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УНИВЕРСИТЕТІ

ҚАЗАҚСТАН РЕСПУБЛИКАСЫ
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«ҒЫЛЫМ ЖӘНЕ БІЛІМ – 2017»
студенттер мен жас ғалымдардың
XII Халықаралық ғылыми конференциясының
БАЯНДАМАЛАР ЖИНАҒЫ

СБОРНИК МАТЕРИАЛОВ
XII Международной научной конференции
студентов и молодых ученых
«НАУКА И ОБРАЗОВАНИЕ – 2017»

PROCEEDINGS
of the XII International Scientific Conference
for students and young scholars
«SCIENCE AND EDUCATION - 2017»

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ҚАЗАҚСТАН РЕСПУБЛИКАСЫ БІЛІМ ЖӘНЕ ҒЫЛЫМ МИНИСТРЛІГІ
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Астана

Жинаққа студенттердің, магистранттардың, докторанттардың және жас ғалымдардың жаратылыстану-техникалық және гуманитарлық ғылымдардың өзекті мәселелері бойынша баяндамалары енгізілген.

The proceedings are the papers of students, undergraduates, doctoral students and young researchers on topical issues of natural and technical sciences and humanities.

В сборник вошли доклады студентов, магистрантов, докторантов и молодых ученых по актуальным вопросам естественно-технических и гуманитарных наук.

Off-line learning tools are autonomously used tools.

The use of this electronic product is possible at all stages of the lesson: testing knowledge, learning new material, fixing the material. In an individual mode with students wishing to thoroughly study the subject, work is also being done with other types of computer facilities. These are electronic textbooks and encyclopedias, simulators for preparing for exams, which in addition to the result give an explanation and the correct answer, virtual experiment systems, teaching games.

In the educational process, a computer can be both an object of study, and a means of teaching, educating, developing, and diagnosing the learning content of learning, i.e. There are two possible ways of using computer technologies in the learning process. At the first - the assimilation of knowledge, skills and habits leads to the realization of the possibilities of computer technologies, to the formation of skills for using them in solving various problems. At the second - computer technologies are a powerful means of increasing the effectiveness of the organization of the educational process[7;67]. But today, at least two more functions have been defined: the computer as a means of communication, the computer as a tool in management, the computer as a developing environment. The simultaneous use of all these directions is important in the educational process.

The existence and interaction of all of them simultaneously, not only in the educational, but also in the educational process, leads to the desired result, which is set by the society before the school. As a result of the use of information technologies, the dynamics of the quality of students' knowledge began to increase, and the motivation for learning activities increased.

The rapid development of the information society, the dissemination of multimedia and network technologies make it possible to expand the use of ICT in schools. Modern means of information and communication technologies make it possible to improve the efficiency and quality of the educational process in various aspects of it, playing an essential role in the formation of a new education system, goals and content, and pedagogical technologies.

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LINGUISTIC INTERFERENCE IN THE CONTEXT OF KAZAKH-ENGLISH BILINGUALISM

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Learners of English, despite their different backgrounds, face difficulties when it comes to

learning English as a second or foreign language. Nonetheless, it is found that native speakers of English encounter shared difficulties when it comes to using English articles. It is found that the cause of such problematic issues is due to mother-tongue interference. Mother-tongue interference means the effect of the learners' native language on second/foreign language learning. Therefore, it is found that our first language interferes with Kazakh learners of the English language, especially when it comes to using English articles. Due to the differences between the Kazakh and English article system such problems arise.

Native speakers face a number of problems in their attempt to acquire the English language. It is generally agreed that students whose first language is Kazakh language struggle the interference on all level of language construction. For instance, the absence of similar construction of English language and Kazakh language grammatical functions has too much examples from different aspects of grammatical level. Generally it is well known that the language is a complex domain with a number of subskills. These skills appear in various fields such as grammar, vocabulary, pragmatics, syntax, semantics, morphology, functions, comprehensions, pronounciation, etc. Due to the complexity of the language, it can be said that transfer can ocur in different directions and fields. As it is seen in the examples, not only the first language affects second language skills but also the people who know a second language have transfer effects in their mother language. The foreign language user discovers the differences in two languages so in the first language more complex linguistic, syntax and semantic organisation can occur. The transfer also takes place in pronunciation, vocabulary and language skills.

In order to identify the potential interference zone displays of kazakh-speaking students, teacher can magnify facts of a foreign language, which differ from the facts of the native language, or lack of it, in particular lexical and grammatical characteristics of words, grammatical categories, etc. These facts can be set by duolingual analysis.

As noted by the scientist Grigoriev, "duolingual" analysis procedure involves four steps:

1) separate description of systems or subsystems of the contact languages;

2) confrontative analysis of considered systems, subsystems or models to determine similarities and differences;

3) prediction of interference;

4) experimental verification of the scope of the predicted interference [1, 20].

Remarkably, Kazakh-speaking students face different levels of interference during learning second language.

Phonetic interference of Kazakh-speaking students associated with various deviations from the rules of pronunciation. At this level, distinctive features are compared to the distribution of phonemes rules. Interference on the phonological level can be caused not only erroneous establishment of phonological correspondences of students.

Grammatical interference of Kazakh students occurs when the rules of arrangement, agreement, select or obligatory change of grammatical units in the language system used to roughly the same chain of elements of their mother tongue, which leads to disruption of the target language, or when rules are required in terms of view of grammar where it does not work because of their lack of language grammar knowledge.

Failures in distinguishing between the grammatical categories of languages, have the meaning, which is very often observed in language contact situations.

In his research about "The Natural Order Hypothesis" Krashen posits that the acquisition of grammatical structures follows a natural order. In some contexts and depending on the language, some grammatical structures may be acquired earlier or later. According to this theory, some of the patterns in one language are naturally transferred to the second language which may be an indicator of error in some structures. Not all the structures in the L1 are the same in the L2. As a result, students may make many mistakes.

In order to better understand those examples the table with some details is provided. In the Table 1 the most vivid misunderstandings of some grammatical rules are presented. The main source of the existence such misunderstandings is the students' unintentional immediate comparing

process with the grammatical rules of their mother tongue.

Possessive indicator	'-s' with the apostrophe
Auxiliary verbs	presence of verb in all sentences
Articles	defenite/indefinite/zero article
Present simple third person	adding the ending –s to the verb
Plural nouns	Exception words

Table 1

On the Table 1 we can see the grammatical aspects of English language which do not have the analogue in Kazakh language. To the most extent possessiveness in English language is demonstrated by the apostrophe and adding –s letter. In contrast in grammar rules of Kazakh language only usage of diverse endings which is agreed with the stem by vocalics is highlighted. Secondly, the inevitable usage of auxiliary verbs in every type of sentence lead to the enourmous number of mistakes of students with the beginner or pre-intermediate level of English language acquisition. Articles also do not have any similar rules for Turkic language family. As for the difference in formulating the sentence in present simple tense in third person, sometimes even students with better language level forget about it.

Likewise lexical interference is well-distributed among Kazakh learners. With regard to ease of dissemination of lexical units (in comparison with the phonological and grammatical rules) for the borrowing of words rather minimal contact between languages is needed. With mass bilingualism, lexical influence of Kazkah language to English can reach huge sizes. Under certain conditions, socio-cultural bilingual student is something like a merger of the vocabulary of the two languages in a single fund lexical innovation.

One of the undeniable examples of interference in kazakh students the fact that our bilinguals may use prepositions incorrectly. For example, differentiating the preposition in phrases 'in time' and 'on time' while speech producing process. In kazakh language for indicating the punctuality degree simple endings is used. To some extent short intensifying words may be utilised.

Lexical borrowings made by Kazakh-speaking auditorium can be examined from the standpoint of phonological, grammatical, semantic and stylistic ingrowth of new words in the language of borrowing.

At the heart of the interference at the level of parts of speech of Kazakh students are primarily categorical differences and other features of the parts of speech in different languages.

Kornev said that these differences are found by comparing all the parts of speech, such as nouns, verb forms, the presence or absence of articles provokes mismatches. The author notes that "in order to overcome the interference of grammar is necessary to identify the similarities and differences and to establish cross-language equivalents for the success of their assimilation" [2].

T.G. Shishkina, which studied the morphological interference in translation, identifies the following causes of interference errors in grammatical categories:

1. Insufficiently deep penetration of communicant in the context of the information transmitted;

2. The erroneous identification of grammatical categories that exist in both languages;

3. The use of direct formal grammatical correspondences in translation [3,15].

These errors is also close to Kazakh students.

Referring to the morphological interference there is provided some typical errors and misunderstandings which tend to occur in classroom. Morphological interference undergo many English words which is different from Russian in form and certain rules, for instance:

- *кеңес, кеңестер*– advice;
- *жаңалық, жаңалықтар* – news;
- *қой, қойлар* – sheep;
- *жетістік, жетістіктер* – progress;
- *ақпарат, ақпараттар* – information.

That is to say from the phonological point of view, the transferred tokens can either be subject to changes aimed at bringing them into line with the syntagmatic and paradigmatic rules of the sound system of language, or, conversely, may be an attempt to keep them sound shell intact and treat them as a kind of phonological quotes from language.

From a grammatical point of view of lexical borrowing is also subject to assimilation in the framework of the system of language of students.

From the point of view of semantics and stylistics, borrowed vocabulary may initially be in a position free variation with the old vocabulary, but in the future, if native and borrowed words survive, usually values specialization. Thus, the majority of bilingual students tend to understand it as possession of two languages and regularly switch from one to the other depending on the situation of communication. Absolute ownership (duplication) apparently does not happen. Differentiation is carried out, depending on to whom it is addressed to one of the languages, under any circumstances, that should be expressed.

From a linguistic point of view, the description of the bilingual situation can be represented as a set of linguistic variations, which have bilingual individuals and rules for their use, depending on one or another sphere of social and personal relationships.

Scientist Karlinsky presented three possible methods for the study of cross-language interference in applications. Each of them can be applied in traditional foreign language classroom in kazakh-english bilingual environment.

1. The inductive method. This method is associated with fixing mistakes in speaking another language learners and their classification according to various criteria. The disadvantage of this method is that it does not involve distinguishing interference and errors.

2. The deductive method. This allows foreign language teacher to predict the scope of potential interference theoretically by comparing language systems or individual events and the establishment of the cases of the similarities and differences between them. The disadvantage of this method is that it is purely linguistic and abstract nature.

3. Experimental method. This method is associated with the creation of artificial conditions for the observation and study of the phenomena of interest to the experimenter at the moment, with the involvement of the informants. The aim of the experiment is always to test a specific hypothesis, which should be stated explicitly before his productions [4, 54-55].

The latter method seems to more appropriate it is for the study of interference, because it is focusing and applied characteristic and involves working with a large amount of material, which provides more reliable data. Therefore, to identify cross-language interference in a bilingual classroom using the experimental method is considered to be more appropriate.

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