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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
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«SCIENCE AND EDUCATION - 2017»

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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.

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help them consolidate lexical knowledge of words. They can keep their minds active through playing with words and letters what help also developing their communicative competence.

And also such activities include vocabulary games which especially focus on helping learners develop and use words in different contexts by making the lessons enjoyable. Therefore, it is necessary to explore whether students learn vocabulary effectively through games and how they learn it.

In summary, learning vocabulary through games is one effective and interesting way that can be applied in any classrooms and is a way to make the lessons more interesting, enjoyable and effective. The results of this research suggest that games are used not only for mere fun, but more importantly, for the useful practice and review of language lessons, thus leading toward the goal of improving learners' communicative competence, useful and effective tools that should be applied in vocabulary classes.

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EXAMINATION OF PHYTONYMS' CULTURE-DETERMINED CONNOTATIONS

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Studies of phytonymic vocabulary, unlike zoonymic, have not yet become systemic in domestic linguistics. The published monographs and articles often involve phytonyms as illustrative material, also to describe phytonymic functions according to Maslova, can be regarded as the 'key' to solving world's national vision [1, p. 145]; tree, oak, etc. while comparative analysing of connotative meanings in Russian and Spanish [2, p. 243]; mimosa, cucumber, burdock, etc. in the study of linguistic metaphors [3, p. 87].

In recent decades in the thesises phytonyms have increasingly become the subject of independent research: there is made a systematization and classification of Russian phytonyms for thematic groups on the lexical and derivational levels; described the national identity of phytonymic Russian language in comparison with the same lexical units in twelve languages; analyzed the functioning of the names of plants as part of sustainable comparisons. However, several issues remain to be unresolved: there is not designed terminological apparatus, poorly understood culturally deterministic connotations of phytonyms in the aspect of comparative cultural linguistics and phytomorfea as the phenomenon as a whole. The purpose of this article is to analyze the classification of phytonyms from different perspectives.

While our investigation conducting, as a result of continuous sampling phytonymic vocabulary, was made basic list of names of flora, 675 tokens. From these units were selected phytonyms, followed in the MAC,Tolkovyi slovar russkogo yazyka S.I. Ozhegova, A Dictionary of

the English Language by Samuel Johnson [prescriptive], Merriam-Webster, as well as having 55 tokens, which were on the basis of the Russian National Corpus [NKRYA] and our own filing 24 tokens have been added. Thus, there was 79 tokens, which we classified in two ways.

I. Thematically selected phytonyms can be divided into two unequal in terms of numbers groups .

1.1. The first group included phytonyms with anthropomorphic connotative values, which constitute the majority - 61 token. In this number, we have also included a token, non-A direct-but fitonimov (as names of plants and their parts), but included in the thematic subgroups "Objects made of wood" (part of the felled, sawn, broken tree) and gives connotative meaning: club, of wood, pole, deck, driftwood. Connotations of the first group are updated in the secondary categories of phytomorphisms (morel, rose) and sustainable human comparisons or parts of his body with a plant or a part of it (the ears, like mugs, lips like a bud).

The body of phytonymic metaphors, describing the person, is a hierarchically organized system of interconnected and interdependent lexical variants and shades. At the heart of the metaphorical transfer plant>human there are real or imagined qualities and properties attributed to man.

Often connotative meanings have some motivational indicators are superimposed on each other, and the metaphorical phytocharacteristics, which are formed on their base, align or overlap. Dictionary of Russian language registers, such connotations club name: "About tall, lanky man»-characteristics of appearance [MAC I, p. 612]; "About muddled, dull man" characteristics of intellectual qualities [Ibid]. In the structure of phyto morphisms can be detected more semantic branches: one or two may be basic, the other less binding, occasional or even opposite nature. For example: morel "On a small, nondescript or old, wrinkled man" [MAC IV, p. 157]; Basic semes of connotative meaning of phytonym are "small growth" and "dull appearance" and semes "old age" and "wrinkles" are realized only in certain contexts, we have met examples where the morels were called and young people and adolescents. The phytomorphism 'pod' in most contexts marked as the connotation of "ugly, thin, middle-aged, unfit" but also occasionally meets connotation of "a middle-aged, but strong".

Subgroup A. The most numerous phytonyms are phytonyms, which connotative meanings associated with the appearance, physical condition, age - 37 tokens. The main characterizing this group of signs phytonyms are appearance (beautiful ugly), height (high undersized), figure (a slender, perfectly folded inharmonious folded, too skinny, fat, clumsy), physical condition (fresh, blooming, strong emaciated, weak, sickly), age (young, young old age, decrepit), which is almost always intersect, so they can be included in different subgroups.

Height and body (12 units). High growth and harmonious body, fitness expressed metaphorically in comparison with the poplar, birch, rowan, ash; high growth, while thinness compared to a pole, a stick. High growth along with emotional and intellectual response (stupid, insensitive) with a club. Low growth and inharmonious, clumsy physique faiths - morel, pod deck snag.

Appearance (26 units). Characteristics appearance usually associated with the age and physical condition. Beauty (and youth)has such phytomorphisms like rose, bud, flower (little flowers), peach, violet, berry (berry). The ordinary-looking appearance, associated with old age and physique inharmonious, denoted phytomorphisms mushroom, morel, pod. In stable comparisons that characterize the face, mouth, skin, eyes, nose, ears, hair, human head, are used phytonyms like bud, rose, poppy, cherry, apple, peach, cornflower, currants, potatoes, burdock, flax, straw, head out turnip.

Physical condition (7 units). Feature "fresh and stable [which means young enough] asound phytomorphisms cuke (cucumber), pumpkin (berry), "physically weak" [and more likely to be aged]. Phytomorphisms dandelion, lemon [exhausted], pod.

Age (7 units). For determining young age фитоним burgeon, young peach, rose, old fart, wizened old man, froth are used.

Subgroup B. The second subgroup consists of phytonyms connotational meanings of which

are related to features and human behavior - 24 units.

Phytomorphisms of this subgroup can express: moral-ethical features of human (4 units): blockhead, asphodel- self-affected, fruit, horse radish, negative features are expressed non-specifically; social-communicative features (16 units): shy, awkward, dullard, wood, blockhead, indifferent, unfeeling, cactus ,barbed wire, tenacious, acrid, witty ,mocking, thin-skinned, rolling stone, changing the place to live in and that's why having no family, lonely, unfertile flower, useless for society, early vegetable, unprepared for activity, cheerful but wicked. Intellectual features [5 units]: oak, blockhead, gook, thick skulled, silly, stupid, sucker, flea-brained.

The second group consists of phytonyms with connotations which lack of anthropomorhy meaning. 18 lexical units. These connotations are often used in secondary nominations which metaphorically characterize various abstract notions , phenomena, events. Phytonym of the word grass is an exception, allegoric meaning of which is tasteless meal. As an example, some abstract concepts and herbal characteristics: the fruits, a small part of the grain, the beginning, the source of a root, seed, sprout, young [young] growth, something indiscreet strawberry, stagnation, something that prevents, mold, slime, something harmful, unnecessary weeds, obstacles, difficulties thorns. Connotative meaning of raspberries phytonym, which is marked by the dictionaries: "What a very pleasant" [4, ie II, p.. 218]; "A very good, free life" [5, p. 448] may have caused and the use of the name to denote "of thieves apartment, a den of thieves" [ibid], because, in essence, this is the place of free life for thieves.

Connotative meaning of some phytonyms of this group are specified mainly in the phraseological combinations. In phraseologisms rest on our laurels phytonym laurel [s] metaphorically refers to the recognition and awards; [branchy] cranberries - absurdity, a lie; [case] tobacco - the dangers, poor thing. Connotationing value of myrtle phytonym contributing to the character in the linguistic world of many nations: a wreath of myrtle leaves and myrtle branches symbolize "the silence, peace and delight" [4, ie II, p.. 277].

II. On the axiological basis of phytonyms' connotative meanings both the first and the second group can be divided into land reclamation, pejorative and neutral. Evaluation component connotations [often with the emotional component] in the structure as a phytomorphism and metaphorical nonanthropomorphic characteristics allow speaking in figurative form of speech to express their attitude to the subject. The formal indication of the emotional component in Russian often is diminutive suffixes [cvetik, yagodka]. Sometimes it becomes diminutive form of connotative meaning: ogurchik, berezka, ryabinka.

Unlike zoonymic lexicon connotative meanings of phytonyms have a smaller percentage of pejorative components. In subgroup A first group [G1] "The appearance, physical condition, age," dominated by the token with reclamation connotations 21 units [Bud, Rose, Poplar, berry, etc.], 15 tokens have a pejorative connotation [mushroom, tree, head, turnips, etc.], and 1 phytonym flax [of hair] has estimated a neutral connotation, as it is characteristic of the color [bright white]. In a subgroup of the first group B [1.1] "Qualities of character and human behavior" all connotations are pejorative [cactus, burdock, daffodil, tumbleweed, barren flower, fruit, etc.]. It should be noted that, as in the case of zoomorphism in Russian language picture of the world at a metaphorical understanding the nature and behavior of the person names of many plants acquired culturally determined negative connotations, which have developed on the basis of stereotyped images and metaphorical phytocharacteristics. The reason for this phenomenon is still to be explained, but it should be noted that language pictures of other peoples of the world lacks many of the characteristic pejorative phytomorphic characteristics. In Italian, picture of the world, for example, none of the [hytonyms denoting trees, has pejorative connotations and phytonyms calling mushrooms, no vested connotations.

In the second group [T2] including phytonyms with nonanthropomorphic connotative meanings, it is difficult to classify on the basis of axiological, perhaps due to the fact that the estimates metaphorical abstract concepts, phenomena and events more people suspended from them and shows less emotion. Some metaphorical characteristics are sufficiently neutral [grain, root, sprout, seeds, thorns]; reclamation of other connotations component is expressed in varying

degrees, this can be attributed to the six phytonyms [laurel, raspberries, myrtle, fruit, growth, color]; in other denominations celebrated pejorative component [strawberry, cranberry, mold, weeds, mud, grass].

Proposed in this paper phytonymic classification can serve as a base for their further studies in comparative aspect of cultural linguistics and lexicography

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FEATURES AND FUNCTIONS OF THE SUBSIDIARY EDUCATION

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The rapid changes and increased complexity of today's world present new challenges and put new demands on our education system. There has been generally a growing awareness of the necessity to change and improve the preparation of students for productive functioning in the continually changing and highly demanding environment. In confronting this challenge, it is necessary to consider the complexity of the education system itself and the multitude of problems that must be addressed. Clearly, no simple, single uniform approach can be applied with the expectation that significant improvements of the system will occur.

According to Cummins [1, 27–34], a common underlying proficiency (CUP) exists between two languages; concepts, skills, and ideas learned in a student's first language will transfer to a student's second language. The more similarities exist between the home language and English [2]. Language development is interconnected by a positive correlation; if teachers can increase a student's home language reading proficiency, the student's English language reading proficiency will increase as a result [3]. Cloud and associates further explained that "linking literature instruction in English with the home language engages ELLs in the learning process because they can demonstrate what they know long before their competence in English is fully developed" [3, 86]. In addition, students who know how to read in their first language have numerous advantages when learning to read in English. According to Freeman and Freeman [4, 102-116] "Students who read in their primary language … understand reading is a process, … subconsciously use cues from the linguistic cueing systems," and have a clear understanding of both the text's organization and text features [4, 104]. Therefore, it is beneficial to encourage ELLs to use their home language to assist with English language acquisition. When teachers value the home languages of their students, it strengthens the linguistic identities of their learners. While there are certainly students who come