



ҚАЗАҚСТАН РЕСПУБЛИКАСЫ
БІЛІМ ЖӘНЕ ҒЫЛЫМ МИНИСТРЛІГІ
МИНИСТЕРСТВО ОБРАЗОВАНИЯ И НАУКИ
РЕСПУБЛИКИ КАЗАХСТАН
MINISTRY OF EDUCATION AND SCIENCE
OF THE REPUBLIC OF KAZAKHSTAN



Л. Н. ГУМИЛЕВ АТЫНДАҒЫ
ЕУРАЗИЯ ҰЛТТЫҚ УНИВЕРСИТЕТІ
ЕВРАЗИЙСКИЙ НАЦИОНАЛЬНЫЙ
УНИВЕРСИТЕТ ИМ. Л. Н. ГУМИЛЕВА
GUMILYOV EURASIAN
NATIONAL UNIVERSITY



Студенттер мен жас ғалымдардың
«Ғылым және білім - 2015»
атты X Халықаралық ғылыми конференциясының
БАЯНДАМАЛАР ЖИНАҒЫ

СБОРНИК МАТЕРИАЛОВ
X Международной научной конференции
студентов и молодых ученых
«Наука и образование - 2015»

PROCEEDINGS
of the X International Scientific Conference
for students and young scholars
«Science and education - 2015»

УДК 001:37.0
ББК72+74.04
Ғ 96

Ғ96

«Ғылым және білім – 2015» атты студенттер мен жас ғалымдардың X Халық. ғыл. конф. = X Межд. науч. конф. студентов и молодых ученых «Наука и образование - 2015» = The X International Scientific Conference for students and young scholars «Science and education - 2015». – Астана: <http://www.eni.kz/ru/nauka/nauka-i-obrazovanie-2015/>, 2015. – 7419 стр. қазақша, орысша, ағылшынша.

ISBN 978-9965-31-695-1

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.

УДК 001:37.0
ББК 72+74.04

ISBN 978-9965-31-695-1

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ұлттық университеті, 2015

Евразийского национального университета имени Л.Н.Гумилева, №1 (98), 2014, С 102-105

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УДК: 81' 373.7

PHRASAL VERBS: FORMATION, USAGE AND REMEMBERING

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Nowadays many young men are interested in science. Surely, this fact makes the older generation look forward with great sense of hope and inspiration.

Following the idea of L. N. Gumilyov, the idea of “cosmism” (the key of living in a harmony is living obeying the Universe rules), it is self-evident the modern society should make a living taking into consideration the up-to-date events, the process of globalization and the informational streaming. Developing these thoughts it is obvious to come, to face the suggestions of President of the Republic of Kazakhstan in order to achieve ones goals aims a lot of work should be done, tones of useful “right” literature should be read, the body and the mind should be held in clearness.

Modern generation of people knows several foreign languages; they are good at sport, interested in creating new and helpful devices. And according to the leader of the state the politics of three languages is crucial, the future holds the innovations in every sphere of life and the language is an important tool to make those innovations be alive, spread all around the world, in general, it makes the humanity go ahead.

Therefore, English is needed to be learnt as ever. And the theme “Phrasal verbs” is irreplaceable in learning English; they make the language more colourful, make the speech not boring to the listeners, if one uses phrasal verbs, idioms or phraseologisms in a correct way, native will respect and adore in some kind.

A phrasal verb consists of a verb and a preposition, a verb and an adverb, or a verb, an adverb, and a preposition — the verb’s partners are collectively known as particles — that combine to produce a figure of speech. (Phrasal verbs are common in idiomatic expressions, such as “add insult to injury” or “scared them out of their wits.”) Examples include “call back,” “check up,” and “give in” [1, 59].

Phrasal verbs are easily split by pronouns, nouns, and noun phrases, as in “I’m making it up,” “Put your toys away,” and “I poured the soup mix in.” Note that a phrasal verb can be split or kept together when used with a noun (“Put down your pencils” or “Put your pencils down”) but no such choice is possible with a pronoun: You can write, “Put them down,” but “Put down them” isn’t considered grammatically correct.

For instance, to the students who at the Information Technology Faculty the following example might be presented:

1) Finally, I have figured out how to use Mac OS.

- 2) I set up new operation system with the help of VB (Virtual Box).
- 3) I logged out from VK (social network VKontakte).
- 4) Unfortunately, I have to cut out these words from our article.
- 5) Obviously, hackers of Anonymous broke into our systems.
- 6) Hackers have broken off connection between users.
- 7) Bytes of my program lined up on the one cable.
- 8) Gamma rays have gone through the fiber optic cable.
- 9) Phone signal have spread out in the range of -90 and +90.
- 10) Workers of Google must keep on doing their work.
- 11) Alexander has gone back to his house after the party, devoted to DNA computers installation celebration.
- 12) My robot has taken on the form of a human.
- 13) James had to hang up the phone, but he did not do it.
- 14) Neo looked out of his car, because he did not want to leave his laptop at home.
- 15) Jack is looking for house for his family.
- 16) Harry will not type in today.
- 17) You must not knock out him.
- 18) Hitler tried knock off all in the world.
- 19) They turned down your application.
- 20) Students must write down teacher`s lecture.

One of the grammar/vocabulary areas that causes most problems for students of English is phrasal verbs, and not surprisingly. As it was discussed, this difficult area is worthy of much attention. This time we turn the spotlight on phrasal verbs with the same base verb - "get".

"Get" is a verb whose use on its own is frowned upon by many purists, and its use should be avoided as far as is possible in formal contexts, where recourse to such verbs as obtain, acquire and receive is preferred. For example, "I received your letter/I received a lot of help" rather than "I got your letter/I got a lot of help" [2, 182]. However, the phrasal verb forms, conveying as they do specific meanings, are accepted more readily.

Before reading any further, how many phrasal verbs with "get" can be thought of? Here, there are eight of them.

"Get through to" means to "make contact" and is most often used in the context of trying to contact someone by telephone, so you might say, "I've been trying to get through to him on the phone all morning". It can of course also be used when you succeed in contacting someone, such as: "I got through to him straight away", although here the connotation is that usually it is difficult to speak to him (because he's always on the phone). "Get through to" also represents the idea of making someone see sense or understand what you're saying, as in the example: "I just can't get the message through to him". "Get through" - without the preposition "to" - can mean to succeed in an examination or test, and to use, spend or consume ("we got through our money very quickly").

Next is "get by". The best way of explaining this phrasal verb is to substitute it for the word "survive". So if you said, "When I was a student, I got by on \$20 a week", the idea is that \$20 was all you needed to survive (i.e. to buy the basic, essential things every week).

"Apparently, he stole thousands of pounds from the company and got away with it for years" [3, 254]. The phrasal verb "get away with" means to avoid being caught and punished, and is often used in the expression "He'll never get away with it", to express an opinion that someone who is doing or has done something wrong will not be able to escape punishment in the end.

Today many students from non-linguistic faculties are interested in English. It helps not only in foreign language lessons but also in life. Young people are involved in learning process by means of watching movies, listen and follow the latest news, listen to audio books, discuss some issues with the native speakers some in source language – all these things make a great influence on better comprehension and make the learning of English as a foreign language interesting to learn.

There some examples of phrasal verbs from "Dark fields" of Alan Glynn. The book is read all over the world by people of different ages and became bestseller. There is a movie called

“Limitless” with the famous cast in it like B. Cooper.

1. I should have just **stayed in** the city, and let the time-lapse flicker of the lights short-circuit my now preternatural attention span, let the relentless bustle and noise wear me down and burn up all this energy.

2. I’m facing the TV set, which is bolted to the wall in the corner, and is **switched on**, tuned to CNN, but with the sound turned right down.

3. It is beginning to **break up** under the immense pressure, beginning to crack and fragment into separate shards of memory – while simultaneously remaining.

4. I suppose I brought the laptop with me intending to **get** everything **down** on a disk.

5. I had a host of companion symptoms as well, niggly physical things that **showed up** occasionally, weird aches, possible lumps, rashes, symptoms of a condition maybe, or a network of conditions. (niggle is like irritable)

6. We **settled into** a booth, finally, and a waitress came over.

7. They had **looked out** for each other in the big bad city, and been each other’s final court of appeal in relationships, jobs, apartments.

8. The people I **work for** have come up with an amazing new substance.

9. I **looked down** at the tiny white pill in the center of the table.

10. He **reached into** a side pocket of his jacket and pulled it out.

11. He **turned off** the phone and put it back into the side pocket of his jacket.

12. I **finished up** the first one and started in on the new one.

13. Eventually, I **picked up** Vernon’s card and put it in my pocket.

14. I entered the building and **walked up** to the third floor, passing buggies and bicycles and cardboard boxes on the way.

15. I found myself **taking** some books **down** from a shelf above the stereo system - *a shelf where they didn’t belong* - and putting them on to another shelf, one where they did belong.

16. I **moved** my desk **over** to the other side of the room, creating a whole new storage area where I could put boxes of papers that had previously occupied shelf space.

17. I was fairly ruthless and threw out things I’d been keeping for no good reason.

18. When my desk was all **tidied up**, I decided to go into the kitchen to drink a water.

19. I **got down** to the job of cleaning it all up.

20. I **went over** to the chair where I’d left my jacket.

21. I **turned around**, went over to the couch and sat down very slowly.

22. I **swung** my legs **back** off the couch at once, and **stood up**.

23. I reached over to a shelf above the desk for the Raymond Loewy biography and studied the photograph on the cover – a dapper, moustachioed Loewy posing in his very modern office in 1934.

24. A car alarm **went off** in the street and I endured it for a moment or two, but then **looked up** – waiting, hoping for it to stop, and soon.

25. Raymond Loewy **broke into** industrial design when he was commissioned to **come up with** a new Gestetner duplicating machine [4].

As it was mentioned above, the phrasal verbs have a lot of meanings. There are no exact rules how to learn them correctly. Such rules do not exist. And the best way to learn by heart phrasal verbs as it was showed above is to learn them in the context, because phrasal verbs in different context have different meanings.

The more phrasal verbs are learnt in the context the merrier they are remembered. The context plays an important role in studying phrasal verbs. It should be, touching, catching, funny, not-ordinary, mostly remembered, up-to-date, simple and interesting for the learners at the same time.

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УДК: 811.111:[37.091.3:004.032.6]

ИСПОЛЬЗОВАНИЕ МУЛЬТИМЕДИЙНЫХ ПРОГРАММ В ИЗУЧЕНИИ АНГЛИЙСКОГО ЯЗЫКА

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В наше время огромное внимание уделяется возможностям использования мультимедийных программ в разных сферах жизни общества, в частности, в образовании при обучении иностранному языку. Интерес к программам как "English For Communication", "The Grammar Room", "English Reading Club" с большими возможностями представляют в учебном процессе. Эти программы гарантируют огромную информативную базу языкового материала, повышение внимания и познавательной активности учеников, высокую степень ясности учебного материала, позволяют обучить каждого ученика индивидуальным методам, содействуют дифференциации работы студентов, учету их собственных особенностей и темпов обучения, а также увеличению времени самостоятельной работы обучающихся, что немало важно при кредитной системе обучения. [1]

Обучающие программы начали занимать важное место в жизни каждого человека. Учащиеся и конечно студенты используют компьютер лишь для того, чтобы поиграть в компьютерные игры и не понимают весь потенциал этого устройства. Но к счастью, много и тех, кто нашел ему правильное применение в разных сферах жизни. Так, например, он помогает в учебе, в бизнесе, в планировании рабочих проектов, в продажах и во многом другом. Это очень удобно, когда у тебя есть такой помощник, ведь мы, не выходя из дома, можем напечатать статьи, рефераты, доклады, одним словом, все что угодно и все что нужно. Кроме того, компьютер может помочь в изучении иностранных языков. Ведь существует огромное количество электронных учебников, мультимедийных обучающих программ, которые могут дать хорошие результаты в изучение разных предметов, и главное в изучение английского языка.

Огромный прогресс в развитии компьютеров и компьютерных программ начинает менять процесс обучения английскому языку. Активное и уместное использование компьютера на уроке английского языка возможно и целесообразно, исходя из специфики самого предмета. Ведущим компонентом содержания обучения иностранному языку является обучение различным видам речевой деятельности говорению, аудированию, чтению, письму.

В практике использования ПК и компьютерных программ в учебном процессе особенно подчеркивается его обучающая способность. Компьютер - это инструмент, который самостоятельно организует работу обучающихся, контролирует и управляет ею, особенно в самостоятельной тренировочной работе с языком и речевыми материалами.

В практике применения компьютера в учебном процессе особо подчеркивается его обучающая функция, а также, компьютер является инструментом, который организует самостоятельную работу обучающихся и управляет ею, особенно в процессе тренировочной работы с языком и речевым материалом.[3]

Сфера применения ПК и обучающих программ в обучении английскому языку очень широка. Компьютер может эффективно использоваться для ознакомления с новой информацией, новыми примерами высказываний, а также для общения на иностранном