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Студенттер мен жас ғалымдардың
«ҒЫЛЫМ ЖӘНЕ БІЛІМ - 2018»
XIII Халықаралық ғылыми конференциясы

СБОРНИК МАТЕРИАЛОВ

XIII Международная научная конференция
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«НАУКА И ОБРАЗОВАНИЕ - 2018»

The XIII International Scientific Conference
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«SCIENCE AND EDUCATION - 2018»

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Л.Н. ГУМИЛЕВ АТЫНДАҒЫ ЕУРАЗИЯ ҰЛТТЫҚ УНИВЕРСИТЕТІ

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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.

the basis for planning professional activity. This is its minus.

A more promising tool for managing professional development of a teacher is a "reflective portfolio" that allows an effective analysis of one's own activity with the subsequent development of new values, goals, priority guidelines for its development. From the point of view of formal features, this can be a combined portfolio, but the reflective part (the "portfolio of plans") will act as a system-forming component of it.

The content of all main sections of the portfolio, including the goal-setting section, can be adjusted, supplemented, restructured by the teacher during the period within which the portfolio is formed. Thus, in the goal-setting section new problems and particular problems arising from deeper analysis or the appearance of new features of pedagogical practice may appear and within certain limits it must be changed.

In conclusion, it should be noted: in the case of the teacher's portfolio, it is a regular, permanent job, the basis of which is the teacher's attentive attitude to the results, lessons, successes and problems of his own professional activity. However, it is thanks to this attentive attitude towards oneself and the ability to "work on mistakes" that the teacher is able to improve the quality of his own professional activity.

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LINGUISTIC TERMS AND DEVICES IN MMO AND VIDEO COMPUTER GAMES AS A SOURCE OF BUILDING STUDENTS' VOCABULARY

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Playing video and online computer games as a hobby has dramatically increased in popularity since the 1990's (1, pp. 24-26). The games differ from one another depending on the purpose of the game. The games' difference in structure and utility places them in various genres, for example, the genre 'first-person shooter'. However, most of the games have a common denominator, which is that they are mainly constructed with English as the primary language (4, pp. 95-114). Most video

and online computer games have instructions, storylines, and chats that are written in English. People who engage in such activities every day will have a continuous interaction with the English language. It seems credible that such an incessant interaction could improve players' English vocabulary by using English as a lingua franca.

A lingua franca can be defined as any spoken communication between people who have different mother tongues and the language spoken between them is a second language for both of them

This research work is worth studying because the language used in video and online computer games may have a considerable impact on players' language proficiency and, therefore, one would be able to argue the activity of playing video and online computer games to be a learning situation.

This research work will investigate the terms and expressions used in video and online computer games, considering the language of the instructions and storylines in the games. Moreover, it treats the issue of whether the language used in these games could affect non-nativespeakers' vocabulary by playing such games.

In this research work you can see 6 games of 2 different active types of playing such as Minecraft, FIFA, LOL, WOW, CS and Warframe. Types vary from Video computer games to MMO video computer games. The difference is in first case you play on your own, in MMO – across the globe with anyone.

'FIFA'(Video) is a video game where one plays football. The player controls all the characters in the team.

The purpose of the action real-time strategy game '**LoL'(MMO)** is to fight a war against another team of players.

The role-playing game **'WoW'(MMO)** is based on the player steering an avatar and forming an alliance by assembling a group of other players

'CS'(MMO) is a first-person shooter game constructed with one terrorist team and one counter- terrorist team playing against each other.

'Warframe'(MMO) is a cooperative third-person shooter video game.

'Minecraft'(Video) is a 2011 sandbox video game.

In this research you can find analyzed data taken from these 6 games. Word-Formation, Study of all linguistic materials in both MMO and video computer games, and Observation of students during playing. These are the core of whole research since we have to graphically demonstrate what kind of linguistic terms they are using and how frequent they do it, and, of course, what is actuality of using such vocabulary in everyday life.

"WOW", "LOL", "Warframe" and "CS" are MMO games, which means you can play with other players online. Each of these games contains information of what kind of terminology is used in one or the other game. As they are MMO games; there is a great deal of linguistic materials, which are added all the time, since new upcoming updates are being downloaded. Furthermore, linguistic devices and terminology are various and polysemantic.

e.g. '**Passive**' - an item or ability that upon leveling or buying will automatically give your champion and/or your allies/enemies a certain new buff or debuff.

This word is often used in MMO games, since in all of them they have levels to gain and items to buy.

Since these games are MMO games, there must be short and trivial expressions that allow you to chat with other players far quicker, thus abbreviations are in multitude. Then nouns come in a close second.

"Minecraft" and "FIFA" are video computer games, which mean you can only play on your own.

e.g. **'Butter'** - butter in Minecraft refers to anything in the game that is gold.

Exceptional case, when this word means not an everyday butter that we see in our home. In view of the butter's color players decided to name anything with the same color of butter Butter.

According to terminology taken from video computer games we can come to conclusion that in both games there is a sorely lacking of verbs and adjectives.But in both cases there is an

overwhelming majority of nouns and abbreviations.

Example of Observing "LOL"

Observing 'League of Legends'

This game had an unusual vocabulary in the menus as one could find words like 'minions', 'jungler', and 'gank'. 'Minions' are enemies who attack players in groups, the 'jungler' is an enemy hidden in the jungle, and to 'gank' is when one traps the enemies with the assistance of other players. These words are created exclusively for this game since they are not actual words of the English vocabulary. 'Minions' is an exception, but it has a unique meaning for the game. However, players who speak with each other through the various chats speak an everyday language with some abbreviations and words from the game and one example of that could be:*"I am being 'ganked'!"*

This phrase was uttered when player was trapped by a group of players from the opposing team. Duringtheobservation,player'steamwasacombinationofSwedishandBritishplayers.

Therefore, they spoke English throughout the game. They used Skype to communicate, making the communication mainly oral. The players seemed to understand each other, and I never heard anyone ask someone to repeat themselves. There was a chat available within the game that was in English, but it was not many players chatting there.

Also, there was a built in female voice in the game, which said some recurring phrases during the fights, such as:

"An enemy has beenslain"

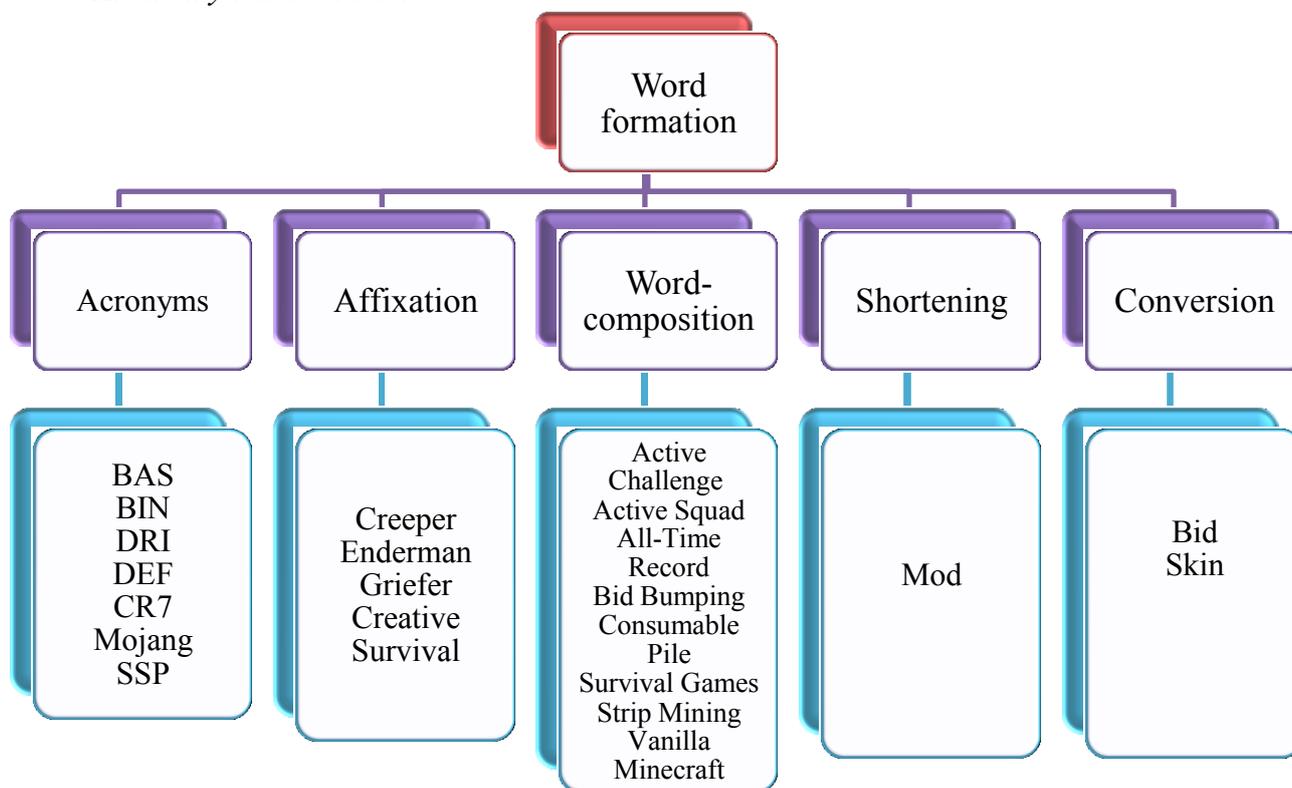| Word formation				
Acronyms	Affixation	Word-composition	Shortening	Conversion
BAS BIN DRI DEF CR7 Mojang SSP	Creeper Enderman Griefer Creative Survival	Active Challenge Active Squad All-Time Record Bid Bumping Consumable Pile Survival Games Strip Mining Vanilla Minecraft	Mod	Bid Skin

Diagram №1

Word-Formation table of used terminology in video computer games.

The aim of this research work was to establish whether video and online computer games could widen players' vocabulary by using English as a lingua franca.

Players of '**LoL**' and '**WoW'** and '**MC**' were exposed to a language associated with the Middle Ages, and consequently they would acquire a vocabulary that would not be applicable while speaking general English. However, such vocabulary could still be useful in other contexts, such as understanding movies and literature of that genre. In '**FIFA**' and '**CS**' the vocabularies seemed more useful in other contexts than playing the games since the terms were more up to date.

While going through the data players of '**WoW**', '**LoL**' '**Warfame**', '**CS'** and '**MC**' believed themselves to have acquired a higher level of language proficiency since their communication was

mostly in English.

Since this research work deals with the games, it is obvious, that this work can be a source of neologisms, because a theme of MMO and video computer games is a completely new current in mankind's history. There are still lots of discussions and debates for this one.

The results presented here suggest that video and online computer games can be key elements leading players to a range of paths where they are able to deepen their knowledge of English.

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