

The one-dollar bill you're looking at first came off the presses in 1957 in its present design. This so-called paper money is in fact a cotton and linen blend, with red and blue minute silk fibers running through it. It is actually material. We've all washed it without it falling apart. A special blend of ink is used, the contents we will never know. It is overprinted with symbols and then it is starched to make it water resistant and pressed to give it that nice crisp look. If you look on the front of the bill, you will see the United States Treasury Seal. On the top you will see the scales for a balanced budget. In the center you have a carpenter's square, a tool used for an even cut. Underneath is the Key to the United States Treasury. That's all pretty easy to figure out, but what is on the back of that dollar bill is something we should all know. If you turn the bill over, you will see two circles. Both circles, together, comprise the Great Seal of the United States. The First Continental Congress requested that Benjamin Franklin and a group of men come up with a Seal. It took them four years to accomplish this task and another two years to get it approved. If you look at the left-hand circle, you will see a Pyramid. Notice the face is lighted, and the western side is dark. This country was just beginning. We had not begun to explore the West or decided what we could do for Western Civilization. The Pyramid is uncapped, again signifying that we were not even close to being finished. Inside the capstone you have the all-seeing eye, an ancient symbol for divinity. It was Franklin's belief that one man couldn't do it alone, but a group of men, with the help of God, could do anything. "IN GOD WE TRUST" is on this currency. The Latin above the pyramid, ANNUI COEPTIS, means, "God has favored our undertaking." The Latin below the pyramid, NOVUS ORDO SECLORUM, means, "a new order has begun." At the base of the pyramid is the Roman Numeral for 1776. If you look at the right-hand circle, and check it carefully, you will learn that it is on every National Cemetery in the United States. It is also on the Parade of Flags Walkway at the Bushnell, Florida National Cemetery, and is the centerpiece of most hero's monuments. Slightly modified, it is the seal of the President of the United States, and it is always visible whenever he speaks; yet very few people know what the symbols mean.

In conclusion, I want to say that the history of any country's currency is fascinating subject to study. And I hope it will be interesting for you too.

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## WAYS OF TRANSLATION OF PERFECTIVE AND IMPERFECTIVE ASPECTS FROM RUSSIAN INTO TURKISH

**Shatskaya Anna**

*group 2B, faculty of philology SDU*

Supervisor: Aşur Özdemir

Language is like a river with many rapids sweepingly running ahead. If you pause even for a minute, you will loose your stream...

Interpreter isn't only a profession; it is also an interesting creative activity, developing process, which demands constant perfection from the interpreter. Each language has its own specificity, that's why many disputable problems arise in translation from one language into another. It is necessary to find out different equivalents.

This article is devoted to the problem of translation of perfective and imperfective aspects from Russian into Turkish. There are no correlative pairs of verbs in Turkish like in Russian («делать - сделать», «разрушать - разрушить», «разрезáть - разрезáть», « говорить - сказать»). Perfective aspect is expressed in Turkish with the help of three ways: lexical, morphological and syntactical.

Let's examine each of them separately in the article:

1. **Lexical:** the meaning is that two or more verbs organize correlative pairs with the help of their lexical meaning.

For example:

koşmak, kaçmak (бежать – убежать)  
demek, söylemek (говорить – сказать)  
yazmak, imzalamak (писать – подписывать)  
konuşmak, söylemek (говорить – сказать)  
aramak, bulmak (искать – найти)

Also let's give examples of several sentences with some of these verbs:

Tüm gün derste **konuştu**. (Весь день он **говорил** на лекции.)  
Bugün bana önemli bir şey **söyledi**. (Сегодня он **сказал** мне что-то важное.)  
Evvelki gün onlar ormanda **koştular**. (Позавчера они **бегали** в лесу.)  
Geçen ay onlar eşkiyalardan **kaçtılar**. (В прошлом месяце они **убежали** от бандитов.)  
Bugün biz sınıfta kompozisyon **yazıyoruz**. (Сегодня в классе мы **писали** сочинение.)  
Bugün biz önemli bir belgeyi **imzalıyoruz**. (Сегодня мы **подписали** важный документ.)  
Yarın o, kitabını **bulacak**. (Завтра он **найдет** свою книгу.)  
Yarın o, kitabını **arayacak**. (Завтра он **будет искать** свою книгу.)

As you can see from these examples the stem of Turkish verb doesn't contain any characteristic of some aspects. But we have known from the translation that when we compare correlative pairs of verbs these verbs acquire aspect's meaning. They characterize the action itself. In Russian imperfective aspect has the question «что делать?» (укреплять) and perfective aspect - «что сделать?» (укрепить). The prefix *e* in the question «что сделать?» shows completeness and result of the action.

**2. Morphological:** completeness and incompleteness are strikingly expressed in the past tenses of indicative verbs. For example Şimdiki Zamanın Hikâyesi (Past Continuous, определенный имперфект) and Geniş Zamanın Hikâyesi (неопределенный имперфект, прошедшее неопределенное время) express incomplete action. And on the contrary, Belirli Geçmiş Zaman (Past Simple, прошедшее категорическое время) expresses complete action.

Examples: Şimdiki Zamanın Hikâyesi (определенный имперфект)

**okuyordum** «я читал» (during definite moment in past)

Geniş Zamanın Hikâyesi (неопределенный имперфект)

**okurdum** «я читал» (in general)

Belirli Geçmiş Zaman: **okudum** «я прочитал»

As it has been already said Turkish verb doesn't contain any characteristic of some aspects: **yazmak** (писать, написать), **almak** (брать, взять), **gelmek** (идти, прийти). It is neutral. But they acquire distinct signs of aspects in the past tense forms mentioned above.

**Öğretmen her zaman bana kitaplar veriyordu.** (Преподаватель всегда **давал** мне книги.)

**Dün bana iki kitap verdi.** (Вчера он **дал** мне две книги)

**Öğrenci tüm gün zor problem çözüyordu.** (Студент весь день **решал** трудную задачу.)

**Öğrenci zor problemi çözdü.** (Студент **решил** трудную задачу.)

**Bugün biraz tezini çalıştı.** (Сегодня он **поработал** над своей диссертацией.)

**Geçen yıl o tezini çalışıyordu.** (В прошлом году он **работал** над своей диссертацией.)

**O tezini çalışırdı.** (Он **работал** над своей диссертацией.)

Also we can compare as correlative pairs Gelecek Zaman (Future Simple, будущее категорическое время) and Geniş Zaman (Present Simple, настоящее- будущее время)

Examples: Gelecek Zaman **geleceğim** «я приду»

**arayacağım** «я непременно найду»;

Geniş Zaman **çalışırım** «я работаю (вообще)»

**okurum** «я читаю (вообще)».

Gelecek Zaman expresses the action which isn't connected with present and certainly will be accomplished in future. That's why this tense designates completeness of action. But Geniş Zaman in contrast expresses the action which usually happens or supposed to happen in future. Consequently this tense doesn't express any completeness or result.

For example:

**Gelecek hafta sınava gireceksin.** (На следующей неделе ты **сдашь** экзамен.)

**Bir hafta sonra sınava girersin.** (Через неделю ты **сдаешь** экзамен.)

**Ben sana sonra telefon ederim.** (Я **буду** тебе **звонить** попозже.)

**Öbür gün ben sana telefon edeceğim.** (Послезавтра я тебе **перезвоню**.)

3. **Syntactical:** it is formed with the help of gerund which ends with **-(y)a, -(y)ıp** and following verbs: *vermek, durmak, gitmek, gelmek, başlamak, kalmak, yazmak, bilmek*. Let's examine each verb separately for better understanding.

Let's start with **vermek**.

This verb in combination with gerund expresses quickness, easiness and swiftness. In Russian translation this verb has a sign of completeness.

**yapıvermek** (быстро, сразу, легко сделать)

**okuıuvermek** (быстро, сразу, легко прочитать)

In some cases it conforms to Russian verb «взять».

In this case the translation will be such:

**yapıvermek** (взял да и сделал)

Also if gerund is used twice, it will accentuate quickness of accomplishing the action.

**uçu uçuvermek** (очень быстро улететь, унестись)

**bağırı bağrıvermek** (очень быстро прокричать, крикнуть)

The verb **durmak** (стоять, останавливаться) goes both with gerund which has **-(y)a/-(y)e** endings and with gerund which has **-(y)ıp/-(y)ip, -(y)up/-(y)üp**. Also I should say that gerund which has **-(y)a/-(y)e** endings is used together with verbs but gerund with **-(y)ıp/-(y)ip, -(y)up/-(y)üp** – isn't. In these cases the verb expresses duration and it doesn't show us any completeness of action.

**konusup durmak/konusadurmak** (долго разговаривать, поговаривать)

**sevip durmak/sevedurmak** (долго любить).

The verb **gitmek** (уходить) in combination with gerund which has **-(y)a/-(y)e** endings and with gerund ending with **-(y)ıp/-(y)ip, -(y)up/-(y)üp** expresses commonness, constancy and duration. That's it doesn't have any completeness of action.

**dalıp gitmek** (сидеть в задумчивости)

But the form of this verb **gitti** (3 л. ед. ч. Belirli Geçmiş Zaman) «он ушел» produces quickness, suddenness and determination. This verb expresses **absolute completeness** of action when it is used with gerund which has **-(y)ıp/-(y)ip, -(y)up/-(y)üp** endings and the verb of the same tense and person. Let's give an example with verb *kayıbolmak* (быть потерянным):

**kayıboldu gitti** (сгинул, канул в воду)

**kayıbolup gitti** (сразу скрыться).

The next verb is **gelmek** (приходить). Commonness, constancy and duration is showed by this verb when it combines with gerund which has **-(y)a/-(y)e** endings. In the majority of cases we use this verb in past tenses. In comparison with Russian it is translated as the imperfective aspect.

For example: *müraacat etmek* (обращаться)

**müraacat edegelmek** (постоянно обращаться)

**çalışagelmek** (постоянно работать)

**uyuyagelmek** (постоянно спать).

But **gelmek** expresses suddenness and completeness of action only in one word - **çıkagelmek** (вдруг, внезапно появиться). It is formed from the verb *çıkmak* (выходить).

The verb **başlamak** (начинать) has the meaning of the action's beginning when it combines with dative case of the noun which is formed from verb and ends with **-mak/mek, -ma/me**.

It is translated into Russian as perfective aspect.

For example: *dans etmek* (танцевать)

**dans etmeğe** (or **etmeye**) **başladı** (затанцевал)

**ağlamak** (плакать)

**ağlamağa** (or **ağlamaya**) **başladı** (заплакал)

The following verb is **kalmak** (оставаться). In combination with gerund which has **-(y)ıp/-(y)ip, -(y)up/-(y)üp** endings it expresses duration. Nowadays this verb is used very rarely.

**donakalmak** (сильно удивляться, изумляться)

As we can see from the Russian translation this is imperfective aspect.

The next verb which I'm going to examine is **yazmak**. This verb expresses supposition with the help of the gerund which ends with **-(y)a/-(y)e**. Such types of word-combination as «едва не», «чуть-чуть не» is used for the transmission of completeness of action in Russian translation.

For example: *üşıümetek* (мерзнуть)

**üşıüeyazmak** (чуть не замерзнуть)

**yetişmek** (успевать)

**yetişeyazmak** (едва успеть)

**Bilmek** is the last verb which expresses completeness of action in Russian. The form of possibility is formed with the help of this verb and the gerund which ends with **-(y)a/-(y)e**. Now I give some examples to your attention: *şarkı söylemek* (петь)

**şarkı söyleyebilmek** (мочь спеть)

*okumak* (читать)

**okuyabilmek** (мочь прочитать)

So we have examined all three ways of expressing perfective and imperfective aspects in Turkish.

In the conclusion I want to say once more that interpreter it is first of all creation. It is always very interesting to compare absolute different languages, find various ways of expressing our thoughts when we translate from one language into another (in this case from Russian into Turkish).

#### **Research list**

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### **ASSESSMENT OF EVALUATION**

**Zhunussova Saltanat, Eraliyeva Raushan**

*Philologu Faculty Department of Two foreign languages*

Supervisor: Yusuf Yaylaci

21<sup>st</sup> century is the century of high technology and so called “information age”. Any field of our life can not exist without use of technology. For example, new technology is widespread in medicine, manufacture, education and etc... Utilization of new technologies in the educational system of Kazakhstan started to grow from the last decade of 20<sup>th</sup> century. It was a beginning of new epoch, not only for the educational system but also for our country, which got independence in 1991. As every country which just got the independence and started to develop, Kazakhstan paid much more attention to its educational system. The first step on this direction was the strategy of our president Nursultan Nazarbayev, according to which ministry of education and science in Kazakhstan begun the modernization of schools. By the end of 20<sup>th</sup> century even the distant village schools were equipped with computers. Unfortunately great amount of those computer classes are used as play station or just staying as a piece of furniture. Nevertheless, there are certain schools mostly those which are in the cities, where computer classes are used properly. In such schools they are used nearly in all subjects. For example; in informatics, it is used to write new programs; in mathematics, to provide intensive input on explaining new material; in chemistry, physics and biology computer classes are used as a powerful tool in making experiments and investigations. But computer classes and new technology as a whole are not used in foreign language classes.

From the first side there is no connection between language learning and new technology. After all people for ages learnt languages without using any computers. But we shouldn't forget about the time we are living in. Modern society can not accept the backlog from present rhythm of life. In order to make progress by the course of time, we as the future professors should improve methodology of teaching and accelerate the process of teaching foreign language itself with the assessment of computers and create new programs, books and other materials which can be used through computers. This project consists of two main parts: theoretical and practical. The first one contains information about the advantages of using new technologies with comprehensible examples of their usage. Also this part includes new ideas concerning Computer-Assisted Language Learning (CALL). In practical part we are going to present one program created to facilitate the teacher's life and to hasten the process of teaching and learning foreign languages. The program was written on Java programming language, using its “Java Server Pages” technology.

Until quite recently, computer-assisted language learning was a topic for relevance mostly to those with a special interest in that area. Now computers have become so widespread in schools and homes