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МИНИСТЕРСТВО ОБРАЗОВАНИЯ И НАУКИ РЕСПУБЛИКИ КАЗАХСТАН  
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**АУДАРМАТАНУ МЕН КОМПАРАТИВИСТИКАНЫ ОҚЫТУ МЕН  
ЗЕРТТЕУДІҢ ӨЗЕКТІ МӘСЕЛЕЛЕРІ**

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Сборник научно-методических статей

**АКТУАЛЬНЫЕ ПРОБЛЕМЫ ОБУЧЕНИЯ И ИЗУЧЕНИЯ  
ПЕРЕВОДОВЕДЕНИЯ И КОМПАРАТИВИСТИКИ**

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округлость, единство, - внутреннюю форму, социальную спайку» [1, т. III, с. 206]. Восхищение жизнью подчёркивается троекратным повторением лексемы «радость», а внутренняя свобода обозначена символом степного воздуха. Степь, как видим, становится значимой частью акмеистического пантопизма О.Э. Мандельштама.

В набросках документальной книги о деревне (1935-1936) О.Э. Мандельштам снова обращается к эстетичному и своеобразному степному пейзажу южной России: «Пыль в этой полосе СССР – голубая, а дороги черные. Земля утратила свою неподвижность, бежит к далекому Азову, торопится вниз к Черноморью. Степь – бескостная и плавная – то и дело вздувается в легкий шатер или вытягивается в длинную седловину» [1, т. III, с. 345].

Однако поэт отмечает отсутствие названий у многих деталей степного ландшафта: «Как жаль, что все эти неровности не имеют названия, что в большинстве они безымянны. Мы еще недостаточно любим свою землю, мало лобуемся ее живым рельефом. Стремительные трещины высохших балок, лагерная белизна меловых оврагов, овечьих помет на бесцветных холмах и купоросная зелень заболоченных камышей...» [1, т. III, с. 345]. Сожаления понятны – в эстетике акмеизма существуют только поименованные предметы. Имя включает любое явление в круг человеческого бытия («Как тельце маленькое крыльшком...», 1923): «*Не забывай меня – казни меня, / Но дай мне имя, дай мне имя: / Мне будет легче с ним, пойми меня, / В беременной глубокой сини*» [1, т. I, с. 137].

В письме к Н.Я. Мандельштам от 26 апреля 1937 года из Воронежа в Москву поэт подчёркивает необычность воронежского степного пейзажа: «Теперь нет пыли. А то висели над степью космические тучи» [1, т. III, с. 561]. Степь как часть мандельштамовского пантопизма сопрягается с космосом.

Итак, О.Э. Мандельштам обогащает художественное пространство своей прозы образом степи – исторической, позитивной, творческой. Акмеист обращается к степному миру на ключевых этапах творческого пути – кризиса поэтического сознания 1920-х годов и подведения итогов. О.Э. Мандельштам сопрягает степь с важнейшими эстетическими принципами свободой творчества, приятием мира, единым мировым культурным полем, поэтической речью. У акмеиста степь становится частью культурного пространства, ведь акмеизм, по его определению, - это «тоска по мировой культуре» [1, т. I, с. 725].

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#### The teaching of essay, composition writing and common mistakes of writing them.

At present time there is a tendency of writing compositions and essays in many educational spheres. Because as we all know, writing is the most difficult skill among other skills and it needs to put a great deal of effort into developing it. Even many educational institutes and organizations across the world require writing a composition or an essay to check the personal competency of people. There are lots of definitions of the word “composition”, but we want to use the highly regarded, reliable Cambridge University dictionary. According to Cambridge dictionary: “Composition is a short piece of writing about a particular subject, done by a student” [1].

Before using methods in teaching how to write the composition, it is crucially important to explain the differences between composition and essay. The former one deals with creative writing, how a student masters to use language elements, grammar and vocabulary. How do they get involved into a cognitive process and describe the given task properly. But it is not problematic, it is more neutral. Unlike composition, essay topics are problem-oriented and need writer's personal opinion, approach to solve the certain issue. The main task of it is to persuade or use pragmatic elements to impact on readers. Moreover to change the reader's attitude towards controversial issue. That's why there are a series of pragmalinguistic elements such as “disagree”, “stop”, “increase”, “develop”. Most of them influence on the reader positively or negatively and make him believe.

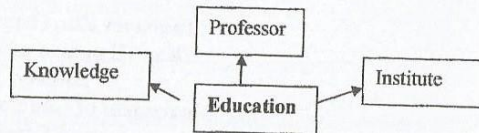
There are a range of methods of teaching writing a composition:

1. Systemic relationship. Teacher must explain that composition has an introduction, main content and conclusion. All of them must be linked cohesively. In introduction, students introduce a certain topic, then gradually move to main



information by demonstrating the gist, the main points of it and the last stage is to conclude the composition. As a result of teaching the systemic relationship, students will illustrate writing composition more precisely, avoid having disorder in the head. We may also call it as a frame of composition.

2. The fundamental prerequisite of writing a good composition is having great ideas concerning the topic. Taking it into consideration, we can say that some main methods are the brain-storming, bubble network and the word tree. Due to them students may write down necessary words, points, ideas and then develop them into the large sentences. It considerably helps students to concentrate and write properly about given topics. Below is an example of it:



3. Before giving composition topics, distribute key words that can be used in their compositions. They use them get to the point and clearly write down about topics. Key words dramatically facilitate the writing process and won't them to beat around the bush. They gradually get accustomed to use all key words in daily life. For instance,

**Intercultural Communication**

- a) ethnos;
- b) nationality;
- c) stereotypes;
- d) prejudice;
- e) values, beliefs;
- f) ethnocentrism;
- g) culture shock.

**Cinema**

- a) blockbuster;
- b) box office;
- c) adaptation;
- d) celebrity;
- e) breathtaking;
- f) impressive soundtrack;
- g) catchy melody.

Moreover all these words make their compositions more colorful.

4. Do not make any confusion regarding topics. They shouldn't be problematic. All tasks must be general and students should know that the main point in writing an essay is evaluating language skills.

As teachers, from our practice it needs to point out some common mistakes that students can make while writing composition:

1. Indentation. All the time they forget putting an indentation. That's why there is a big one sentence and that means there is only one idea. But in composition there should a number of ideas. Thereby teachers must explain the role of indentation in writing composition. At the beginning of any ideas students must put an indentation and it makes the reader to understand the material easily without any effort.

2. With the advent of modern technologies and social networks, students find difficult to write sentences correctly. Because they accustomed to type shortly using abbreviations and signs like “)))” which means smiling or giggling. But it's

absolutely incorrect. On the contrary it reduces the quality of writing and a reader may get poor impression.

3. First language interference. Students may think logically in Kazakh or Russian and create the sentences like this: *My village has many trees or she has many trees but should be there are many trees in my village.* So, logical thinking impedes or creates barriers to write down correct compositions in English. Teachers must teach them the structure *there is / there are* and help them to ignore mother tongue.

Writing an essay is required everywhere nowadays. That's why it is very challenging to teach students how to write a good essay. Before discussing methods of teaching an essay let's analyze what the essay is and what main parts it consists of. According to the Oxford Dictionary the essay is a “composition of moderate length on any particular subject, or branch of a subject; originally implying want of finish, ‘an irregular undigested piece’ (Johnson), but now said of a composition more or less elaborate in style, though limited in range” [2]. Another definition says “An essay is a piece of writing that methodically analyses and evaluates a topic or issue. Fundamentally, an essay is designed to get your academic opinion on a particular matter” [3]. As we can see from the definitions an essay has certain requirements to be followed. We tried to classify these requirements according to the mistake students tend to make in writing and organizing an essay.

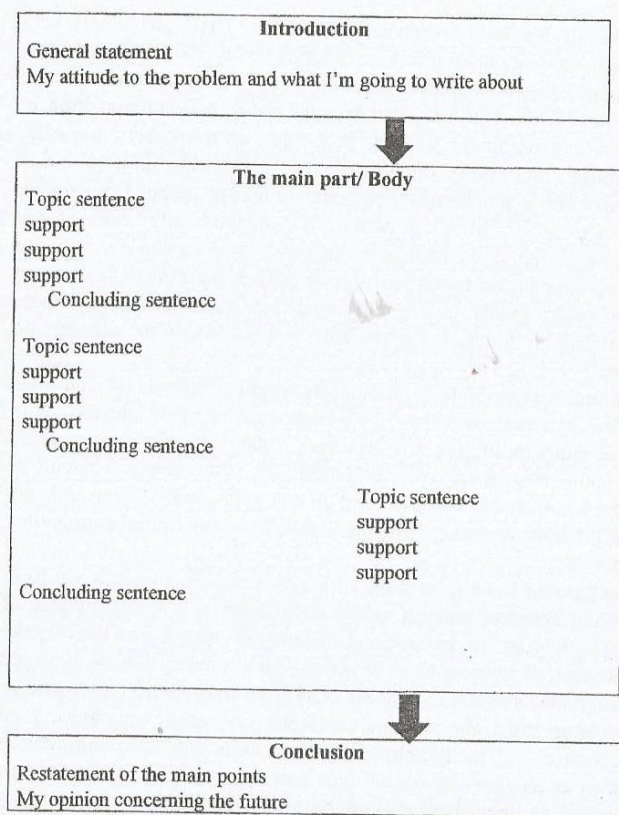
First of all, it seems reasonable to discuss the length of the essay. The main mistake of students in writing an essay is its length: mainly they are too short, sometimes they are much more than it is necessary to be. It is said that the essay should be not too short or too long. According to the IELTS essay requirements an essay should not be less than 250 words. Based on this we suggest writing an essay in 250-350 words. At lessons students should clearly know how many words they are going to write.

The second important issue in writing an essay is its structure. As we have mentioned above the concrete amount words used in an essay, the number of paragraphs should be limited too. In checking students' essays we face the mistake concerning the number of paragraphs in an essay. For example, mostly there are five or more paragraphs in essays. In their works the introduction part can be divide into two or more parts, the main part includes 3 or more paragraphs, even the conclusion consists of 2 paragraphs. As many works on improving writing skills of students an essay also consists of three parts: introduction, the main part or body and conclusion. Introduction is to be briefly state the problem being discussed in the essay and say about an author's attitude concerning the problem. It shouldn't be too long or divided into a few parts as many students do. We usually offer students to write 2-3 sentences in the introduction part. The body of main part is the most complicated part of an essay due the indefiniteness of structure of arguments which it consists of. Places of the ideas presented in an essay depend on the type of essay: discussion, proposal or argument, etc. and the order an author tries to express it. For instance, if an essay is the discussion, in paragraph 1



students will write about the problem itself and in paragraph 2 they'll suggest solutions to avoid the problem. In many cases students mix their ideas within 2 paragraphs. A teacher ought to ask students write an idea and support or prove it.

The structure of an essay seems to be complicated, but actually it is not the case. In general, the structure of an essay can be shown to students in a simple way:



The third significant factor that affects the quality of an essay and reveals an author's level of knowledge is a style of language used in writing an essay. The language of an essay is a non-fiction one, while it is not too scientific, too. Many students simplify the language of an essay by using phrases like "cause", "I'm sure", "of course" and so on. In order to make your essay more effective they should be replaced by these ones: "The reason is ...", "There is no doubt that...", "It goes without saying that..." and etc.

In conclusion we have considered several methods of teaching compositions and essays. Particularly, in writing compositions there were given several methods of teaching them, namely brain-storming, bubble network and the word tree. The role of them to help generate ideas and formulate sentences. In addition to this, we also have mentioned about common mistakes in writing compositions. We identified common mistakes in writing compositions due to our teaching practice. We regularly faced with such mistakes and then decided to write down them to share with our experiences. After composition, we have demonstrated essay writing, it's structure such as introduction, body parts and conclusion. Unarguably, students must use auxiliary words or phrases to improve writing an essay and get high points. For instance, "It goes without saying that..." and others. Such auxiliary phrases make students' essays more vivid, clear and attention-grabbing. Bibliography

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Аннотация: Данная статья рассматривает некоторые методы обучения написанию сочинения и эссе. Помимо этого авторы приводят некоторые общие примеры ошибок которые могут встречаться в сочинениях.

Түйіндеме: Берілген мақалада шығарма мен эссе жазуды үйретудегі кейбір әдіс-метелер қарастырылады. Сонымен қатар студенттердің шығарма жазу барысында жіберетін қателіктері туралы да сөзге тиек етіледі.

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### **Стратегия и проблема релевантности при переводе рекламных текстов**

Многие рекламодатели убеждены, что большой бюджет гарантирует им желаемый результат. Однако это ошибочное убеждение, большие затраты не есть гарантия успеха рекламной кампании. Безусловно, эффективная реклама должна быть яркой, впечатляющей, уникальной, но что важнее всего, реклама должна быть понятной.

Реклама не будет функционировать должным образом, если ее текст будет вводить потенциального покупателя в затруднение из-за сложных, зачастую непонятных для многих людей слов и словосочетаний. Приведем простой пример: не каждый знает, что «антиоксиданты» это вещества, препятствующие окислению активных химических соединений в клетках организма человека, что снижает риск развития различных заболеваний. Тем не менее, такого рода выражения зачастую бездумно используются в современной рекламе. Или же наоборот, реклама может содержать