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INTERNATIONAL AUXILIARY LANGUAGES

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An *international auxiliary language* or *interlanguage* is a language meant for communication between people from different nations who do not share a common native language.

The term «*auxiliary*» implies that it is intended to be an additional language for the people of the world, rather than to replace their native languages. However, it can also refer to the concept of such a language being determined by international consensus, including even a standardized natural language (e.g., International English), and has also been connected to the project of constructing a universal language.

During the 19th century, a bewildering variety of such constructed international auxiliary languages were proposed, so that *Louis Couturat* and *Leopold Leau* in «*Histoire de la langue universelle*» (1903) reviewed 38 projects.

Volapuk, first described in an article in 1879 by Johann Martin Schleyer and in book form the following year, was the first to garner a widespread international speaker community. Three major Volapuk conventions were held, in 1884, 1887, and 1889; the last of them used Volapuk as its working language.

After the emergence of *Volapuk*, a wide variety of other auxiliary languages were devised and proposed in the 1880s–1900s, but none except *Esperanto* gathered a significant speaker community. *Esperanto* was developed from about 1878–1887, and published in that year, by *L.L. Zamenhof*, as a primarily schematic language with word stems randomly borrowed from Romance, German and Slavic languages. The key to the relative success of *Esperanto* was probably the highly productive and elastic system of derivational word formation which allowed speakers to derive hundreds of other words by learning one word root. Also, from early on, Esperantists created their own culture, philosophy and spirituality, which made them a movement devoted to the "sacred cause".

In the educational world there is a great deal of discontent with the teaching of classical and modern languages. A well-constructed international language is much more easily learned than a national language, sharpens one's insight into the logical structure of expression in a way that none of these does, and puts one in possession of a great deal of lexical material which can be turned to account in the analysis of both the speaker's language and of most others that he is likely to want to learn. Certain beginnings have already been made toward the adoption of international language study as a means toward general language work. The international language movement has had, up to the present time, a somewhat cliquish or esoteric air. The increasing degree to which linguists, mathematicians and scientists have been thinking about the problem is a sign that promises well for the future. It is a good thing that the idea of an international language is no longer presented in merely idealistic terms, but is more and more taking on the aspect of a practical or technological problem and of an exercise in the cleaning up of the thought process. Intelligent men should not allow themselves to become international language doctrinaires. They should do all they can to keep the problem experimental, welcoming criticism at every point and trusting to the gradual emergence of an international language that is a fit medium for the modern spirit.

COMPARISON OF COMPUTATIONAL TERMINOLOGY IN DIFFERENT OPERATING SYSTEMS

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Operating system is a part of system software, which includes the set of managing and controlling programs, descriptions and instructions that make it possible for computer to function. According to Wikipedia, the Online Encyclopedia, there are approximately 600 operating systems, including system software for personal computers, mobile phones and other gadgets. However, there are not so many widespread OS out of this list. The main families of operating systems are the following: MS DOS; Microsoft Windows; UNIX; MacOS X.

The purpose of the present work is to compare and analyze the software terminology, used in these four families of operating systems. The topicality of this theme is determined by the fact that the sphere of

computers is nowadays interrelated with all the spheres of social activity, and the study of its main terminology is essential to understand the processes of informational technologies and making use of them in everyday life.

Analyzing the terms in MS DOS operating system, we can see a tendency to use short words or abbreviations for the software terms. This can be explained by the difficulties in creating a proper user-friendly programming language. MS DOS also used many terms created by the method of description and shortened with the help of abbreviations. This peculiarity either was easy enough to be translated into the binary code of computer, or to be understood by computer users. MS DOS used terms that had already been in existence in the English language before, usually in their basic, direct meaning. The only exception we have noticed was the term «shell», which was composed as a metaphor.

We can also announce that most of the metaphors used in different operating systems' software find their source in marine terminology, as «Dock» from Mac OS, «navigator» from Windows family, «Nautilus» from Unix family, and «shell» from DOS.

If to speak about the word composition of the software terms from different operating systems, we can tell that the most frequent way of word formation, used in all of the operating systems, is suffixation with the help of the suffix «-er». Thus, most of the software terms in each operating system are agent nouns.

The most common way of translating the operating systems' terms into Russian is transcription. The most frequent sources of borrowing word for the software terms are French (10 words out of 33 terms analyzed) and Latin (8 words). A large amount of terms also originated from Proto-Germanic language.

It is important to mention, that though in previous decades the translation of software terminology was done more carefully, and almost each term found its own analogue in Russian language, today most of the terms are not translated, but are just copied from English into Russian with the help of transliteration or transcription. For instance, previously we used the Russian word «проводник» as a software term. However, today it becomes more common to use the word «эксплорер» in Russian language, as it is transcription of the English term «explorer».

We can notice that Russian terms do not always correspond to the English one – they may be replaced by the synonyms in English language. We noticed that the term «manager» can sometimes be translated as «навигатор», though at the same time we translate «navigator» as «менеджер». In fact, there is no strict line between the notions and their translations. The first thing that can explain differences in Russian borrowings is the difference between the linguocultural concepts. It may be considered that English and Russian-speaking people have slightly different images of the words «manager» and «navigator». In Russian concepts, «manager» would have strict and well-organized, usually hypertext structure. At the same time, the concept «navigator», as corresponding to the marine terminology, will be associated with more user-friendly designed interface and less linear structure.

USING THE INTERNET IN ENGLISH LESSONS

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In general, the Internet is a system which allows people who use computers to communicate with each other. It is a large-scale network of millions of computers that allows continuous communication across the globe.

Although the Internet is very popular, a useful tool for teachers and a motivating factor for students, it is still not widely used in foreign language lessons. The Internet in English language classrooms is a relatively new phenomenon.

There are several advantages of using the Internet in English lessons. These could be summarized as follows:

The Internet contains an enormous amount of authentic material that can be used in language lessons. Authentic material provides information about language culture, which often cannot be found in course books. It provides learners with an opportunity to use their relevant knowledge of the world, discourse and language system.

The language used on the Internet is authentic, a real language that has not been prefabricated. Many websites provide students with authentic language practice, like online newspapers and magazines, museum, restaurant, tourist information, homepages, etc. Using the Internet in language classes is motivating for students.