



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

СБОРНИК МАТЕРИАЛОВ

XIII Международная научная конференция
студентов и молодых ученых
«НАУКА И ОБРАЗОВАНИЕ - 2018»

The XIII International Scientific Conference
for Students and Young Scientists
«SCIENCE AND EDUCATION - 2018»



12th April 2018, Astana

**ҚАЗАҚСТАН РЕСПУБЛИКАСЫ БІЛІМ ЖӘНЕ ҒЫЛЫМ МИНИСТРЛІГІ
Л.Н. ГУМИЛЕВ АТЫНДАҒЫ ЕУРАЗИЯ ҰЛТТЫҚ УНИВЕРСИТЕТІ**

**Студенттер мен жас ғалымдардың
«Ғылым және білім - 2018»
атты XIII Халықаралық ғылыми конференциясының
БАЯНДАМАЛАР ЖИНАҒЫ**

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XIII Международной научной конференции
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**PROCEEDINGS
of the XIII International Scientific Conference
for students and young scholars
«Science and education - 2018»**

2018 жыл 12 сәуір

Астана

УДК 378

ББК 74.58

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«Ғылым және білім – 2018» атты студенттер мен жас ғалымдардың XIII Халықаралық ғылыми конференциясы = XIII Международная научная конференция студентов и молодых ученых «Наука и образование - 2018» = The XIII International Scientific Conference for students and young scholars «Science and education - 2018». – Астана: <http://www.enu.kz/ru/nauka/nauka-i-obrazovanie/>, 2018. – 7513 стр. (қазақша, орысша, ағылшынша).

ISBN 978-9965-31-997-6

Жинаққа студенттердің, магистранттардың, докторанттардың және жас ғалымдардың жаратылыстану-техникалық және гуманитарлық ғылымдардың өзекті мәселелері бойынша баяндамалары енгізілген.

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УДК 378

ББК 74.58

ISBN 978-9965-31-997-6

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ұлттық университеті, 2018

good reason for teachers genuine texts is its availability.

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UDC 378.147:811.111

METHODS OF TEACHING ADJECTIVES DENOTING COLORS

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To begin with there is a huge number of colors and shades in the world. But not each of them can be called by one word even in our native language not taking into consideration the foreign one. However it is not necessary to investigate all colors in order not to have any shortage of words denoting colors in English. It will be enough to know pairs of the main names most often used in speech.

Here are the ten basic colors, which are first introduced to children in the study of English:
yellow, green, blue, brown, white, red, orange, pink, gray, black.

The pronunciation of colors in English for children usually does not cause many difficulties, most colors are denoted by monosyllabic words and are easily remembered.

In addition to the name of the color sometimes you need to name the shade. The names of the shades can be indicated by adding to the main color certain adjectives. For example: bright, dark, light, etc. They will allow to show saturation of the described phenomenon's color. Here are words that will help us designate the desired color to more accurately:

light, dark, bright, dull, pale.

After you learned the names of all the colors in English, for better memorization and further training, you can try to name familiar objects that have or define the same color. For instance:

White snow, blue sea, green tree, red rose, yellow sun, pink pig, etc.

Next, I would like to proceed to the study of ways to designate a particular phenomenon. Thus, it seems interesting to me to study, by what parts of speech, designs can be expressed color in English.

Color can be expressed through nouns, verbs, adjectives, and also various kinds of descriptive constructions and comparative turns.

There is a huge number of words denoting red color and its shades, so below exactly this color is considered.

Phraseological units selected from "Harry Potter and the Philosopher's Stone" J.K. Rowling written in English have been used by us as the material of investigation. For instance in the studied work the author used the following verbs denoting a red color:

«Draco Malfoy didn't go red, but a pink tinge appeared on his pale cheeks» [1. C. 81].–

«Драко Малфой не покраснел, но на его бледных щеках появились розовые пятна» [2. С. 136];
«Then he blushed scarlet, and a sort of apology sprung to his lips..». [1. С. 82]. – «Тотчас же он покраснел до ушей...» [2. С. 92].

Actually in English the color-designations that appear in the sentence in the role of the predicate are constructed according to the following model: verb + adjective. But it should be noted that the colors indicated by the verbs are much less common in the text than the adjectives.

We join to the opinion of the well-known linguist I.V. Makeenko who states that all adjectives denoting color can be divided into several groups [3.C.28].

The first group includes simple adjectives, to the second - complex, representing the construction of a color adjective and a word-intensifier, specifying its hue. The latter allow for more accurate description of any color shade.

Examples of simple adjectives that express red designations may present the following lexical units:

«A scarlet steam engine was waiting next to a platform packed with people» [1. С. 71]. – «Гарри находился на забитой людьми платформе, у которой стоял паровоз алого цвета» [2. С. 116];

«Next to the tall kid with the red hair» [1. С. 98]. – «Да вон, рядом с высоким рыжим парнем» [2. С. 165].

Most often, the names of colors expressed by a group of adjectives are constructions consisting of a color designation and its intensifier, i.e., a component that specifies how much the color is bright, light / dark, saturated, for example:

«The speaker was a plump woman who was talking to four boys, all with flaming red hair» [1. С. 69]. – «Эти слова произнесла пухлая женщина, разговаривавшая с четырьмя огненно-рыжими мальчиками» [2. С. 114];

«Harry repeated, as Wood took out a bright red ball about the size of a soccer ball» [1. С. 124]. – «Повторил Гарри, глядя, как Вуд достает ярко-красный мяч, по размерам напоминающий мяч для игры в футбол» [2. С. 214].

In these colors the main component was the same adjective – red, but due to the second component the color-name data assumed its own shade and became different from each other.

Also it is worthwhile to understand that Sometimes the constructions expressing color names are translated incompletely and do not have a literal translation.

Thus there are three types of lexical units used for color nomination which express the following:

- 1) direct value (color designation);
- 2) indirect value;
- 3) contextual meaning.

Lexical units belonging to the first group are the most common and appear in their direct nominative meaning. They are often met in the selected works, for example:

«'Every year she makes us a jumper,' said Ron, unwrapping his own, 'and mine's always maroon'» [1. С. 147].

– «Она каждый год к Рождеству вяжет нам всем свитеры, – недовольно бормотал Рон, разворачивая подарок от матери. – И мне вечно достается темно-бордовый» [2. С. 259]».

So the given color name (maroon) to the first group because it does not make any other sense except for the color one.

One of the result of our study show that values pertaining to the second group are not so common. It was obvious we could not come across them through out our analysis. However we would like to note that in English there are stable expressions in which the red color is mentioned not in its direct meaning. Quite often this color is associated with debts, bankruptcy, loss. You can see it in the example of the following expressions:

to be in the red – быть в долгу, иметь задолженность, работать с убытком, быть убыточным;

to go into the red – приносить дефицит, стать убыточным, показывать дефицит;
to put in the red – привести к банкротству, сделать нерентабельным, убыточным.[4. С. 624].

We would like to underline the words that are associated with red color only in their secondary meanings and can be correctly understood only in context. For example quite often this color is associated with fire and blush on the cheeks, so the following words arise, which also can be attributed to red:

to flame – покраснеть (основное значение – пылать, разгораться), *ruddy* – красноватый (основное значение – румяный), *hot* – красный (основное значение – горячий).

The next result of our analysis is that color designation can be used in the text both in its direct meaning as well as in the figurative one and there are also lexical units that can be attributed to color-meaning only by their contextual meaning. Color designations can be expressed in different parts of speech, along within the works there were descriptive and comparative constructions denoting this color. Their number is not so great but they are quite expressive and give the texts a figurative character.

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UDC 811.111:004

MOBILE TECHNOLOGIES IN TEACHING ENGLISH

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1 Introduction

Today's world is characterized by a conscious interest in improving the quality of education through the use of modern information technology. The rapid development of mobile technologies necessarily entails their subsequent effect on all spheres of life. We argue that rational use of mobile technology in education activates the cognitive interest of students, allows students and teachers to enhance the effectiveness of the learning process, reduce restrictions for education regardless of location [1; с.93].

President of the Republic of Kazakhstan Nursultan A. Nazarbayev, in his "Annual Address to the People on the "Kazakhstan-2050 strategy", attaches great importance to the modernization of teaching methods and the development of online education systems. We believe that the use of mobile technologies and mobile applications will have a positive effect on the teaching/learning process.

Many scientists and educators believe that the future of education with the support of ICT depends on the use of mobile communications, the popularity of smartphones and iPhones, the emergence of a large number of educational applications and programs, as well as new technologies that expand the capabilities and quality of education.