

MODERN TECHNOLOGIES OF EDUCATING TO THE SPECIAL VOCABULARY AND PROVERBS OF RUSSIAN OF FUTURE TRANSLATORS

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Abstract: In the conditions of globalization assisting development of world economic, cultural and spiritual association and interpenetration, integration of Republic of Kazakhstan is traced in outer space. Presently in a country in connection with passing of great number of large political and economic events at highest level - summits, forums, international conferences, a requirement grows in highly skilled specialists on simultaneous translation. Taking into account circumstance that such larger event, as world exhibition of "Expo-2017", is expected, then preparation of translators- synchronisms of high level becomes yet more actual.

Keywords: Russian, methodology, languages, translators.

INTRODUCTION

It is necessary to mark that to date the state need not only specialists on foreign languages but also translators from Kazakh to Russian and vice versa. On employments of professional Russian there are students that in the future will engage in simultaneous translation Kazakh-Russian languages, large attention is spared to the study, foremost, vocabulary and phraseology, to comparison of them with the lexical system of the mother tongue. The analysis of official speeches, of official conversations shows that speech of speaker in most cases abounds the winged phrases, proverbs, phraseological units. Exactly the special vocabulary, and also proverbs the use of that is characteristic for the spoken language of speakers create problems in the process of simultaneous translation. In this connection, in the work we wanted to be stopped for the special vocabulary and proverbs of Russian, actual for a social and political sphere. Capture by the strictly specialized terms, and also idioms of unnative language is

We will mark that the systematic analysis of answers of students shows on verbal translation, that the errors assumed by them are caused by not only difficulties of the most Russian language but also *интерферирующим* influence of Kazakh. In our view, insufficient attention on employments on Russian to nature of errors sometimes results in the wrong choice of methods of warning and their correction. Mastering of different values of word, well-aimed expressions depends also on

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corresponding linguistic preparation on employments on Russian. It follows from this that on the advanced stage of educating to Russian it is necessary to expose all values of terms, terms-word-combinations, and also idiomatic expressions. Especially sharp divergences the languages related to the different language groups and possessing different structures are characterized, what the Russian and Kazakh languages are.

MAIN PART

Distinctions in the lexical systems of the Russian and Kazakh languages specify on possible areas to lexico-semantic.

By virtue of historical circumstances, multinationalness of country, most students-translators own Russian at good enough level. The problems of interference arise up at professionally-oriented level of study of language, when students work with the special texts of different spheres and their translation.

To provide optimal perception and interpretation of the special vocabulary, and also proverbs of Russian in the process of translation, it is necessary to decide one of problems of bilingualism, as interference that is generated by the semantic, cultural, ethnic features of the studied language units.

Since a middle 20 centuries the theory of interference began to be in earnest developed by both linguists and methodists. It is labours of many Russian, foreign, and also home.

Interference can show up on different levels and in the different types of cross-cultural communication.

On U. Vainraikh, from two language systems interactive in speech of man, one is primary in relation to other, studied or studied later. The primary system is examined as a source of interference [1].

In opinion of V.U. Rozanzveig, “cooperation of languages in the process of educating, having a result interference of language and speech skills, it is accepted to examine from the point of view of his negative affecting mastering of new language” [2,p.6]. At the same time there are large possibilities for the use of positive transfer of knowledge, abilities and skills of the mother tongue, able to compensate to difficulty of mastering of new language and intensify educating to the second language.

Like cooperation has bilateral character: from one side, it can cause deviation from a norm - interference, from other - to assist creation of favourable terms for mastering of foreign language - transposition. These terms contrast usually, in spite of their identical nature and community, carrying out them mechanisms. A positive transfer some scientists designate a term “transposition”, “transfert” [3, p. 108] or “facilitation” [4, p. 20; 5, p. 152].

Lately in linguistic and methodical literature a “tendency registers to distinguish two types of language influence at a contact: a (1) interference, or deviation from the norms of one language under influence other and (2) “transference” (transfer) at that an influencing language is not caused in the first language by violation of norm, but stimulates already existing in him conformities to law, processes and phenomena” (6, p. 212). Phenomenon interference can show up, as a rule, in a greater degree in the spoken language and as a result of translation.

In methodical literature interference is examined from different positions.

Many researchers, studying the phenomenon of interference, рассматривают her linguistic aspects: phonetic (Dzhusupov M., Rychkalova L.A.), lexical (Karlin A.L.). To the questions of interference showing up in the accent of talking, paid attention and in area of criminalistics. In particular, in the research undertakes an attempt to create the “speech portrait” of persons the mother tongue of that is one of turkic languages : Uzbek, Tatar, Kazakh [7]. At diagnostic research of personality on the phonograms of the spoken language with the purpose of determination of nationality on errors in expression in Russian language of L.A. Rychkalova determines the phonetic interference generated by the features of local manner of speaking of the mother tongue of talking [8, p. 21].

By the source of errors in speech of students at mastering by them the special vocabulary and proverbs of Russian there is lexical interference that has next varieties:

1. It is possible to draw conclusion from here, that error in speech in native language - it, as a matter of fact, “result of wrong operation of choice of language means of foreign language for expression of the correctly programed idea” [9, p. 30]. Errors are different, therefore different, and, consequently, their typology.
2. Lexico-semantic interference. Semantic interference shows up at the level of value of words. This use of words of the studied language is in an unusual to him value, but typical for the word of other language.

It is explained, firstly, by weak knowledge of the generally accepted terms in the language of translation and their stylistic properties, that results in continuous equation of words of the mother and studied tongues, by wrong rapprochement of semantics of words of the Russian and native languages.

The variety of lexico-semantic interference is identifying of the special units of the studied language with identical units of the mother tongue, i.e. to counter-drawing of lexemes.

Semantic errors can be caused by mixing of the units associative bound inter se in the lexicon of student in a due form and to sounding. The result of such authentication is interlingual, under that the special type of lexico-

semantic interference arising up in the use of one Russian word instead of other by virtue of insufficient knowledge of semantic properties of words is understood.

Students of the Kazakh audience instead of the use of combination high producibility use a high production. Reason of similar errors widespread enough and typical, the producibility - production is covered in unclear differentiation in the mother tongue of value of words.

At lexico-semantic level interference arises up, as *пра-вило*, at the use in speech of units.

In Russian speech of students often there are cases of the use of current words instead of the generally accepted terms-words or word-combinations.

3. Lexical interference. This undifferentiation semantically of identical, but stylistically differentiable lexical units, including functioning as neutral lexemes being on periphery of literary language, for example, the student talk purchase of identical commodities instead of purchase of analogical commodities.

Distinctions in a structure, semantics, lexical compatibility, stylistic colouring, stylish signs of political terminology generate speech interference, that shows up on actually-linguistic, semantic, lexical-stylistic levels, and also in stylistic perception and reproduction of the studied language units and them *сочетаемостей*.

So, interference in Russian speech of students-translators is various both on a typology and by the nature. Consequently, for her overcoming it is necessary to create methodology of educating not only on material of social and political terms but also proverbs of Russian, actual for a social and political sphere.

There are numerous classifications of exercises on different signs [10 and other]. Most widespread is classification of exercises, offer I. Rakhmanov. An author suggests to distribute them on purpose - language and speech, receptive and reproductive, aspect and complex, educational and communicative, training and control; on the method of implementation of exercises - verbal and writing, unilingual and mechanical and creative, class and home, individual, pair, choral; by the nature material are exercises in dialogic, monologue speech etc. [11].

Depending on the aspect of language of exercise divided by: phonetic, lexical, grammatical, and also depending on the type of speech activity subdivided into exercises on a listening comprehension, talking, reading, letter.

An offer by us system of exercises is worked out on the basis of conception of Sherba expounded in-process "About the triple aspect of the language phenomena and about an experiment in linguistics" [12, 13], in that concept a "language" is examined: (1) as a language system; (2) as language material; (3) as speech activity.

In accordance with it on practical employments on professional Russian in the Kazakh audience the use of three types of tasks is expedient a language

On the first stage of educating exercises are offered on formation knowledge about the system of language. To them it is necessary to take the exercises related to perception of the prepared language material at a listening comprehension and reading. Рецептивные exercises carry not so much passive, how many cognitive character that shows up not in creation of new combinations and contexts, and in their recognition. Reproductive exercises, that differed on the “specific gravity” and having a special purpose options related to “reproducing (verbal or writing) heard or read”, were further used [14, p. 249].

The offered exercises include the next types of tasks:

1. Define, in what from the word-combinations of word given below used in a direct value, in what - in portable. Whether не- is possible translation of similar word-combinations into Kazakh language?
2. Define the values of words : direct or portable. Set method of transfer of value: metaphorical, метонимический, on a function.

CONCLUSION

It should be noted that text as a necessary condition of the communicative-directed educating is attracted on all stages of study of material, however on the third stage he takes on the special significance by virtue of that the student already can use present knowledge, skills and abilities in speech practice, i.e. to use proverbs as a speech act. By submitting a soba mini-text and possessing such properties as a capacity, semantic filled and brevity, a proverb in this plan occupies winning position.

Methodology of educating of terminology and to the proverbs of Russian, materials and got results were used in the process of conduct of employments on base Russian to the language in institution of higher learning, on professional Russian to the language, at development of textbooks and train aid, at the branch dictionary making.

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