ensured by logic, namely by direct word order, a clear scheme of subject-predicate-object, non-personal semantics of the subject and great terminological richness. A higher degree of abstract cognitive information is expressed through the logical principle of the text's construction of the introduction-main part-conclusion, various kinds of connective and subordinate links, complex and varied syntax, and the logical structuring of information is also facilitated by typographic means:

- kegel;
- font;
- numbered list, etc.

According to V.N. Shevchuk, the texts of scientific and technical sphere should be paid special attention, because they contain difficulties that are of significant interest both to professionals with experience and to those who are just going to tie their lives to the translation of these texts [2, с. 105]. First of all, authenticity is a challenge, since the texts present a large layer of terminology. It is necessary to understand the processes described in the original text and transfer all the details to the target language with the same accuracy and precision. Second, although terms are unambiguous, they have different translations in different areas of science. In addition to terms, there are also literary terms, word-terms and abbreviation-terms. We will consider the specifics of the translation of abbreviated terms, as well as through the prism of the linguistic and cultural approach of domestic linguists will analyze the features of the scientific and technical text. But first, let us turn to the general characteristics of the scientific and technical text and its classifications. Lexical transformations represent the replacement of individual lexical units of the source language with lexical units of the translated language. Lexical transformations are an integral part of scientific texts as well as texts of science fiction in general, since texts of this nature use a large number of terms, proper names and various titles. Grammatical transformations represent a transformation of the structure of a sentence in the process of translation according to the norms of the target language. This type of transformation is used in texts of scientific type, consisting of complex long syntactic constructions. With the help of grammatical transformations the translator can divide a complex sentence into two parts, preserving the meaning of the sentence at the same time. Lexical-grammatical transformations are a complex and complex transformation in the course of translation, but they are not uncommon in texts of a scientific nature.

According to the classification of P.W. Krawuschke, scientific and technical texts are diverse, they include the following subtypes of texts:

- proprietary-scientific;
- scientific abstract;
- scientific reference and educational-scientific [3, с. 76-77].

Practical Aspects of Translation:

To achieve equivalence in translation, it is recommended to:

- Consider the context and target audience.
- Apply transformations to overcome linguistic and cultural differences.
- Ensure the translated text complies with the norms of the target language.

The difficulty of translating a scientific and technical text is also associated with the need for mastering the basic concepts of general text theory, primarily such as coherence. Awareness of the importance of the concept of cohesion in the methodology of translating scientific and technical text will help avoid many translation failures associated with the desire to change the structure of a paragraph or sentence, to split the original text, etc.

Particularly when translating scientific and technical translation, the translator is immersed in active response activities. He is constantly prompted to differentiate and they are the main difficulty:

- to find appropriate equivalents;
- find synonyms and antonyms;
- to translate from one language to another.

In this case, the importance of English, Russian as a subject increases significantly, because in the formation of translation readiness they simultaneously learn the style of scientific or technical presentation and in Russian, English. They master the style, terminology, certain clichés not only of the foreign language, but also of their native language. All this contributes to the preparation of a specialist, able to articulate their thoughts correctly and logically, both in their native and foreign languages.

Conclusion

In the aspect of the problem we study, we understand under the skill of transformational translation of scientific and technical text the operation, which has reached as a result of repeated execution of the level of automatism. Translation skills of scientific and technical texts include the skills of translating lexical units (lexical skill) and grammatical phenomena (grammatical skill) as well as the speech skill of switching from one language to another. In connection with the problem of determining interlingual correspondences in the subject area, we consider it appropriate to consider within the lexical skill the foreign language terminological skill and the speech terminological skill, since the mastery of terms is the most significant in the process of translation of a specialized scientific text.

Translation transformations are an essential tool for translators, enabling them to ensure accuracy and adequacy in scientific and technical translations. Proper application of these transformations preserves the meaning and style of the source text, which is vital in the context of rapid technological development.

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MODERN TRENDS OF LANGUAGE LEARNING: THE ROLE OF TIKTOK IN THE DEVELOPMENT OF ORAL LANGUAGE SKILLS IN ENGLISH

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Annotation. *The article is devoted to the study of the effectiveness of using the Tik Tok platform in the process of teaching English as a foreign language. The authors analyze new interactive Tik Tok techniques and the ability to create user-generated content contribute to the development of students' oral speech. The study compares the results of the survey, conducted with the students, who actively use TikTok to learn English in comparison with a control group. The results showed that the students of the experimental group achieved higher results in speaking tests, which indicates the positive effect of TikTok on the development of oral skills. The authors conclude that Tik Tok can be an effective tool to complement traditional methods of teaching English.*

Key words: *language learning, oral speech development, TikTok, digital learning tools, educational technology, social media platforms, motivation in learning, interactive learning, gamification, cultural immersion, speaking fluency, online communities, user feedback, language acquisition trends, education in the digital age.*

ТІЛ ҮЙРЕНУДІҢ ЗАМАНАУИ ТЕНДЕНЦИЯЛАРЫ: АҒЫЛШЫН ТІЛІНДЕ АУЫЗША СӨЙЛЕУ ДАҒДЫЛАРЫН ДАМУДАҒЫ ТИК ТОКТЫҢ РӨЛІ

Аннотация. *Мақала ағылшын тілін шет тілі ретінде оқыту процесінде Tik Tok платформасын пайдаланудың тиімділігін зерттеуге арналған. Авторлар Tik Tok-тың жаңа интерактивті технологияларын және оқушылардың ауызекі тілінің дамуына ықпал ететін пайдаланушы жасаған мазмұнды жасау мүмкіндігін талдайды. Зерттеу бақылау тобымен салыстырғанда ағылшын тілін үйрену үшін TikTok-ты белсенді қолданатын студенттер арасында жүргізілген сауалнама нәтижелерін салыстырады. Нәтижелер эксперименттік топ студенттерінің сөйлеу сынақтарында жоғары нәтижелерге қол жеткізгенін көрсетті, бұл TikTok-тың ауызша сөйлеу дағдыларын дамытуға оң әсерін көрсетеді. Авторлар Tik Tok ағылшын тілін оқытудың дәстүрлі әдістерін толықтыратын тиімді құрал болуы мүмкін деген қорытындыға келеді.*

Түйін сөздер: *тіл үйрену, ауызекі сөйлеуді дамыту, TikTok, цифрлық оқу құралдары, білім беру технологиялары, әлеуметтік медиа, оқудағы мотивация, интерактивті оқыту, геймификация, мәдени шоғылу, сөйлеу еркіндігі, онлайн қауымдастықтар, кері байланыс, тіл үйренудегі трендтер, цифрлық дәуірдегі білім.*

СОВРЕМЕННЫЕ ТЕНДЕНЦИИ ИЗУЧЕНИЯ ЯЗЫКОВ: РОЛЬ ТИК ТОК В РАЗВИТИИ НАВЫКОВ УСТНОЙ РЕЧИ НА АНГЛИЙСКОМ ЯЗЫКЕ

Аннотация. *Статья посвящена исследованию эффективности использования платформы Tik Tok в процессе преподавания английского языка как иностранного. Авторы анализируют новые интерактивные технологии Tik Tok и возможность создания пользовательского контента, способствующие развитию устной речи учащихся. В исследовании сравниваются результаты опроса, проведенного среди студентов, которые активно используют TikTok для изучения английского языка, по сравнению с контрольной группой. Результаты показали, что учащиеся экспериментальной группы достигли более высоких результатов в разговорных тестах, что свидетельствует о положительном влиянии TikTok на развитие навыков устной речи. Авторы приходят к выводу, что Tik Tok*

может быть эффективным инструментом, дополняющим традиционные методы обучения английскому языку.

Ключевые слова: *изучение языка, развитие устной речи, TikTok, цифровые инструменты обучения, образовательные технологии, социальные медиа, мотивация в обучении, интерактивное обучение, геймификация, культурное погружение, беглость речи, онлайн-сообщества, обратная связь, тренды языкового обучения, образование в цифровую эпоху.*

INTRODUCTION

The modern world is characterized by the rapid development of information technologies, which are increasingly penetrating into all areas of our lives, including education. Experts in the field of information technology and education are unanimous in their opinion on the importance of the development of oral speech in the digital age. Sherry Turkle, a sociologist and researcher of digital technologies, notes that "despite the fact that digital technologies facilitate communication, they cannot completely replace interpersonal interaction." The development of oral speech allows us to establish deep connections, solve problems effectively and adapt to an ever-changing world.

The relevance of the development of oral speech is associated with the growing popularity of various digital platforms that allow people to communicate in real time. Such platforms include TikTok, which has gained millions of users around the world in a short period of time.

Research shows that social media has significant potential for developing language skills. For example, a 2016 Smith and Jones study conducted at the University of British Columbia found that students who actively participate in online communities demonstrate a higher level of language competence compared to their peers who prefer traditional teaching methods. Other studies confirm that social platforms promote the development of important skills such as critical thinking, collaboration and creativity.

James Cooper, a professor of applied linguistics at the University of California, Los Angeles, in his 2021 study delved into the role of TikTok in the language learning process. He emphasizes that TikTok offers a unique environment for simulating real communication situations, which contributes to the development of fluency of speech and self-confidence. Cooper found that students who regularly use TikTok to learn English performed better on speaking tests compared to the control group.

Donna Gamson, a professor of pedagogy at Stanford University, complements this picture, noting that "social networks like TikTok offer new learning opportunities, allowing students to learn from each other and create their own content." She emphasizes that TikTok's interactive format and the ability to receive instant feedback help to increase student motivation and engagement.

This article is devoted to the analysis of the role of TikTok in the development of oral speech skills in English language learners. We will look at the advantages and challenges associated with using this platform for educational purposes, as well as present the results of a study confirming the effectiveness of TikTok as a tool for teaching foreign languages.

DISCUSSION

TikTok offers unique opportunities for learning English, in particular for developing oral skills. Its potential is due to a combination of interactivity, accessibility and innovative formats, which makes it a powerful tool in combination with traditional teaching methods.

TikTok's contribution to the development of oral speech

First, TikTok creates a comfortable learning environment where students can simulate real communication. Users can work on pronunciation, intonation and sentence construction thanks to videos recorded by native speakers. According to research (Pratiwi et al., 2021), using this platform improves speech fluency and increases students' confidence in communication.

Secondly, feedback from other users of the platform (comments, likes or duets) motivates students to improve their skills. This approach is especially effective for overcoming the language barrier, as it allows students to get used to the public practice of speech without fear of condemnation (Luke, 2022) ERIC

The role of motivation and interest in learning

Motivation plays a key role in the success of any training. TikTok attracts students through game elements (gamification), creative challenges and the opportunity to express themselves. Students get access to interactive content that they can adapt to their needs and interests.

For example, hashtags such as #LearnEnglish or #ESLTips collect content specifically targeted at language learners, which simplifies the search for suitable material and promotes engagement in the learning process (Yolanda, 2021) ERIC

Comparing TikTok with traditional teaching methods

Unlike classic textbooks or lectures, TikTok provides an opportunity to practice the language in a more natural environment. The platform helps to overcome the formality of traditional learning, turning language into a communication tool, and not just a subject to study.

However, TikTok is most effective as an addition to traditional teaching methods. For example, using a platform to consolidate the material learned, such as new idioms or grammatical constructions, can make learning deeper and more comprehensive.

Examples of successful TikTok usage

- Videos for independent work: Students record short videos using new vocabulary and receive feedback from the teacher or other users.
- Challenges: Tasks aimed at simulating conversational situations contribute to the practice of dialogues.
- Cultural Immersion: Videos with idioms, slang and cultural features of the language help students better understand the context of using English.

Limitations and prospects

It should be borne in mind that TikTok cannot replace full-fledged grammar or writing classes. The format of short videos imposes limitations on the depth of learning. In addition, the choice of content on the platform requires a critical approach, since not all videos have educational value.

In future research, it is important to study:

The long-term impact of TikTok on the development of language skills.

Effectiveness for different age groups and language proficiency levels.

Ways to integrate TikTok into traditional educational programs.

CONCLUSION

TikTok is not only an entertainment platform, but also an innovative tool for learning English, especially in the field of oral language development. Its format of short videos, interactivity and popularity among young people make it possible to effectively integrate learning into the daily lives of students.

One of the key advantages of TikTok is its ability to create a comfortable environment for practicing oral speech. Users can work on pronunciation, intonation and vocabulary development by repeating after native speakers, participating in challenges or recording their own videos. This reduces the fear of mistakes and increases students' confidence in their skills.

The platform also stimulates motivation through gamification and social interaction. Students are involved in the educational process through creative tasks such as duets or challenges, which makes learning a language not just a necessity, but an exciting and inspiring process.

However, TikTok has its limitations. Its format does not allow for deep study of complex linguistic aspects, such as grammar or academic writing. In addition, students may be distracted by entertaining content, which reduces the effectiveness of learning. To solve these problems, it is important to use TikTok as an addition, not a substitute for traditional teaching methods.

TikTok's potential goes beyond individual use. Teachers can implement it into educational programs by creating tasks based on the platform. For example, students can analyze videos of native

speakers, create their own projects on a given topic, or participate in collective challenges that promote the development of dialogic skills and cultural awareness.

In the future, researchers will have to study the long-term effects of using TikTok in learning, as well as its impact on other aspects of language skills, such as writing and reading. In addition, it is important to explore the possibilities of adapting the platform for different age groups, language proficiency levels and cultural contexts.

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TYPOLOGY OF TRANSLATION ERROS

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Annotation: *This article addresses issues related to translation errors, which are a significant concern in the fields of translation and philology. The author analyzes various types of errors, such as semantic, syntactic, lexical, and stylistic errors, highlighting their characteristics and causes. Errors may arise due to insufficient knowledge of the source or target language, a lack of professional expertise, as well as cognitive and cultural factors. The article explores the primary causes of errors, such as interlingual and intralingual interference, and the misinterpretation of context and style in the original text.*

Special attention is given to the role of modern technologies in the translation process. The article discusses both the advantages and limitations of machine translation, including issues related to context understanding, stylistic features, and specialized terminology. Furthermore, the importance of using computer-assisted translation (CAT) tools, such as translation memory systems and terminology databases, is emphasized as a means to enhance the quality of translators' work. The article also stresses the need for professional development and continuous training of translators to minimize errors and improve translation accuracy.

The recommendations and strategies provided, such as a thorough understanding of both source and target languages, the use of specialized resources and tools, as well as practice and feedback, can significantly improve translation quality. This article offers a comprehensive approach to addressing translation errors, taking into account both traditional translation methods and new technological advancements in the field.

Keywords: *translation errors, semantic errors, syntactic errors, lexical errors, stylistic errors, machine translation, artificial intelligence, translation strategies, CAT tools, cognitive factors, cultural differences, translation quality, translator professional development, terminology databases, computer-assisted translation, translator training, translation process.*

The issue of translation errors has been a prominent concern in the philological and translation studies community for many years. Translation errors—whether in business documentation, artistic translation, or personal correspondence—are undesirable as they compromise the adequacy and equivalence of the translated text.

Understanding Translation Errors

Translation errors are generally defined as significant inaccuracies or deviations from normative language standards and translation requirements. To understand what constitutes a translation error, it is crucial to identify the goals of an accurate translation. Translation, in its most basic sense, is the process of conveying the content of a text from one language into another. Errors disrupt this process, leading to misinterpretations.

N. K. Garbovsky identified four main causes of translation errors:

1. Insufficient knowledge of the source language. For example, translating "comprehensive" as "comprehensive" instead of "inclusive" in a scientific context.

2. Lack of expertise in the target language. This often results in awkward constructions or inappropriate lexical choices.

3. Limited cognitive expertise. Translators may lack familiarity with specialized fields, leading to technical inaccuracies.

4. Neglect of the author's unique style. Failure to preserve the stylistic nuances of the original text.

Typology of Translation Errors

Translation errors can be classified based on the underlying linguistic levels or their causes:

Errors by Linguistic Level

1. *Semantic Errors*: These involve distortions in meaning, such as misinterpreting individual terms or phrases.

2. *Syntactic Errors*: These include mistakes in sentence structure, logical connections, or grammatical agreement.

3. *Lexical Errors*: Incorrect use of words or expressions, including mistranslations of idiomatic phrases.

4. *Stylistic Errors*: Failures in preserving the author's tone, style, or genre, such as rendering formal text in an overly casual manner.

5. *Grammatical Errors*: In Translation arise from discrepancies between the grammatical structures of the source and target languages. These errors include:

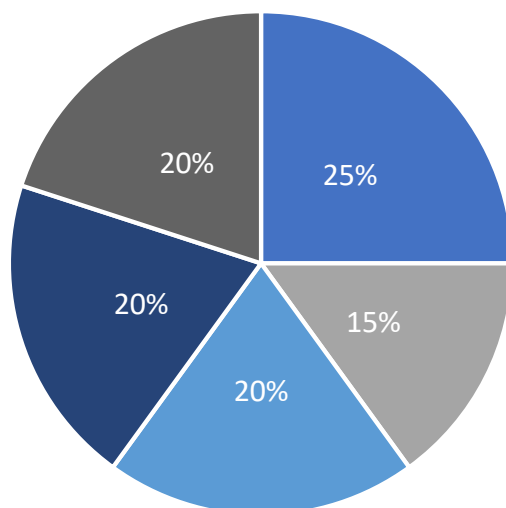
- *Errors in Agreement*: Incorrect subject-verb agreement, such as mismatched tenses or plural/singular forms.

- *Word Order Issues*: Misplacement of words in a sentence, which can alter the intended meaning (particularly in languages with fixed word order).

- *Omission or Addition of Articles*: Common in translations to or from English, where articles significantly affect meaning.

- *Incorrect Use of Cases*: Especially frequent when translating between languages with and without case systems.

- *Mistakes in Grammatical Constructions*: Replacing complex sentences with simple ones (or vice versa), potentially changing the meaning or tone of the text.



- Semantic Errors
- Syntactic Errors
- Lexical Errors
- Stylistic Errors
- Grammatical Errors

Errors by Cause

1. *Interlingual Interference*: Errors influenced by the structure of the source language.

2. *Intralingual Interference*: Errors arising from ambiguities or peculiarities within the target language.

Analysis of Common Translation Errors

Errors at the semantic level are among the most common. They occur due to incorrect transformations during translation or misinterpretation of terms in context. For example, translating "bank" as "financial bank" instead of "riverbank."

Pragmatic errors often involve misunderstanding indirect speech acts, metaphors, or allegories. A translator must be adept at identifying the pragmatic function of such expressions.

Stylistic errors, although subtler, can significantly distort the reader's perception of the translated text. For instance, a misinterpretation of an author's unique tone or choice of lexical units can alter the original message's intended impact.

Detailed Discussion of Translation Errors and Their Causes

Translation errors arise due to a variety of factors. Each type of error reveals different aspects of the translation process, from linguistic to cognitive challenges faced by translators. It is crucial to understand that not all errors are equal, and their impact on the translation product can vary. A deeper analysis of the causes of these errors can help refine the translation process and reduce the occurrence of mistakes.

The Role of Linguistic Knowledge in Translation Errors

Linguistic errors often occur due to insufficient proficiency in either the source or target language. It is especially common when a translator struggles with complex grammar, syntax, or vocabulary. For instance, in technical translation, the failure to understand specialized terms can lead to significant errors that alter the entire meaning of a text. In these cases, it is not enough for the translator to have general language knowledge; they must also be well-versed in the specific terminology of the field in question.

Additionally, translators sometimes rely on false cognates or misleading word-for-word translations. These errors can occur when words or phrases look similar in both languages but have different meanings or connotations. For example, the word "actual" in English, when translated into Spanish as "actual," can cause confusion, as it may not carry the same meaning in both contexts. Similarly, translating "eventually" into a language that uses a similar-sounding word, such as "eventuellement" in French, may confuse the audience as the two terms do not hold the same implications.

Cognitive Factors in Translation Errors

Cognitive errors stem from the translator's personal knowledge, understanding, and cognitive biases. They can arise when a translator's pre-existing knowledge or assumptions about the source language or culture influence their interpretation of the text. For example, a translator might unintentionally impose their cultural framework or expectations on the source text, leading to inaccurate or culturally inappropriate translations. The translator may misinterpret figurative language or cultural references if they lack familiarity with the culture from which the text originates.

In this context, one must consider the translator's ability to apply their background knowledge. For instance, translating a text about legal systems requires not only linguistic skill but also an understanding of legal concepts, systems, and terminology. Without this knowledge, even a linguistically accurate translation could fail to convey the true meaning of the text.

Pragmatic and Stylistic Errors

Pragmatic errors often arise when a translator fails to capture the intent behind a text. These errors occur when the translator overlooks the author's intended message, tone, or purpose, leading to a translation that is not appropriate for the context. For example, a translation of a humorous text might lose its intended comedic effect if the translator does not fully understand the cultural context or the specific nuances of humor in the source language.

Stylistic errors are related to the translator's failure to preserve the original text's stylistic elements. These can be especially difficult to detect, as they involve the subtleties of style, tone, and register. For example, the use of formal versus informal language, or the choice of a specific literary

style, can significantly affect the perception of the translation. If the translator does not replicate these nuances, the translation may fail to evoke the same response from the target audience.

The Impact of Translator's Experience on Errors

A translator's experience and familiarity with both languages and the translation process play a critical role in reducing errors. Less experienced translators may make errors due to unfamiliarity with the nuances of the source and target languages or lack of understanding of cultural references. More seasoned translators are often better equipped to handle the complexities of translation, making fewer mistakes. However, even experienced translators can encounter difficulties, especially when dealing with highly specialized fields or texts with complex language features.

Training and continuous professional development are essential for improving translation skills and reducing errors. Participating in translation workshops, attending conferences, and reading up on the latest translation theories can help translators expand their expertise and avoid common pitfalls.

Addressing Errors in Translation Training

In translation training, one of the key goals is to reduce the likelihood of errors. This involves not only teaching language skills but also fostering an understanding of how to approach translation tasks. Translators are trained to recognize the different types of errors that can occur and how to address them. For example, they learn how to handle cultural nuances, how to use reference materials such as dictionaries and glossaries, and how to approach specialized translation fields.

Moreover, exposure to different translation tasks, ranging from literary to technical texts, helps develop the translator's ability to navigate the complexities of the translation process. Practical experience is essential, and new translators often learn more effectively by practicing translation and receiving feedback from more experienced professionals.

Strategies to Minimize Translation Errors

Minimizing translation errors requires:

1. *Thorough Understanding of Source and Target Languages*: This includes mastering idiomatic expressions, contextual nuances, and technical terminology.
2. *Adequate Subject Knowledge*: Translators should have sufficient cognitive expertise in the domain they are translating.
3. *Meticulous Proofreading and Editing*: This step helps identify and correct inaccuracies before publication.
4. *Continuous Professional Development*: Attending workshops and studying updated translation theories can enhance a translator's skills.

Technological Aspects of Preventing Translation Errors

Modern technologies have significantly transformed the translation process, offering new tools and resources to minimize errors. The use of automated translation systems, grammar-checking software, and specialized terminology databases can help translators handle complex tasks but also requires a critical approach to the results.

Advantages and Limitations of Machine Translation

Machine Translation (MT) has become a popular tool for quick translations, especially under time constraints. However, despite its advantages, MT has several shortcomings, such as:

1. *Lack of Context Understanding*. Machines often fail to correctly interpret polysemous words or idiomatic expressions.
2. *Style and Register*. Machine translations often lose the stylistic features of the original, which is especially important for literary and artistic texts.
3. *Errors in Specialized Terminology*. Although MT can be trained on specific subjects, it still lags behind experienced translators in accurately conveying meaning.

Nevertheless, combining MT with professional post-editing has become an effective solution for improving translation quality.

CAT Tools and Quality Management

Computer-assisted translation (CAT) tools, such as SDL Trados, MemoQ, and others, help translators streamline their workflow. These programs offer:

Terminology Databases. Translators can create and use glossaries to maintain consistency in terminology.

Translation Memory. Segments of previously translated text are automatically saved and can be reused in the future.

Integration with Checking Tools. CAT tools provide built-in features for spell-checking, grammar, and style.

However, CAT tools require user proficiency and attentiveness, as they do not guarantee error-free results.

Artificial Intelligence and Its Role in Translation

Artificial Intelligence (AI) systems, such as deep learning neural networks, are actively applied to enhance the quality of machine translation. They can account for context and stylistic nuances of a text but cannot yet replace human intelligence. The combination of AI and expert translator work ensures high-quality outcomes.

Future Directions in Translation Technology

With the advancement of technology, the development of more precise and intuitive translation tools is expected. For instance, the use of augmented reality (AR) and virtual reality (VR) for visual translation assistance is being explored. This could open new horizons for translating multimodal texts, which include text, audio, and video.

Conclusion

Translation is a complex and nuanced process that requires a deep understanding of languages, cultures, and subject-specific knowledge. The analysis of translation errors highlights the importance of addressing linguistic, cognitive, and technological challenges to achieve accurate and high-quality translations. While human translators remain indispensable due to their ability to interpret context, style, and cultural nuances, modern tools like machine translation and CAT systems significantly enhance their efficiency and consistency.

To minimize errors, translators must invest in continuous professional development, leverage specialized resources, and remain adaptable to evolving technologies. The synergy between human expertise and technological innovation represents the future of translation, ensuring precision and preserving the integrity of the original message. By applying the strategies outlined in this article, translators can overcome common pitfalls, deliver more accurate translations, and contribute meaningfully to global communication and understanding.

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THE CONCEPT AND FEATURES OF LITERARY TRANSLATION

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Annotation: *This article examines the features of literary translation, specifically the translation of literary texts. It provides an overview of certain challenges in translating literary works. iterary translation is the process of translating literary works from one language to another, where the translator aims to preserve not only the meaning but also the author’s style and emotional nuances. It requires creativity and cultural sensitivity to convey the artistic and cultural essence of the original work to a new audience. Literary translation plays a crucial role in enhancing cross-cultural communication.*

Keywords: *literary translation, literary text, artistic text, expressive means,literary devices,literary work.*

Literary translation is an integral part of the broader field of translation studies, which seeks to bridge linguistic and cultural divides by rendering works of literature from one language to another. This task is not merely about converting words or sentences; it is a complex and nuanced process that involves preserving the essence, style, and emotional impact of the original work. Literary translation thus goes beyond the literal meaning, delving into the subtleties of tone, style, and cultural references. In this article, we will explore the concept and the distinctive features of literary translation, focusing on its challenges, the translator’s role, and how literary translation contributes to cross-cultural understanding.

Concept of Literary Translation

Literary translation focuses on adapting works of literature, such as novels, poetry, plays, and essays, into another language. Its goal is not merely to translate words but to convey the original meaning, style, and emotional depth in a way that resonates with the target audience. A successful literary translation preserves both the content and the artistic creativity of the original, allowing readers to experience the work as if it were written in their own language. Unlike technical translation, which prioritizes clarity and precision, literary translation takes an interpretive approach. Translators must deeply understand the cultural and historical context of the text and the author’s intentions. They aim to recreate the tone, atmosphere, and structure of the original while adapting it to the linguistic and cultural norms of the target language. Literary translation is not just about translating words but capturing the spirit and intent of the text. This demands creativity, especially when faced with concepts that lack direct equivalents in the target language. It is a complex negotiation between the source text, the translator’s skills, and the expectations of the audience.

Features of Literary Translation

1. Artistic Interpretation..

Literary translation is fundamentally an act of interpretation. It requires the translator to move beyond basic language skills and engage deeply with the text on a conceptual and artistic level. This involves grasping the underlying meanings, tone, and style of the original work. To achieve this, a translator must have an in-depth understanding of both the source and target languages, as well as the cultural, historical, and social contexts of the text.

For instance, translating fiction entails more than just conveying words; it demands an interpretation of subtext, themes, character development, and emotional subtleties intended by the author. This is especially important in literary genres like poetry, where elements such as rhythm,

meter, and symbolism are central. The translator must creatively preserve the emotional resonance and artistic essence of the original work while adapting it for a new audience.

2. Preserving Literary Devices

Literary texts often use techniques like metaphors, similes, alliteration, personification, and symbolism, which play a crucial role in shaping the text's aesthetic and emotional impact. A key aspect of literary translation is maintaining these devices, as they greatly influence the reader's experience. Translators must carefully identify these elements in the original work and find ways to convey them effectively in the target language.

However, this process can be challenging. Many literary devices lack direct equivalents in other languages, requiring significant adaptation or creative approaches. For example, puns or wordplay often cannot be translated directly without losing their intended effect. The translator must balance staying true to the original text with producing a version that is both clear and impactful in the target language.

Sometimes, compromises are necessary, and the translator may need to introduce alternative stylistic elements. For instance, a metaphor that fits naturally in the source language might not have the same resonance in the target language, prompting the translator to modify or recreate it while preserving the essence of the original.

3. Cultural Sensitivity

Every literary work reflects the culture in which it was created, with much of its meaning deeply rooted in specific cultural contexts. In literary translation, cultural sensitivity is crucial, as the translator must understand the social, historical, and political references within the text. This is especially important when translating works closely connected to the author's culture, such as national literature, folklore, or texts exploring specific cultural practices.

For example, translating a novel set in a post-colonial context may require knowledge of the country's socio-political background. The translator must convey the cultural nuances and context of the work, ensuring the target audience grasps its full meaning. This could involve using footnotes, explanations, or adaptations to clarify cultural aspects.

Cultural sensitivity is also important when translating idiomatic expressions or references unique to a particular culture. These may not have direct equivalents in the target language, and the translator must decide whether to keep the original expressions, adapt them, or leave them out entirely. Ultimately, the translator's role is to preserve the essence of the work, even if some adjustments are necessary to ensure cultural understanding.

4. Voice and Style

An essential feature of literary translation is the preservation of the author's unique voice and style. Every writer has a distinct approach to language, tone, and narrative structure, and a good translation should reflect this individuality. The translator's task is not only to convey meaning, but to preserve the rhythm, cadence, and idiosyncratic features of the author's writing. Translating an author's voice can be particularly challenging when working with writers who employ unconventional styles or narrative techniques. For instance, translating the stream-of-consciousness technique used by authors like James Joyce or Virginia Woolf requires careful attention to the subtleties of language and the internal rhythms of the narrative. The translator must find ways to replicate these techniques in the target language without losing their original impact. Achieving an authentic translation of an author's voice often involves more than linguistic knowledge—it requires an intimate understanding of the author's worldview, philosophy, and literary goals. A translator must internalize these elements in order to faithfully reflect them in the translated work.

5. Fidelity vs. Freedom

One of the ongoing debates in literary translation is the tension between fidelity to the original text and the freedom to adapt it. Some translators argue that the primary goal should be to stay close as possible to the original, preserving every word and nuance. The balance between fidelity and freedom depends on various factors, including the genre of the text, the expectations of the target

audience, and the translator's approach. For example, a more literal translation might be suitable for certain genres like legal or technical documents. However, in literary translation, some degree of freedom is necessary to ensure that the spirit and creativity of the original work are maintained. Ultimately, the translator must make decisions that respect both the source text and the target audience. It is a fine line between staying true to the original work and creating a version that is vibrant and engaging in the new language. The translator must always strive to strike the right balance, ensuring that the essence of the text remains intact while making it resonate with a new readership.

Conclusion

Literary translation is a complex and subtle process that requires both technical skill and artistic creativity. It involves much more than simply translating words from one language to another; it is about capturing the essence of the original work and presenting it in a way that is both true to the source and engaging for readers in the target language. The translator serves as an interpreter, a cultural mediator, and, in many ways, an artist in their own right.

The main aspects of literary translation—artistic interpretation, preserving literary devices, cultural sensitivity, and balancing faithfulness with creativity—highlight the intricate and multifaceted nature of this task. Literary translation fosters the exchange of ideas and stories across linguistic and cultural boundaries, enriching the global literary landscape. It allows readers from various cultures to connect with the literary traditions of other countries, broadening their perspectives and deepening their understanding of the world.

As we continue to live in an increasingly interconnected world, the significance of literary translation will only increase. Translators will remain essential in ensuring that the stories, voices, and ideas of authors from diverse cultures reach audiences far beyond their linguistic borders. Through their work, literary translators help shape global cultural exchange and make literature a truly universal experience

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МИФИЧЕСКИЕ ЭЛЕМЕНТЫ В СКАЗКАХ НАРОДОВ МИРА И ИХ ИЗУЧЕНИЕ В ШКОЛЕ

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***Аннотация.** Статья посвящена изучению использования сказочных существ в литературе и их роли в формировании символических и культурных ценностей. В центре внимания анализ образа коня в грузинских волшебных сказках, как одного из ключевых мифологических символов, интегрирующего архетипические и мифопоэтические элементы. Рассматриваются теоретические аспекты мифообраза в литературе через призму семиотики, опираясь на исследования Э.Т. Жанысбековой, В.Я. Проппа и Э. Кассирера, Мелиотинского. Анализ подчеркивает важность сказочных существ как средства культурной адаптации и передачи ценностей, раскрывая их педагогический потенциал в контексте школьного преподавания. Основной акцент сделан на взаимосвязи мифологических мотивов, их эволюции в текстах фольклора и литературных произведениях. Результаты исследования демонстрируют, что мифообразы обладают значительным образовательным потенциалом и могут быть эффективно интегрированы в школьные программы для изучения культурных и исторических традиций.*

***Ключевые слова:** мифообраз, сказочные существа, волшебные сказки, семиотика, литература, педагогика.*

Миф как символическая система всегда занимал центральное место в изучении человеческой культуры, искусства и литературы. Его многозначность и универсальность делают его важным элементом передачи ценностей, мировоззрений и идеалов. Как подчеркивал немецкий философ Э. Кассирер, миф - это символ, лежащий в основе всех других форм символизма, включая художественный, научный и идеологический [1]. Мифологические образы, их интерпретация и трансформация в различных культурных и литературных контекстах представляют собой богатый материал для анализа, особенно в рамках литературного образования школьников [2].

Цель настоящей статьи заключается в рассмотрении роли мифообразов как символических моделей в школьной литературе, с акцентом на их применение в изучении литературы шестого класса. Особое внимание уделяется образам сказочных существ, таких как крылатый конь (пегас, тулпар) которые помогают раскрыть мифопоэтическую природу произведений, а также сформировать эстетическое восприятие у учащихся [3]. Применение таких символов в школьной литературе позволяет не только изучать тексты, но и развивать критическое мышление, межкультурную компетенцию и способность воспринимать многозначность художественного содержания.

Миф как культурный феномен представляет собой универсальный язык, которым человечество выражает свои ценности и мировоззрение. Как утверждал К. Г. Юнг, архетипические образы, сопровождающие человека с древних времен, формируют основу мифологии, религии и искусства. Эти образы, такие как крылатые кони, единороги или русалки, становятся символами, отражающими различные аспекты человеческой жизни - от идеалов чистоты до силы и свободы [4].

Э. Кассирер в своей философии символических форм отмечал, что миф является изначальной символической формой, из которой развиваются все остальные формы культурного выражения. Символическая природа мифа выражается в его способности связывать человека с миром иррационального и сакрального. В мифе отдельные предметы и явления обретают знаковую природу, становясь метафорами, с помощью которых интерпретируется окружающая реальность [1, с.12].

По словам Ю.Б. Борева, знак в мифе становится сигналом, несущим закодированную информацию. Это делает мифологические образы идеальным материалом для школьного изучения, так как они сочетают в себе как эстетическую, так и познавательную функции. Например, крылатый конь, широко представленный в мифах и фольклоре народов мира, символизирует свободу, вдохновение и трансцендентное устремление. Его интерпретация в школьной литературе позволяет раскрыть богатство мифологических символов и их роль в формировании национального и культурного самосознания [5].

Сказочные существа, такие как крылатые кони играют важную роль в литературных произведениях. Эти образы объединяют мифологическое наследие различных культур и являются носителями глубоких символических значений. Например, крылатый конь (тулпар, Пегас) символизирует вдохновение и поэтическое творчество, а дракон, распространенный как в европейской, так и в восточной традиции, ассоциируется с силой, испытанием и охраной сакральных знаний.

В казахской литературе образ коня имеет глубокое символическое значение, уходящее корнями в древние мифологические традиции. Конь символизирует космос во всем его многообразии и представляется как идеализированный, поэтический образ, отражающий божественное начало и единство космических стихий. Однако в сказках о животных конь встречается редко, поскольку эти сюжеты зачастую имеют комический характер. Как отмечает В.А. Бахтина, комизм животной сказки заключается в наделении животных человеческими чертами и поступками, что вызывает столкновение условного и безусловного [6].

Волшебная сказка и героический эпос, напротив, изображают коня как верного спутника, мудрого наставника и главного помощника героя. В эпосах конь не только выполняет функции транспорта, но и помогает герою мудрыми советами, а иногда обладает пророческими способностями. Кони богатырей часто имеют имена и уникальные качества, которые подчеркивают их индивидуальность: например, Кокжорга у Тулегена, Коркен у Козы Корпеша, Байчубар у Алпамыса. Как отмечает Б.У. Азибаева, получение коня знаменует обретение героем новой силы и статуса.

Особое значение конь имеет в кочевой культуре, где он воспринимался не только как средство передвижения, но и как «орудие труда» для кочевников и воинов. В народной поэзии, например, у таких поэтов, как Базар-жырау и Атамберды-жырау, часто воспеваются образы коней, а также их уникальные качества. Приведем описание скакуна у Базар-жырау:

*Прямая стать, Гибкость как у змей.
Прядет ушами, Чутко улавливая далекий шорох,
Лопатки ровные и широкие,
Грива мягкая, словно шелк,
Крепкий затылок, горделивая голова*

В грузинском фольклоре крылатый конь выступает чудесным помощником, способным переносить героя через препятствия, помогать в решении сложных задач и даже сражаться с врагами. В этом смысле он выполняет ключевые функции помощника, описанные В. Я. Проппом в его «Морфологии сказки» [7]. В европейской традиции образ Пегаса связан с мифологией Древней Греции, где он символизирует вдохновение и славу. Эти образы не только отражают мифологическое мышление, но и являются средствами выражения культурных и эстетических ценностей [8].

Литературное образование в шестом классе играет важную роль в формировании читательской культуры и эстетического восприятия у школьников. Сказочные существа в произведениях, изучаемых в школьной программе, являются идеальным материалом для знакомства учащихся с основами символизма и мифологического мышления.

Например, русская сказка «Сивка-Бурка» представляет собой классический пример использования волшебного помощника в сказке. Крылатый конь помогает герою выполнять сложные задачи, преодолевать препятствия и добиваться успеха. Анализ этого образа позволяет школьникам понять символическую природу сказочного текста и его связь с культурными архетипами.

Еще одним примером является изучение грузинских сказок о волшебных конях, таких как «Твалчита Раши». В этих сказках конь символизирует не только помощь и поддержку, но и связь с мифическими элементами, такими как огонь и вода. Эти образы позволяют учащимся увидеть взаимосвязь между мифологическим наследием и художественной литературой [9].

Для иллюстрации применения мифологических образов в школьной литературе можно рассмотреть анализ образа крылатого коня в произведениях разных культур. Ученики могут начать с изучения образа Сивка-Бурки, анализируя его функции в русской сказке. Затем они могут сравнить его с грузинским Твалчитой Раши или тюркским тулпаром, обращая внимание на общие черты и различия [10].

Например, крылатый конь в русских сказках чаще всего выполняет функции волшебного помощника, помогая герою преодолевать испытания. В грузинских сказках его образ более сложен, так как он связан с мифологическими стихиями и часто выступает как посредник между мирами. Анализируя эти образы, ученики могут выделить их общие черты, такие как символика свободы и силы, а также особенности, связанные с культурным контекстом [11].

Включение таких текстов в школьную программу способствует развитию у школьников навыков, включенных в рисунок 1:

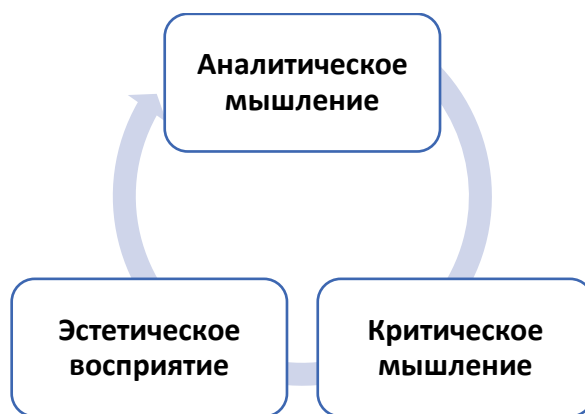


Рисунок 1 – Навыки, развиваемые текстами сказок

Сказочные существа в литературе не только являются носителями мифологических значений, но и способствуют формированию межкультурной компетенции у школьников. Изучая образы, встречающиеся в разных культурах, учащиеся учатся понимать и уважать культурное разнообразие, видеть общечеловеческие ценности, воплощенные в мифологических архетипах [12].

Изучение сказочных существ в литературе шестого класса представляет собой важный этап в формировании у школьников навыков анализа, критического мышления и эстетического восприятия. Использование мифологических образов, таких как крылатый конь, дракон или русалка, помогает учащимся лучше понять символическую природу литературы и ее связь с культурными традициями.

Включение таких тем в школьную программу способствует воспитанию уважения к культурному наследию, развитию творческих способностей и формированию межкультурной

компетенции. Символы сказочных существ служат не только элементами художественного выражения, но и важными инструментами передачи знаний и ценностей, которые продолжают вдохновлять и учить новые поколения.

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NATIONAL-CULTURAL ADAPTATION IN TRANSLATING THE WORKS OF KAZAKH POETS AND WRITERS INTO FOREIGN LANGUAGES

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Annotation: *The article examines the general and specific aspects of the issues of literary translation from Kazakh literature into a foreign one, the possibilities of bringing the translated text closer to the original, achievements and shortcomings in this area, their causes. The question of observing a literary linguistic text and reproducing it in another language has long attracted the attention of translation practitioners and theorists, and various, sometimes contradictory, scientific views on this problem have been expressed. The issues of translation of the works of Kazakh writers into Russian and other languages are studied by philologists of Kazakhstan for a long period of time. However, every year there is an increasing need to systematize the available translations and publish generalizing studies. The issues of translation of literary texts of Kazakh writers into Russian and other languages are studied by philologists of the country for a long period of time. On the other hand, this topic is still relevant, since the problem of translating literary texts in Kazakh translation studies requires research.*

Аннотация: *В статье рассматриваются общие и специфические аспекты вопросов художественного перевода с казахского языка на иностранный, возможности приближения переводного текста к оригиналу, достижения и недостатки в этой области, их причины. Вопрос о наблюдении над художественным лингвистическим текстом и воспроизведении его на другом языке давно привлекает внимание практиков и теоретиков перевода, высказываются различные, порой противоречивые, научные взгляды на эту проблему. Вопросы перевода произведений казахских писателей на русский и другие языки изучаются филологами Казахстана на протяжении длительного периода времени. Однако с каждым годом растет потребность в систематизации имеющихся переводов и публикации обобщающих исследований. Вопросы перевода художественных текстов казахских писателей на русский и другие языки изучаются филологами страны на протяжении длительного периода времени. Однако данная тема не теряет своей актуальности, так как проблема перевода художественных текстов в казахском переводоведении требует исследования.*

Keywords: *translation, Kazakh poets, literary translation, Non-equivalent vocabulary, cultural differences.*

Introduction: Nowadays, no culture exists in isolation from the creative searches of other peoples. In the global world, the task of a translator, constantly being a mediator between different cultures, is quite painstaking work that requires perseverance and endurance. A translator who has to recreate the author's text in another language has double challenges in the translation process. The present work represents an experience in summarizing research on consideration of translation problems in the lingua-cultural aspect. It explores the elements of culture reflected in a literary text, and the ways of their manifestation in language and speech. The article topicality includes cultural-pragmatic adaptation and basic translation strategies and techniques for transfer of the cultural component of the source text; it analyzes the ways of transmitting cultural nature and cases of its

untranslatability; transference of cultural differences and peculiarities of national rites and rituals. The purpose of this article is to consider and define the translated literary text as an element of linguistic cultural dialogue that embodies the national cultural specificity of the source text in another culture (linguistic environment). The French humanist, explicit and translator Etienne Dole (1509-1546) argued that the translator should follow five basic principles of translation: 1. Free understanding of the content of the translated text and the purpose of the author; 2. Uniform knowledge of the languages of translation from which language to which language; 3. Abandonment of literal, exact translation, as this changes the content of the original and destroys its artistic form. 4. Use of commonly used forms of speech in translation; 5. Correct use and sequencing of words that have a general effect, going beyond the appropriate "rhythm" of the original. In 1790, in the English book "Principles of Translation" by A. Titler, the main requirements for translation are as follows: 1) the translation must fully convey the original idea; 2) the style and content of the translation should be the same as the original; 3) the translation, like the original work, should be easy to read. The scientific basis of translation was formed in the middle of the twentieth century, when the issue of translation came to the attention of journalists. Until then, the problem of translation was not considered in any way to the problems of linguistics. The translators themselves have argued that the linguistic aspects of translation play a small, purely technical role in the "art of translation". Of course, the translator must be fluent in the language of translation as well as the original language, but knowledge of languages is only an additional aspect of translation, not a basis. The role of such knowledge can be compared to the role of knowledge of notes for the composer. For their part, journalists did not intend to include translation in the object of linguistic research, but it was determined by linguistic factors.

Methods. It is assumed that various methodological and theoretical approaches will be used. The research is based on the classification method aimed at systematization of empirical material, the method of comparative analysis, elements of the method of statistical data processing.

Results: We need to pay attention to the problems that arise in translation today, for example, a translator, a writer and a blogger. According to Zaura Bataeva, a graduate of Almaty State University (KazNPU) and Indiana University (USA): "Literary editing in Kazakhstan is not well organized. We confuse the work of a proofreader with the work of an editor. Western publishing houses and publishers carefully edit each work with the author before publishing it. The work is not presented to the reader without inventory. This great work cannot be done by a writer alone. Therefore, Western publishers turn to a special editor. Their work is highly valued. We have a stagnant publishing business, so it's ridiculous to talk about it. It is a mistake to consider works published by the state as an achievement. That is, if the author's works do not bring him success, then it is better to talk about creativity. Such things as the state order, the mass surveillance of the works of writers in general - a real abuse of literature. In this case, neither language nor literature will develop."

Discussion: The transfer of the form of a word into the target language is always somewhat conditional and approximate, according to V.N. Komissarov. To begin with, let's make a short excursion into the particularities of the Kazakh language. Being the language of nomads and different tribes, it was formed over several centuries and is now a representative of the Turkic language family. New words in the Kazakh language are formed by adding various kinds of affixes, suffixes and endings to an existing word. The only exceptions are neologisms borrowed from other languages. They just adapt to the Kazakh pronunciation, but in general remain unchanged. The modern Kazakh alphabet is almost a hundred years old. It was based on the Cyrillic alphabet, and many of the 42 letters are exceptional features for perception, a separate part is usually used only for writing foreign words. Verbs in the Kazakh language are practically no different in their properties from English ones. They have three tenses: present, future and past; forms of growth into singular and multiple. But there are no pronouns for "he (she)"; they are replaced by the generalized word "ол". The stress in words always falls on the vowel of the word. Exceptions are borrowed words. Intonation may vary depending on the emotional state of the speaker and the context. But most often it decreases towards

the end of the sentence, as in many other languages. The Kazakh language is not particularly emotional and expressive. Very often, without knowing the language, it is impossible to understand from intonation what is being said. The translator should not be a “rival” of the author, that is, he should convey the author’s thoughts and not introduce his own vision into the work. If the translator does not have literary talent, then knowledge of a foreign language is not enough. Literature is created by national writers, and translators create world literature. It is impossible to avoid difficulties in the translation trade; the whole procedure consists of difficulties. The main difficulties are the lack of a clearly systematized terminological base, as well as the lack of well-written, highly specialized dictionaries. Sometimes the translator himself has to “invent” this or that term, which often leads to confusion when translating back from Kazakh into English. New terms and phrases regularly appear in the Kazakh dictionaries. Moreover, domestic specialists decided to translate borrowed words, including international ones, into Kazakh, sometimes, to my mind, not appropriate at all, for example “banana” as “sary qyisyq” that means “yellow and crooked” (descriptive translation). All this creates additional confusion and mishmash in translation circles. When translating the Kazakh text, one can note the absence of prepositions, adjectives and nouns in case and number. If a translator wants to penetrate the true meaning of a work, to understand the author’s intention and the stylistic techniques used by the author, he (she) creates a translated work that would be as close to the ideological and artistic essence of the original. And according to V. Ya. Zadornova, the translator, along with linguastylistic analysis of a work of art, needs to make the literary interpretation of the translated text. The features and problems of translation are determined by the specifics of the original text, as well as the goal that the translator sets for himself. V.V. Sdobnikov and O.V. Petrova identify three purposes for translation of the literary texts. The first goal is to introduce the readers to the writer’s work that is inaccessible to them due to ignorance of the language. The second goal is to present the cultural features of the original. The third goal is aimed at familiarizing the readers with the contents of the book.

Conclusion: The process of translating literary works is a complex task that involves not only linguistic tools but also cultural and social contexts. One of the key challenges in translating Kazakh literature into foreign languages is maintaining the national and cultural characteristics of the original work, while also ensuring that the translated text remains faithful to its source. This can present various challenges, as each language and culture has its own nuances, and the translator must carefully consider these features to convey the text in the new context. In translating Kazakh literature into foreign languages, it is not only linguistic accuracy that matters but also understanding the cultural and historical context and conveying the unique aspects of the national language. Failing to account for cultural similarities and differences in translation may result in an inability to convey the deeper meaning of the original text to readers. Therefore, translators should always strive to preserve the cultural elements of the work and avoid discrepancies in words and concepts that may arise in translation. Moreover, the art of translation serves as a bridge not only between languages but also between different cultures, facilitating mutual understanding and dialogue. Through literary translation, we can introduce the values of national culture to foreign audiences, strengthen intercultural relations, and showcase our contributions to world literature. To ensure the global recognition of Kazakh literature, the field of literary translation requires the involvement of skilled and culturally aware professionals.

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TRANSLATION TRANSFORMATIONS IN ENGLISH-TO-RUSSIAN TRANSLATIONS OF SCIENTIFIC AND TECHNICAL TEXTS

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Abstract: *This article examines the main types of translation transformations applied in English-to-Russian translations of scientific and technical texts. It focuses on lexical, grammatical, and lexical-grammatical transformations, their role in achieving equivalence and adequacy in translation, and provides practical recommendations for their implementation. Special attention is given to the translation of scientific terminology and syntactic structures.*

Key words: *translation, transformations, equivalence, scientific and technical text, terminology, effective interaction, adequacy of the translation, lexical and grammatical features, language system, aspects of translation.*

Introduction

The translation of scientific and technical texts plays a crucial role in the modern world by facilitating the dissemination of knowledge and the implementation of new technologies. A key aspect of such translation is the use of transformations that adapt the text to the lexical and grammatical features of the target language.

Main Types of Translation Transformations:

1. Lexical Transformations.

These include concretization, generalization, and modulation. For example, the term “data” can be translated as “данные” (data) or “информация” (information) depending on the context.

2. Grammatical Transformations.

This category involves changes such as part-of-speech substitutions, word order rearrangements, and sentence restructuring. For instance, the passive construction “The experiment was conducted” may be transformed into an active form: “Эксперимент провели” (“The experiment was carried out”).

3. Lexical-Grammatical Transformations.

These transformations combine lexical and grammatical changes, such as descriptive translation or compensation. For example, the term “feedback loop” can be translated as “система обратной связи” (“system of feedback”).

The difference in the semantic volume of a word is also a reason to use translation transformations. In no language there are absolutely equivalent words. Most often there is a coincidence of the first lexical-semantic variant of such words, their main meaning, and then there are different lexical-semantic variants due to different development of meanings of these words. This can be explained by the fact that words have different functions, they are used differently, they are combined differently. But more often the meaning of an English word can be much wider than the corresponding word in Russian. Certainly it is possible to meet and exceptions when the opposite

happens - the meaning of a word in Russian is wider than in English. The semantic structure of a word determines the possibility to use it in a certain context, and translation of the contextual meaning of a word is a rather difficult process.

However, the identification of these potential meanings is closely connected with the peculiarity of the lexical-semantic aspect of absolutely each language, which contributes to the complexity in the process of transferring the contextual meaning of words in translation: what is possible in one language is impossible in the other due to the differences in their semantic structure and in their application. Words that have a different volume of meaning in both languages can include a group of words with a variety of different words:

- international words;
- some verbs of perception;
- sensation and mental activity, and so-called adverbial verbs [1, с. 37- 39].

Features of Scientific and Technical Translation

Scientific and technical texts are characterized by a high density of terminology, objective presentation, and strict logical structure. Their translation requires a deep understanding of the subject matter and proficiency in professional terminology.

Objectivity in the text is ensured by logic, namely by direct word order, a clear scheme of subject-predicate-object, non-personal semantics of the subject and great terminological richness. A higher degree of abstract cognitive information is expressed through the logical principle of the text's construction of the introduction-main part-conclusion, various kinds of connective and subordinate links, complex and varied syntax, and the logical structuring of information is also facilitated by typographic means:

- kegel;
- font;
- numbered list, etc.

According to V.N. Shevchuk, the texts of scientific and technical sphere should be paid special attention, because they contain difficulties that are of significant interest both to professionals with experience and to those who are just going to tie their lives to the translation of these texts [2, с. 105]. First of all, authenticity is a challenge, since the texts present a large layer of terminology. It is necessary to understand the processes described in the original text and transfer all the details to the target language with the same accuracy and precision. Second, although terms are unambiguous, they have different translations in different areas of science. In addition to terms, there are also literary terms, word-terms and abbreviation-terms. We will consider the specifics of the translation of abbreviated terms, as well as through the prism of the linguistic and cultural approach of domestic linguists will analyze the features of the scientific and technical text. But first, let us turn to the general characteristics of the scientific and technical text and its classifications. Lexical transformations represent the replacement of individual lexical units of the source language with lexical units of the translated language. Lexical transformations are an integral part of scientific texts as well as texts of science fiction in general, since texts of this nature use a large number of terms, proper names and various titles. Grammatical transformations represent a transformation of the structure of a sentence in the process of translation according to the norms of the target language. This type of transformation is used in texts of scientific type, consisting of complex long syntactic constructions. With the help of grammatical transformations the translator can divide a complex sentence into two parts, preserving the meaning of the sentence at the same time. Lexical-grammatical transformations are a complex and complex transformation in the course of translation, but they are not uncommon in texts of a scientific nature.

According to the classification of P.W. Krawuschke, scientific and technical texts are diverse, they include the following subtypes of texts:

- proprietary-scientific;
- scientific abstract;
- scientific reference and educational-scientific [3, с. 76-77].

Practical Aspects of Translation:

To achieve equivalence in translation, it is recommended to:

- Consider the context and target audience.
- Apply transformations to overcome linguistic and cultural differences.
- Ensure the translated text complies with the norms of the target language.

The difficulty of translating a scientific and technical text is also associated with the need for mastering the basic concepts of general text theory, primarily such as coherence. Awareness of the importance of the concept of cohesion in the methodology of translating scientific and technical text will help avoid many translation failures associated with the desire to change the structure of a paragraph or sentence, to split the original text, etc.

Particularly when translating scientific and technical translation, the translator is immersed in active response activities. He is constantly prompted to differentiate and they are the main difficulty:

- to find appropriate equivalents;
- find synonyms and antonyms;
- to translate from one language to another.

In this case, the importance of English, Russian as a subject increases significantly, because in the formation of translation readiness they simultaneously learn the style of scientific or technical presentation and in Russian, English. They master the style, terminology, certain clichés not only of the foreign language, but also of their native language. All this contributes to the preparation of a specialist, able to articulate their thoughts correctly and logically, both in their native and foreign languages.

Conclusion

In the aspect of the problem we study, we understand under the skill of transformational translation of scientific and technical text the operation, which has reached as a result of repeated execution of the level of automatism. Translation skills of scientific and technical texts include the skills of translating lexical units (lexical skill) and grammatical phenomena (grammatical skill) as well as the speech skill of switching from one language to another. In connection with the problem of determining interlingual correspondences in the subject area, we consider it appropriate to consider within the lexical skill the foreign language terminological skill and the speech terminological skill, since the mastery of terms is the most significant in the process of translation of a specialized scientific text.

Translation transformations are an essential tool for translators, enabling them to ensure accuracy and adequacy in scientific and technical translations. Proper application of these transformations preserves the meaning and style of the source text, which is vital in the context of rapid technological development.

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СОВРЕМЕННЫЕ ПОДХОДЫ И ИННОВАЦИИ В ПРЕПОДАВАНИИ ИНОСТРАННОГО ЯЗЫКА

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***Аннотация:** Данная статья может быть полезна для учителей английского языка. В ней приведены виды работ с компьютерными технологиями, в частности с презентациями. Показана их роль и эффективность в обучении английскому языку.*

***Ключевые слова:** Инновационный, критического мышление, проектные технологии, компьютерные технологии, презентация, языковые явления, мультимедийные программы.*

Язык народа является важнейшим средством общения, без него невозможно существование и развитие человечества и общества в частности. Изменения в общественных отношениях сегодня требуют повышения коммуникативной компетенции школьников, развития и совершенствования их языковой подготовки.

Задачи современного обучения английскому языку. Сегодня сформировались качественно новые взаимоотношения нашей независимой страны с членами мирового сообщества на основе новых политических и социально-экономических связей. В нашем образовании есть все благоприятные возможности для изучения английского языка и его использования в общении с учителями, школьниками и студентами других стран.

Инновационные подходы в процессе обучения английскому языку. В последние годы много говорится об инновации в образовании. При изучении этого вопроса мы пришли к выводу, что нет единого мнения в определении современных инновационных подходов в обучении английскому языку.

В своем докладе мы рассмотрим те инновационные подходы, которые сами используем на своих уроках.

На современном этапе особенно актуальным становится применение компьютерных технологий на уроках английского языка. Применение ИКТ позволяет в увлекательной форме продуктивно решать все задачи урока, а также реализовать обучающую коммуникативную познавательную деятельность.

Всем известно, что изучение английского языка на начальной ступени обучения у многих учащихся вызывает затруднения. Учащиеся обычно автоматически заучивают материал. Использование компьютера помогает реализовать один из принципов обучения — наглядность. Английский язык, особенно при обучении школьников младших классов, больше чем другие предметы, требует наглядности, красочности. Я ставлю себе цель – научить моих учеников ориентироваться в этом многообразии информации.

Стараемся, используя компьютер, организовывать на уроке индивидуальную, парную и групповую формы работы. Но помню всегда, что компьютер не заменит учителя на уроке. Поэтому используем компьютер только тогда, когда в нем есть большая необходимость.

Наиболее продуктивным использованием ИКТ на уроках английского языка считается мультимедийные презентации.

Современные методы в обучении английскому языку подчеркивают значимость использования компьютера на уроках, а проект и презентация - это продуктивный способ выразить свои собственные идеи в удобной для детей творческой форме.

Использование информационных технологий в совокупности с методом проекта позволяет школьникам практически применять свои знания, умения и навыки, поэтому и является одной из форм организации исследовательской и познавательной деятельности, при которой успешно осуществляется совместная коллективная деятельность, которая позволяет повысить мотивацию в изучении английского языка.

Такой метод открывает огромное поле деятельности для организации работы над самыми разнообразными темами, на разных этапах обучения, с учащимися разных возрастов. Из личного опыта, могу сказать, что такая форма учебной деятельности дает возможность каждому ребенку не только выразить и показать свои умения, знания и навыки, но и получить положительную оценку.

В ходе своей педагогической деятельности пришли к выводу, что в современных условиях, учитывая большую и серьезную заинтересованность учащихся информационными технологиями, можно использовать эту заинтересованность в качестве мощного инструмента развития мотивации на уроках английского языка.

Учебный материал в виде презентаций воздействует на учащихся степенью иллюстративности материала. Компьютерные презентации позволяют заострить внимание учащихся на важных моментах излагаемой информации и создавать наглядности в виде иллюстраций, схем, диаграмм, графических композиций и т.п. Презентация воздействует сразу на несколько видов памяти: зрительную, слуховую, эмоциональную.

На уроках английского языка заметили, что использовать презентацию в ходе урока можно на различных его этапах: повторение пройденного материала, объяснение новой темы, закрепление новых знаний.

Стоит ли создавать презентации на каждый урок и не слишком ли много времени это занимает?

На наш взгляд, полезно использовать презентации, когда материал урока содержит большое количество иллюстративного материала. В этом случае применение компьютерной презентации позволит существенно повысить эффективность урока. Одна из самых эффективных программ для создания презентаций – Microsoft Power Point. Эта программа позволяет учителю в короткие сроки создавать собственные презентации.

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A LITERARY STYLISTICS STUDY ON VERBAL HUMOR AND IRONY IN PRIDE AND PREJUDICE

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Abstract: *The basic feature of every irony is a contrast between reality and appearance. Jane Austen makes use of irony at different levels. She makes use of it in her narrative style to uncover the incongruities, even contradictions existing under the surface harmony, thereby adding a rich subtlety and complexity to her style and making it fit to be analyzed and interpreted at different levels. Her irony in her characterization to expose her character's misunderstanding of others as well as their own self deception. Literary stylistics is identified by the object and purpose of its study - it is a school of literary studies that directed at figuring out the thematic relevance and esthetic value of literary problems. Literary stylistics, as a field of stylistics, is a mixture of linguistics and literary criticism. Literary criticism focuses on interpretation, while linguistics emphasizes form. Literary stylistics pays attention to both interpretation and form, which contributes to a better study of language. Jane Austen, who can be compared to Shakespeare, is one of the greatest novelists in the history of English literature.*

Keywords: *Literary Stylistics, Pride and Prejudice, irony*

1. Introduction:

As in all of Jane's other novels Austen, the theme of Pride and Prejudice also makes it easy to be ironic ironic interpretation. On an ironic level, "Pride and Prejudice" presents the contrast between "intricacy and simplicity in the sense in which these terms are applied as applied to the individual." Darcy and Elizabeth contrast themselves with Jane's intricacy and Bingley's Bingley's simplicity. The former two possess depth, but their depth draws them into the the dangers of Pride and Prejudice. The latter the last two are quite simple, and their simplicity turns out to be a virtue. But which of them is more attractive or even preferable the intricacy of the first two or the simplicity is a question for the readers. Moreover, just as Professor Wang Dechun (1987) said that literature is the art of language, so language is the essential element of literature. In addition, linguistics is deemed as a study of language. Therefore, literature and linguistics are inevitably intertwined in the course of development. However, in the past, literature critics merely focused on the literature effect in the works, overlooking the specific language rules. Similarly, linguistics only pay attention to language unit and language phenomenon. Nevertheless, because of the requirement of solving the deficiency of literature and linguistics study, we combined literature critics and linguistics. Then literature stylistics came out and has been boosting the development of language study. According to Professor Liu Shisheng (2003), linguistics focuses on the study of form, and its essential characteristic is description while literary criticism pays more attention to content research, and its greatest charm is interpretation. Literary stylistics is an interdisciplinary subject of linguistics and literary criticism. It attaches importance to both the description of linguistics and the interpretation of literary criticism. Moreover, according to Professor Shen Dan (2000), literary stylistics is defined as a subject that bridges linguistics and literary criticism, and focuses on how the author expresses and reinforces the thematic and artistic meaning through the choice of language.

Pride and Prejudice is Jane Austen's masterpiece of love and marriage novels. The novel uses poignant, humorous language and a detailed and profound brush to describe the marriage scroll in the

estate's picture scroll. The plot twists and turns, and the language is comedic and poignant, with unique ideas and insights. There have also been television series and movies based on the novel. Of all the movie versions, the one with Keira Knightley in the lead role is the most shocking and impressive. In addition, in the movie a lot of British comedy humor, which is perhaps the quintessential British literature and film.

More significantly, there are many humorous expressions in this famous film that point to the *Women's Awakening*, which is different from other literary works such as *The Awakening*, *Gone with the Wind*, and *Little Women*.

Thus, the purpose of this paper is to conduct a literary and stylistic study of verbal humor in *Pride and Prejudice* and examine the degree of women's awakening revealed through humorous language.

The case study is divided into three aspects including lexical analysis (lexis), semantic analysis (figures of speech: hyperbole, irony, and irony), and syntactic analysis (sentence length).

Ironic Tone of the Narrative

Jane Austen's ironic tone is established in the very first sentence of the novel "it is truth universally acknowledged, that a single man in possession a good fortune in must be in want of wife." The first half of the sentence suggests that some great 'universal' truth is the subject of the novel. There is an ironic deflation in the second half when this truth is found to be concerned with a common social problem- marriage. The sentence itself means that people assume that a well- to- do young man should be on the look-out for a suitable wife. It conceals beneath it an ironic thought that in reality things may the other way round. It quite likely that woman in the neighborhood of this young man are desirous of having such a husband and he may be the hunted one rather than the hunter. Jane Austen's implications became clear when in the next paragraph the young man is even called the 'rightful property' of some young lady. In the same chapter, summing up Mrs. Bennett's character, Jane Austen writes, "the business of her life was to get her daughters married, its solace was visiting and news". Here the ironic implication is that she is not likely to show much discrimination about the young man they choose as their husbands- a fact later confirmed by her sense of exaltation in Lydia's marriage of Wickham.

Definition of Literary Stylistics

According to Professor Liu Shisheng (2003), linguistics focuses on the study of form, and its essential characteristic is description while literary criticism pays more attention to content research, and its greatest charm is interpretation. Literary stylistics is an interdisciplinary subject of linguistics and literary criticism. It attaches importance to both the description of linguistics and the interpretation of literary criticism. However, it is not as elusive as the interpretation of literary criticism, unlike the description of linguistics pursuing being objective, advocating science. According to the current information, the research scope of literary stylistics can be roughly divided into three aspects: Chinese stylistics, Western stylistics, and Western stylistics in the foreign language circle of China.

In addition, literary stylistics is a discipline that occupies an intermediate position among literary studies and linguistics. The task of the stylist is to interpret how a writer's verbal manipulations create or promote the general meaning of a work, based on linguistic knowledge of the workings of language.

In order to support or promote literary interpretation, literary stylists act in accordance with the traditional common sense interpretation of literary meaning by focusing on the

linguistic selections that are thematically or artistically stimulated. This intermediate discipline is distinct from traditional approaches to literary style because it is characterized by linguistic observation and insight, analytical and systematic knowledge of linguistic norms.

Irony of situation

Most of the event and situations in *Pride and Prejudice* have been given an ironic twist. Mr. Darcy remarks about Elizabeth that "she is not handsome enough to tempt me" and soon after gets captivated by her enormous eyes. Taking into consideration the imprudence of a marriage alliance

with the Bennett family, he removes Bingley from netherfield but makes the same alliance himself. Collins proposes to Elizabeth when her heart is too full of Wickham. Darcy proposes to her exactly at the moment when she hates him most. Elizabeth quite emphatically tells Mr. Collins that she is not the type of girl who will reject the first proposal of marriage and accept the second, but this is what she exactly does. The departure of the militia from Meryton was expected to put an end to Lydia's flirtations; it brings about her elopement. Elizabeth thought that her prospects of marriage to Darcy were blasted by the infamy of Lydia's misconduct, but the affair actually brings them together. Miss Caroline Bingley leaves no opportunity of casting aspersions on Elizabeth and her family. But she succeeds only betraying her own ill breeding and alienating Mr. Darcy. Lady Catherine's intervention to check the marriage between Elizabeth and Darcy helps to expedite it. Examples of this type of irony are innumerable and can be picked from anywhere in the novel.

Verbal Humor in Pride and Prejudice

Jane Austen is considered one of the supreme artists of the novel. Her reputation may find its best manifestation in T. B. Macaulay's assertion that 'Shakespeare has had neither equal or second, but among the writers who, ... have approached nearest to the manner of the great master, we have no hesitation in placing Jane Austen, a woman of whom England is justly proud' (Brain ed. 1987, p 20). J. H. Lewes followed up this stunning claim, announcing that Jane Austen is 'a prose Shakespeare' (Idem, p20). Another insight is Goldwin Smith's reflection on Jane Austen and Shakespeare: Both are creative; both are purely artistic; both have the marvelous power of endowing the products of their imagination with life, as it were, apart from their own. Each holds up a clear and undistorting mirror—Shakespeare to the moral universe, Jane Austen to the little world in which she lived. *Pride and Prejudice* is a masterpiece of Jane Austen's love and marriage novels. The novel uses witty, humorous language and meticulous and profound brushwork to describe a manor marriage picture scroll. The plot twists and turns and the language is humorous and spicy, with unique ideas and insights. Focusing on family and love life, it makes the readers deeply ponder the reality of human nature and society in the irony, exaggeration, and seemingly perverse and inappropriate language. In addition, the novel has been made into TV series and movies. Of all the TV and film versions, the one starring Keira Knightley is the most shocking and impressive. She performed Elizabeth's character and temperament, vividly and successfully. *Pride and Prejudice* is a romantic film based on Jane Austen's novel of the same name and was released by Focus Features in the United Kingdom on September 16, 2005. The film maximally retains the essence of the original, inheriting the classic while cleverly integrating many modern elements, beautiful and enduring, which is a rare adaptation. In this film, there are varieties of British verbal humor expressed through some special vocabularies, sentences, and figures of speech including hyperbole irony, etc.

Irony as a fount of rich comedy.

Irony, in Jane Austen's hands, always a source of rich comedy. She loves to portray character mismatches, but she doesn't let them overshadow the atmosphere of fun and joy that fills the pages of her novels. Mrs. Bennet's vulgarity repels suitors, but only temporarily.

Lydia's foolishness threatens permanent disgrace, but in the end, her marriage to Wickham materializes. It's interesting to note that it's the villainous characters, Wickham and Lady Catherine, who are responsible for bring Elizabeth and Darcy together. Dramatic irony is one of the most striking features of the novel *Pride and Prejudice*. In the distinction between appearance and reality is emphasized at every stage. Wickham appears sophisticated and cultured, but turns out to be but turns out to be a villain. Darcy seems badly ill-mannered, but the reader finds him to be a fine gentleman. Caroline tries to turn Darcy against Elizabeth, but the more she denigrates her, the more Darcy is drawn to her. Mrs. Bennet's efforts to entrap suitable suitors, but she succeeds only in repelling them.

Women's Awakening in Verbal Humor Different from other literary works, like *The Awakening*, *Gone with the Wind*, *Little Women*, and *Jane Eyre*, Jane Austen uses humorous language to reflect the awakening of women. The dialogues between the main characters reflect the different personalities of Elizabeth, Charlotte, Mrs. Bennet, and Lady Catherine, and their attitudes towards marriage and class. And most of the dialogue is done humorously, making the audience laugh and

think at the same time. Through analyzing these humorous dialogues, we can understand different characters' personalities, views on marriage, outlook on life, and values, and further analyze the degree of women's awakening. Jane Austen lived from the late 18th century to the early 19th century in England. At that time, women's sense of independence and equality had not fully awakened, especially in rural towns far away³ Women's Awakening in Verbal Humor Different from other literary works, like *The Awakening*, *Gone with the Wind*, *Little Women*, and *Jane Eyre*, Jane Austen uses humorous language to reflect the awakening of women. The dialogues between the main characters reflect the different personalities of Elizabeth, Charlotte, Mrs. Bennet, and Lady Catherine, and their attitudes towards marriage and class. And most of the dialogue is done humorously, making the audience laugh and think at the same time. Through analyzing these humorous dialogues, we can understand different characters' personalities, views on marriage, outlook on life, and values, and further analyze the degree of women's awakening. Jane Austen lived from the late 18th century to the early 19th century in England. At that time, women's sense of independence and equality had not fully awakened, especially in rural towns far away from the hustle and bustle. Most people believed that the most important cause in a woman's life was to marry a good husband, which was also reflected in Jane Austen's works. However, Jane Austen never married, and writing was her only career. Living in a society dominated by male and patriarchal power, her works all started from the perspective of women, with strong feminist color, and her heroines were wise and rational, no less than men. Therefore, in a sense, from the perspective of Jane Austen's works and her personal life, she brought challenges to the traditional female role positioning at that time. From today's perspective, she can be said to be the enlightenment of women's awakening.

Irony

Irony is also a kind of distortion to achieve the purpose of emphasis, it is to achieve the effect of irony or humor through the orthographic or ironic orthographic. The use of irony is one of the traditions of British literature and film, including many famous works. The irony used by Austen in *Pride and Prejudice*, on the other hand, is directed not at the evil forces but at the common people with one shortcoming or another, so the overall effect is humorous. Example 5: Oh, believe me, no one would suspect your manners to be rehearsed. Analysis: The funny characters add a lot to the humor of the whole film. Take Mr. Collins, for example. Mr. Collins is a poser, an egotistical man who grovels before money and power. It was ironic to be a poser at the Bennet house but to be a sycophant at Lady Catherine's. Dinner at the Bennets' house showed every sign of superiority. Elizabeth disliked him so much that she made a mockery of him. Furthermore, When Elizabeth rejected his proposal, the self-important Collins assumed that women would always reject the first proposal. Collins' formal proposal left the audience in stitches. Mr. Collins's absurdity and foolishness contrast sharply with Elizabeth's wit and humor. It also reflects Elizabeth's character, her view of marriage, and her view of class. Elizabeth is independent, pursues freedom and equality, does not admire power, lively and brave. She longs for a marriage based on mutual respect, freedom, and equality, rather than the pursuit of wealth and attachment to men. Moreover, she is clear-headed and independent and does not fall in love with a person for wealth and status.

Conclusion

Jane Austen's irony is not tinged with any bitterness nor does it reflect her cynicism. It is amusing but it is not just verbal wit for local entertainment. It provokes some deep thinking over some significant issues of human life. Hence irony in her hands neither indifferent nor responsible. Jane Austen is objective in her observation and depiction of the reality of life but not in her evaluation of the moral values governing this reality. She has her own ethos, her own set of values- whether adequate or not is an entirely different issue and she makes her pronouncements on human activity with appreciable consistency. Thus irony in her hands is an instrument of moral vision and not a technique of rejection.

Jane Austen is considered 'a prose Shakespeare', which indicates her huge reputation of her. The lines in the film show that Jane Austen is a wordsmith. In this film, there are varieties of British verbal humor expressed through some special vocabularies, sentences, and figures of speech

including hyperbole, irony, contrast, etc. In addition, varieties of humor expressions show one of the themes of *Pride and Prejudice*, which is women's awakening. Through analyzing these humorous dialogues, we can understand different characters' personalities, views on marriage, outlook on life, and values, and further analyze the degree of women's awakening. Therefore, in a sense, from the perspective of Jane Austen's works and her personal life, she brought challenges to the traditional female role positioning at that time. From today's perspective, she can be said to be the enlightenment of women's awakening.

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