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Faculty of Philology and World Languages

V ХАЛЫҚАРАЛЫҚ ФАРАБИ ОҚУЛАРЫ
Алматы, Қазақстан, 3-13 сәуір, 2018 жыл

Студенттер мен жас ғалымдардың
«ФАРАБИ ӘЛЕМІ»
атты халықаралық ғылыми конференциясының
МАТЕРИАЛДАРЫ
Алматы, Қазақстан, 11-12 сәуір, 2018 жыл

V МЕЖДУНАРОДНЫЕ ФАРАБИЕВСКИЕ ЧТЕНИЯ
Алматы, Казахстан, 3-13 апреля 2018 года
МАТЕРИАЛЫ
Международная научная конференция
студентов и молодых ученых
«ФАРАБИ ӘЛЕМІ»
Алматы, Казахстан, 11-12 апреля 2018 года

V INTERNATIONAL FARABI READINGS
Almaty, Kazakhstan, April 3-13, 2018

MATERIALS
International Scientific Conference of
Students and Young Scientists
«FARABI ALEMI»
Almaty, Kazakhstan, April 11-12, 2018

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ЖАС ҒАЛЫМДАР

same time to save original thoughts and style of the poet. The Great Abay, Kazakh poet translated the G.Byron's poetry and introduced Kazakh people with the English classical poet. Such Kazakh poets as G.Kayirbekov, I.Mambetov, T.Zharokov, K.Bekkhozhin, S.Assanov, S.Maulenov, T.Ismailov and others made their contribution to translation of Byron's writings.

Abay translated M.Lermontov's translation of G.G.Byron: " My soul is dark – oh quickly string."

Original:
My soul is dark – oh quickly string.
The harp I yet can brook to hear,
And let thy gentle fingers fling
Its melting murmurs o'er mine ear.

M. Yu. Lermontov:
Душа моя мрачна. Скорей, певец, скорей!
Вот арфа золотая:
Пускай персты твои, промчавшися по ней,
Пробудят в струнах звуки рая.

Abay:
Көңілім менің қараңғы. Бол, бол ақын
Алтынды домбыраңмен келші жақын.
Ішек бойлап он еаусак жорғаласа,
Бейіштің үні шығар қоңыр еалқын.

THE IMPACT OF GLOBALIZATION ON THE TRANSFORMATION OF NAMING SYSTEM IN KAZAKHSTAN

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Globalization, has become enduring, common, omnipresent, and its every increasing tempo is outpacing the capacity of soeieties to cope with it (Anand, 2015; Furlong, 2015). It is in the eontext of the globalization and its influence upon naming of newborns that we must re-examine the study of anthroponyms in contemporary times. In this context the current pattern of naming newborns, particularly in traditional, non-Western soeieties appears to provide evidence of some ehange away from previous naming patterns.

Like in many societies, anthroponomy in Kazakhstan is changing. As the society in Kazakhstan changes by the impact of globalization, some anthroponyms are not used at all, while others are rcnewed and integrated with those of other cultures (Kuldecva, 2001). Kuldeeva indicates that the Kazakh anthroponymy tries to adjust to the different languages in use in Kazakhstan. These days, as international relations are actively developing, questions about giving names beeome more relevant.

The formation and evolution of a naming system depends on the development of state, legal institutions, and the level of soeio-economic transformation. Anthropological data indicates that we can judge the quality and level of national eonsciousness through the naming system of a country (Madyieva, 2004).

The present study utilizes a Grounded Theory design. Creswell (2012) contends that "Grounded theory designs are systematic qualitative procedures that rcscarchers use to generate a general explanation (grounded in the views of participants, called a grounded theory) that explains a process, action of interaction among people. There are three main perspeetives that emerged from the present study. The first is speeific old time or pre-Soviet period names. The second perspeetive has to do with Soviet era names. The final perspective concerns namcs given by young parents to their newborns in contemporary times.

Respondents indicated that naming of people in pre-Soviet times has to do with animal names. As a nomadie group, the Kazakh had special reverence for animals and the roles they played in giving life. The Kazakhs therefore named their children according to the animals on which they depended, such as zhylky (horse), nar (young carnel). Thus, a name such as Zhylkybai signifles rich (bai) person with a lot of horse(s) (zhylky). In Kazakh mythology, in pre-Soviet times, ehildren were given 'magical' names that were purposefully given to ward away evil spirits. Names sueh as Zhamanbala, Zhamankul were names that mean "bad boy" and "bad slave"

respectively. Such names were considered protective of children through their magical powers, and that they could ward away evil spirits by their magic.

Personal names had been enriched with names formed from appellative vocabulary, borrowed a certain amount of Russian names: Eskendir (Aleksandr), Mariam, Bates, Svetlana and names that reflect the political ideology of the time as Sovetkhan, Sailau (Election), Marlen (Marks, Lenin)

Religion, particularly, Islamic and its Arabic names have also featured in contemporary naming systems. According to the data given by the Committee of Statistics in Almaty the most frequently used names: Alikhan, Aisultan, Nurislam, Arsen, Erasyl for boys, Aizere, Aiaru, Aisha, Kausar, Rayana for boys. If to compare past and present names are renewed becoming short, modern.

In all generations of Kazakh history, the findings of the present study indicated a pattern of naming children that is depended on socio-cultural and political events; the Islamic faith and the Arabic influence; famous people's names; character traits; traditional beliefs and similar endings of names of siblings. In contemporary times, children have been named more on borrowed Arabic, Persian and European names.

THE IMAGE OF WOMAN IN THE NOVEL "JANE EYRE"
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In my study of female images in the novel "Jane Eyre" I found that most of them had prototypes in the life of Charlotte Bronte [5]; and, based on this, we can conclude that the female images in the novel "Jane Eyre" are related to each other as much as their prototypes were related to each other in the real life of this talented English writer. The connection of female images in the novel is cramped for the reason that they had an exceptional influence on the fate and character of Jane Eyre, they are all firmly entwined in the plot, which gives the novel its psychology, realism and scenes that touch to the depths of the soul - the injustice of Sarah Reed, the love of (and Helen Burns , the kindheartedness of Mrs. Fairfax and the unbreakable resilience of the character and the inner purity of Jane Eyre.

Each image is described in sufficient detail, all of them are finished images, as well as original in their own way.

The characters described in the course of the study play an important role in the life and development of Jane Eyre, none of them can be excluded, since it is in the aggregate that they create that environment and the conditions in which such an outstanding person as she emerged and developed..

Each of the female images left the narrative only as the completion of his "mission" in the development of the plot of the novel.

All female images are interconnected by the fact that only in aggregate they managed to "bring up" such a Jane Eyre, as it appears to readers in the novel.

USING GAMES IN LANGUAGE TEACHING
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The purpose of this paper is threefold: to discuss reasons for using games in language, to give suggestions on when and how to use games, and to explain categories for classifying games. Games are fun activities that promote interaction, thinking, learning, and problem solving strategies. Often, games have an aspect that permits the players to produce information in a short time period. Some games require the players to engage in a physical activity and/or complete a mental challenge. Why should games be used in classrooms? "Games are effective tools for learning because they offer students a hypothetical environment in which they can explore alternative decisions without the risk of failure. Thought and action are combined into purposeful behavior to accomplish a goal. Playing games teaches us how to strategize, to consider alternatives, and to think flexibly" (Martinson and Chu 2008: 478). That quote summarizes my beliefs about using games to teach, practice and reinforce a foreign language. Games provide a constructivist classroom environment where students and their learning are central

Games can play a range of roles in the language curriculum. Traditionally, games have been used in the language class as warm-ups at the beginning of class, fill-ins when there is extra time near the end of class, or as an occasional bit of spice stirred into the curriculum to add variety. All these are fine, but games can also constitute

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