ЕУРАЗИЯ
ҰЛТТЫҚ
УНИВЕРСИТЕТІ

ҚАЗАҚСТАН РЕСПУБЛИКАСЫ
ТҰҢҒЫШ ПРЕЗИДЕНТІ - ЕЛБАСЫНЫҢ ҚОРЫ

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

СБОРНИК МАТЕРИАЛОВ
XII Международной научной конференции
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«НАУКА И ОБРАЗОВАНИЕ – 2017»

PROCEEDINGS
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«SCIENCE AND EDUCATION - 2017»

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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.

self-cleaning, getting rid of all excess, not needed. This happens as well with foreign words, whose borrowing was represented in the course of research.

In general, foreign terms represent a linguistic phenomena of utmost interest, the role of which in the Russian language is quite strong. English-Russian interaction is permanently attracting attention of researchers aimed at study of the inflow of foreign lexica into the Russian. Practicability of the present work is that material may be used in the process of teaching English and Russian languages at schools, lyceums, gymnasiums. In these institutions it is necessary to lead a planned work on embedding the culture of treatment of foreign words, good language taste. And good taste is the main precondition of correct and timely usage of language means, both alien and native ones.

Many people, who have not studied the English language, and who do not understand borrowings, think that these violate generally established language norm and are weeds in the Russian language. Some linguists are highly concerned by English language expansion. Actually it is hard to stay calm in view of gradual pushing out of many Russian words which bear not less semantic load than their foreign analogues.

However inflow of foreign words in the Russian, must not be considered as totally negative phenomena. With flow of time words either fall out of circulation and are forgotten, or used in restricted spheres (professionalisms, slang), or these lose their alienation and enter the main body of the Russian language thus enriching it.

What has to cause concern is the level of the language capacities of our society. It is completely obvious that the issue of improvement of the general language culture is extremely urgent.

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NEURO-LINQUISTIC PROGRAMMING IN TEACHING ENGLISH LANGUAGE IN KAZAKHSTAN

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One of the main goals of Kazakhstan is to be among the developed countries of the world. The learning of foreign languages is becoming more important with developing of the country. Today Kazakhstan adheres to trilingual educational programs in the institutions. The program has

different stages and steps on the way of achieving the purposes of these educational programs.

Nowadays the learning of foreign languages is very important for every person because of the global integration. Kazakhstan's trilingual education policy implicates schooling on three languages: Kazakh, Russian and English and doubtless it influences on education system. On average in schools the learning of English language begins in the second or third grade, but mostly it is difficult to teach students, who were studying English for 6-8 years, but have not learned it. This is one of the most actual problems in Kazakhstan. According to the global inquiry of the international educational organization in the sphere of studying language, training and cultural exchange, The Education First English Proficiency Index for Schools (EF EPI), in 2016, among 950 000 people, which shows the level of knowledge in English lanuage, Kazakhstan keeps the 54th place last three years (from 2014 to 2016) from 63, 70 and 72.

[Pic. 1][Pic. 2]
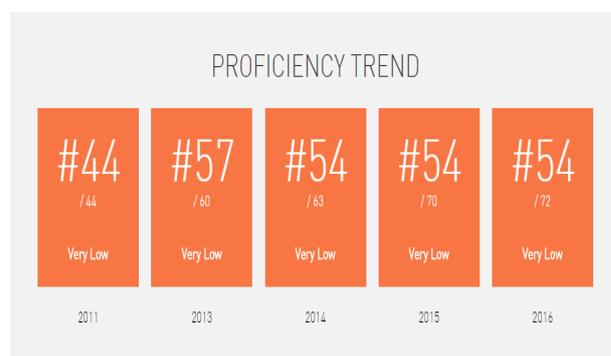
Pic.1   Pic. 2

That shows the very low professional level of English knowledge of Kazakhstan. After this information became known, people started to try to solve the arised problem. Language teachers use different methods of teaching, enquiring about foreign experience. It is well known that in German schools learning of foreign languages starts with choral singing and speaking, based on imitation. Also the storytales are not less important. While listening carefully children learn to understand the plot by diving deeper into the story. Unfortunately this method is almost useless for university student, because they have to be able to competently translate the information conserning the profession. According to Varenina L.P. "Интенсив и техники нейролингвистического программирования в обучении иностранным языкам в неязыковом вузе". p.1-2

The main objective of teacher is to motivate students to learn, to discover something knew. According to the pedagogics, the teacher must know every individual has his own mode of perception.

As an example can be taken the mathematicians. They clearly see the structures of English grammar and the logical relationships in sentences, while learning the formalize English is given medical students worse. This is the differences in the perception of information. According to the Rubinstein's book "The bases of general psychology", using three analyzers (vision, hearing, taction) people learn the world. Corresponding there are different types of learners: auditory, visual and tactile (kinesthetic) learners.

Hearing is a way of perception for individual with auditory mode of information perception. The most effective way of learning for them is to listen. Listening long speaches and different records is a big pleasure. Visual mode helps people to perceive the information thought the sight. They have to see a new data. If to compare with that two types of learners, they are more able to write. And the kinaesthetic mode is the best way for individuals who perceive the information though touching and movements. This kind of students prefer learning English by writing, holding cards, etc. To make students belonging defferent types of learners understand the information the teacher uses certain lexicon. For instance, the vocatives with the same meaning can sound in various manners: "Look!" (visual learner); "Listen!" (auditory learner) and "Just imagine!" (tactical

learner). This is the example of using neuro-linguistic programming in teaching languages. From this instance it follows that the Richard Bandler's statement "neuro-linguistic programming (NLP) is defined as the study of the structure of subjective experience and what can be calculated from that and is predicated upon the belief that all behavior has structure" is proved true. According to Richard Bandler "What is neuro-linguistic programming?". http://licensedmasterpractitionerofnlp.com/neurolinguisticprogramming-com/

The Neuro-Linquistic Programming is one of the effective psychological techniques. It appeared more than 20 years ago. It deals with all the components of human experiences but first of all with the process of communication. Neuro-Linquistic Programming is complicated but its name is rather simple. Neuro deals with the processes in the nervous system. The second part of this concept is connected with the linguistic part of the language activity. The third part focuses on the research of people in the process of organizing brain that allows reaching aims stated. The instruments of Neuro-Linguistic Programming can help to improve memory, increase the efficiency of communication, and optimize the educational process, which could be helpful in developing young generation. Anchoring, swish, reframing are the most important formal techniques.

Anchoring is one of the motivation and formation of positive attitude to learning are of great importance in teaching foreign languages. Positive state must be formed and anchored with the help of gestures, body movement or expression. This special gesture, and etc. can be used to recall the state.

Swish technique helps to destroy negative stimulus. With the help of swish the certain output can be visualized and avoided. The old thoughts can change their meaning. An individual is able to program his mind for success.

Using reframing the perception of the world is changed. The changing perception helps an individual to change his attitude towards everything even his behavior can change.

The main aim in the educational process to present the language material in such a manner which helps the students to learn information efficiently. The teacher has to define the type of learners and present the material applying differentiated approach. For various type of learners, one phrase can be presented in different ways. For instance, the Present Continuous Tense can be presented to different types of learners in the following way. Students of visual mode of perception are perceived the material by writing the formula of this tense on the whiteboard: "I'm writing a sentence", "to be+Ving". Learners of auditory mode perceive this grammar material by teacher's oral explanation. For the best way of understanding, the teacher has to change his intonation, rhythm of the sentence. The teacher makes kinesthetic mode of learners do some actions in real time. The teacher can ask students what they are doing at the moment. By this, the information about this tense will be perceived efficiently.

We are sure if the usage of neuro-liguistic programming in teaching English increases in Kazakhstan, the productivity of schooling and high education will greatly raise. Also neuro-linguistic programming could be used in learning along the lines of science (medical industry, mathematics, physics, chemitry, etc.). It can be proved by starting to teach the way have been described above.

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THE ROLE OF TRADITIONAL COLORS
IN THE FORMATION OF THE JAPANESE LANGUAGE AND CULTURE

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Color symbolism is an important part of Japanese culture and its origin went into ancient time. But have you ever think why the sun is reflecting as a red circle in Japan? Why do people of the Land of the rising sun name green traffic light as a blue? Why should not give to Japanese white flowers? This article discloses a lot of confused questions, which is appeared among people who concerns Japanese culture. Particular emphasis has been placed on history from position of colors, how did they have an effect on life of Japanese and what part was introduced by foreign cultures? It also describes the interesting phenomenon about mystery Japanese blue color, which is in some variations translated as green.
    Key words: dentouiro, phenomenon Ao, calendar of colors, aka, shiro, kuro, murasaki.

"Each color lives by its mysterious life"
Wassily Kandinsky

Japanese colors have divided into three groups: derivative which describes something (plants or animals) with its hieroglyph, colors' names which come from foreign language and traditional colors.

The first group expresses color by two hieroglyphs, the first of which is the object itself, and the second is hieroglyph of color – iro 色. The best example are traditional shades of red. Each of them received its own beautiful name many years ago. Akaneiro 茜色 is associated with deep red and obtained from same name plant's root. It also has a wide distribution as female name, such as Akane Ogura, Akane Omae, Akane Osawa, Akane Shibata. Concerning another shade shuiro 朱色 (vermilion) that colors traditional famous Japanese gate of Itsukushima Shrine – Torii 鳥居 ("bird abode").

The second group's formation better to analyze from English. After the World War II Japan was under occupation of the USA and adopted from American a set of words that are used in our days too. All these words are written through special alphabet – katakana カタカナ. For example, English "pink" is represented as pinkuピンク and others: gray – guree グレー, orange – orenjiオレンジ, black – burakku ブラック, purple – paapuruパープル and so on.

The third group includes traditional colors – dentouiro 伝統色 that is mentioned in the earliest written history of the Land of the rising sun which consists of legends and mythology. The four oldest color name in the Japanese language: shiro 白(white), kuro 黒 (black), aka 赤 (red) and ao 青 (blue, green, gray). For the reason that an ancient man verbally identified only a few fundamentally