

VIII Бағызбаева оқулары
**«ЖАЛПЫ ҒЫЛЫМИ ПАРАДИГМА
АЯСЫНДАҒЫ ЗАМАНАУИ
ФИЛОЛОГИЯНЫҢ
ӨЗЕКТІ МӘСЕЛЕЛЕРІ»**

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**«АКТУАЛЬНЫЕ ПРОБЛЕМЫ
СОВРЕМЕННОЙ ФИЛОЛОГИИ
В КОНТЕКСТЕ ОБЩЕЙ НАУЧНОЙ
ПАРАДИГМЫ»**

Материалы международной
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Алматы, 28 апреля 2016 года

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does his praying, how and in what speech examples the man's sense of duty appear, how he sings, reads poems, it is possible to determine to what nationality the person belongs. We must mention that all this depends not only on the conscious behavior of a man, but also on the spiritual state of the person which appears unconsciously [1, 165].

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Russian and kazakh in the english classroom

Strautman L.E., Gumarova Sh.B., Sabyrbayeva N.K.

KazNU after named of Al-Farabi, Almaty, Kazakhstan
strat50@mail.ru, sholpan5619@mail.ru, nazik_sab@mail.ru

Among a number of professionals in the field of English language acquisition, there appears to be an increasing conviction that the Russian language has a necessary and facilitating role in English language classroom. In our case, this conviction comes from personal experience and recent literature we have read.

Elsa Auerbach (1993:29) gives a sociopolitical rationale for the use of the L1 in ESL classrooms. In her article, she states that "everyday classroom practices, far from being neutral and natural, have ideological origins and consequences for relations of power both inside and outside the classroom." Auerbach (1993:19) summarized her conclusion in the following way: "Starting with the L1 provides a sense of security and validates the learners' lived experiences, allowing them to express themselves. The learner is then willing to experiment and take risk

with English."

David Atkinson (1987:241) lists appropriate uses for the LI in the L2 classroom. Auerbach (1993) suggests the following possible occasions for using the mother tongue: negotiation of the syllabus and the lesson; record keeping; classroom management; scene setting; language analysis; presentation of rules governing grammar, phonology, morphology, and spelling; discussion of cross-cultural issues; instructions or prompts; explanation of errors; and assessment of comprehension.

We teach English as a foreign language to monolingual Russian-Kazakh speaking classes. During the 2015-2016 academic year, we designed and conducted research on the use of the mother tongue in English classes at the University. Five of our colleagues kindly consented to participate in this project. Our research consisted of recording a 50-minutes sample from three classes at the beginning, middle, and end of the semester. We recorded the classes to see how frequently and for what purposes these teachers used Russian-Kazakh in their classes.

The teachers also filled out a short questionnaire about their attitudes toward the use of Russian-Kazakh in the English classroom.

Our study aimed to answer the following questions: (1) How frequently Russian/Kazakh are used and for what purposes? (2) What are the attitudes of the students and teachers toward using Kazakh and Russian in the EFL classroom?

The participants of this study were students of our university. Their English was at pre-intermediate and intermediate levels.

Both qualitative and quantitative research methods were used, including classroom observations, interviews, and questionnaires.

Three randomly-selected first-year reading classes (of about 50 minutes in length) conducted by teachers were observed and recorded to find out how frequently and on what occasions Russian and Kazakh were used. The teachers and students were not informed of the observation purpose beforehand.

Teachers whose classes were observed and recorded were interviewed and asked why they sometimes preferred using Russian and Kazakh in their English classes.

All teachers first attempted to explain the words, grammar points, and meanings of complex ideas in English, but resorted to Russian and Kazakh when they thought the students did not or could not understand their English explanations.

Some teachers used Russian and Kazakh most frequently to give instructions.

After the classroom observations, the three teachers whose classes had been observed were interviewed about their occasional use of Russian and Kazakh in the classroom and how they viewed the common criticism that using Russian and Kazakh reduces the students' exposure to English. Their answers are summarized as follows:

- Firstly, they think using some Russian and Kazakh are more effective and less time-consuming. Occasionally, when you spend too much time or use several English sentences to explain one word or idea and the students still look confused, using one simple Russian or Kazakh words or idioms might solve the problem. Class time is limited, if using Russian and Kazakh are helpful, why not do it? Secondly, criticizing the use of Russian and Kazakh on the grounds that the students' exposure to English will be reduced does not reflect the fact that students read the English text and still communicate in English with the teacher and other students in the classroom. The use of some Russian and Kazakh in the class actually provides more time for students to practice their English and get exposure to English. Lastly, the amount of English used depends on the students' language proficiency level. If their English is at an advanced level, they feel no need to use Russian and Kazakh. All in all, the teachers think that using some Russian and Kazakh in the classroom is necessary and the advantages of doing so outweigh any disadvantages.

- The main reason of use Russian and Kazakh in the classroom is that sometimes students-because of their low proficiency level in English-fail to follow the teacher when she only uses English to explain the meaning of the text or to give instructions. Russian and Kazakh translation of an English sentence, I will give it to students so they can immediately comprehend the meaning of the English sentence. This also helps them compare the word choices in the two languages.

The teachers use Russian and Kazakh to discuss the meaning of some difficult, abstract words and to explain the grammar and ideas expressed in long and complicated sentences. Sometimes when students look puzzled after my English explanation of certain points, they use Russian and Kazakh to reinterpret them.

The interviews showed that a high percentage of the students who participated in the study think that Russian and Kazakh should be used in the classroom. The vast majority of students like it when their teachers use some Russian and Kazakh. According to students, Russian

and Kazakh were most necessary to explain complex grammar points and to help define some new vocabulary items. For teachers, Russian and Kazakh were most necessary to practice the use of some phrases and expressions and to explain difficult concepts or ideas. The teachers indicated that Russian and Kazakh could be used to give suggestions on how to learn more effectively.

In explaining why they think the use of Russian and Kazakh are necessary in EFL classes, the majority of student participants indicate that it helps them to understand difficult concepts better. Fewer than half of the students answered that Russian and Kazakh were necessary to understand new vocabulary items better. Only six percent of the students responded that they felt less lost.

Concerning why the use of Russian and Kazakh were necessary, teachers answered because "it is more effective." "One teacher suggested that the use of Russian and Kazakh help students become more aware of the differences and similarities between different cultures.

The teachers participating in this study indicated that the translation of some words, complex ideas, or even whole passages is a good way to learn a foreign language. This study also reveals that in the EFL classes observed Russian and Kazakh play only a supportive and facilitating role. The chief medium of communication in the class is still English. As with any other classroom technique, the use of the mother tongue is only a means to the end of improving foreign language proficiency. We agree with the majority of student participants that no more than 10 percent of class time should be spent using Russian and Kazakh. In our experience, this percentage decreases as the students' English proficiency increases. Of course, a translation course would be an exception.

The research seems to show that limited and judicious use of the mother tongue in the English classroom does not reduce students' exposure to English, but rather can assist in the teaching and learning processes.

We realize that not all teachers would agree with the position we have put forth here. Some would say that particularly foreign language learners need as much exposure as possible to English input during limited class time, the only time in their daily lives when they encounter the language. Others would say that if you only use English, you force your students to try to communicate with you in that language, giving them the opportunity to produce comprehensible output and negotiate meaning.

We, of course, agree that English should be the primary vehicle for communication in the English classroom and that we should encourage students ample opportunities to process English receptively as well as to produce and negotiate meaning in the language. I suggest, however, that my arguments for the pedagogical

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Перевод как средство межязыковой и межкультурной коммуникации

А.А. Жаутыкбаева, Б.И. Тастемирова

КазНУ им. аль-Фараби, г. Алматы, Казахстан
alysa.sakko@gmail.com, tas_balkuva@mail.ru

С самого начала перевод выполнял важнейшую социальную функцию, делая возможным межязыковое общение людей. Распространение письменных переводов открыло людям широкую доступ к культурным достижениям других народов, сделав возможным взаимодействие и взаимообогащение литератур и культур. Знание иностранных языков позволяет читать подлиннике книги на этих языках, но изучать даже один иностранный язык удается далеко не каждому, и ни один человек не может читать книги на всех или хотя бы на большинстве литературных языков. Только переводы сделали доступными для всего человечества гениальные творения писателей.

Основным препятствием в процессе межкультурного общения являются национально-специфические особенности контактирующих культур. При переводе необходимо знать эти культуры различны, одно и то же понятие в них может

люди разных культур по-разному понимают различия. Люди разных культур по-разному могут различать и отдавать, любовь и ненависть, для них по-разному течет время, по-разному мир звучит и окрашивается в цвета у одних есть предметы, отсутствующие у других, и много у одних до сих пор активно используют то, что уже давно вышло из употребления. Особенности другой культуры могут быть неправильно интерпретироваться, вследствие чего возникает недопонимание.

Для обеспечения межкультурной коммуникации, переводчик в свое время должен быть не только билингом, но и полилингвом. Смысл языкового элемента становится понятным только тогда, когда он согласуется с культурным контекстом, в котором употребляется. Языки отражают действительность по-разному, асимметрично [2, 241].

Рассмотрение перевода, как компонента культуры, единого языка из понимания языка, как совокупности культурно-языкового образования, а культуры, как совокупности материальных и духовных достижений общества, включающей все стороны его бытия и сознания, в том числе и язык. При таком понимании язык трактуется как единое социально-культурное образование, отражающее особенности этноса, как носителя определенной культуры, выделяющей и отличающей его среди других культур.

В процессе перевода взаимодействуют не только два языка, но две культуры, имеющие как общую, так и национальную специфику. Выявление общего, интернационального, общечеловеческого и частного, особенного, национального является принципиальным при изучении такого явления, как межкультурная коммуникация. Истоки возникновения общечеловеческого и национально-специфического выявляются при изучении таких понятий, как «концептуальная и языковая картина мира социума» [2, 25].

Языковая картина мира составляет лишь часть «картины мира вообще, которая опеределована языковыми знаками или даже - языком - знанием языка, его единиц и правил и, главное, содержанием этих форм» [3, 97]. Языковую картину мира можно трактовать, следовательно, как совокупность сведений о мире, активизируемых с помощью механизмов вербализации соответствующих культурно значимых сведений, а также знаний, фактов и передаваемых от поколения к поколению с помощью