

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

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21st 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 20th 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 20th 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

and their use have expanded so dramatically that the majority of language teachers must now begin to think about the implications of computers for language learning.

CALL has developed gradually over the last 30 years, this development can be categorized in terms of three somewhat distinct phases which can be referred to as behavioristic CALL, communicative CALL and integrative CALL. So we see that the computer can serve a variety of uses for language teaching. Let's observe them in more detailed way.

Different technologically based tools render different advantages for learning a second language. There isn't one technology best suited for language study, but rather an array of technological tools that can be harnessed to that end, although the tools themselves will continue to change rapidly. More specifically, there are three important technological platforms that provide tools to assist language learning, in order of increasing interactivity: the Web, CD-ROM applications, and network-based communication.

The Web offers a variety of authentic target-language resources: a virtual trip to Peru, a guided bicycle trip to Santiago de Compostela, a wine guide for La Rioja, or images of the murals of Orozco, to name only a few examples for Spanish. Materials for French, Italian, German, Japanese, and Russian also abound, along with an ever-increasingly sophisticated array of Web-based courses and self-tests. Non-English Web pages account for 45% of the postings on the Web. More importantly, the Web gives all students of the world a channel to express their own voice and promote their own notions of self, which is reason alone for why language students should be reading these Web pages. This sense of authenticity on the Web provides endless topics for cross-cultural analysis and discussions in a content-based classroom.

Teachers are beginning to use Web pages, both original and adapted, to serve as the students' primary-source materials, especially in content-based language courses. In this type of course, students work through the tasks and activities presented them and only gradually have recourse to learn the grammar (for a technologically supported, content-based approach, see Barson 1991 and Debski 1997). The Web pages serve to provide content stimulation and a means for further inquiry. Given the richness of non-English Web materials, the class can move in new directions at any point or deepen their knowledge of any particular topic. For the experienced teacher who knows how to take advantage of these obvious communicative opportunities, a Web-based, content-driven, approach is a dream come true and the students respond in kind. Something like this type of Web-based course might eventually displace the notion of a static textbook, Web copyright problems notwithstanding.

CD-ROMs offer an ideal medium for the delivery of specific applications that take advantage of large audio, graphics, and video files. The publishing industry is increasingly involved in producing high-quality CD-ROMs because the marketplace is demanding it. One of the jobs of today's language faculty and lab personnel is to keep track of this new generation of language CD-ROMs being produced and to know how to review them, which entails its own Catch-22: language professionals need to know something about interface design in order to be able to review software in the first place. Teachers must be educated in recognizing well-grounded pedagogy when they see it, hear it, and read it on the screen. Many of today's CD-ROMs have sophisticated visual interfaces, but care must be exercised so that the medium doesn't overshadow the message, to borrow a metaphor from Marshall McLuhan (1964).

Finally, computer mediated communication (CMC) provides a third platform where L2 students can transcend the spatial and temporal confines of the classroom via the Internet. E-mail or asynchronous ('deferred time') communication and chat or synchronous ('real time') communication offer students the highest level of interactivity because they permit one-on-one, personal exchanges. SLA research has clearly demonstrated the importance of learning language through personal exchanges that require the learners to negotiate meaning with other learners and/or native speakers. This negotiation of meaning appears to be one of the principled ways in which students gradually liberate themselves from the seemingly interminable stages of inter language and achieve higher proficiency in the target language.

Students can obviously negotiate one on one during regularly scheduled class time or lab sessions, but the benefits of negotiating meaning also obtain for synchronous network-based communication as well (Pellettieri in press, Blake et al. in press). This means students can engage in negotiating meaning at any time from home or the lab at their mutual convenience. This use of technology opens the door to a wealth of untapped potential for L2 language use. Again, all theorists agree that increasing the amount and quality of the students' L2 input is crucially necessary to SLA success. CMC has an enormous

contribution to make to the L2 curriculum, if teachers are willing to become familiar enough with the technology to be able to incorporate it into the students' out-of-class assignments.

Despite the advantages discussed above, the profession must maintain realistic expectations for what technology might do for the nation's second language curriculum. Nothing is achieved by promising the language profession a "one size fits all" technological panacea for its financial and curricular woes, although some administrators would dearly like to downsize the number of full-time language faculty, using technology as a replacement. Negative reactions from certain corners of our profession to the introduction of technology into the L2 classroom naturally feed off the failed promises of the audiolingual lab of the sixties. Dashed expectations from that era have created a residual distrust of technology and account for many language teachers' reluctance to plunge into the implementation of yet another round of new technologies in the face of few demonstrable results (Roblyer 1988) and even fewer tangible career paybacks. To compound these initial suspicions further, many people have less than a clear notion of what technology means for L2 learning. Very few language professionals are ready to conceive of technology as consisting of a concerted and coordinated ensemble of supporting tools Web pages, CD-ROMs, and CMC all in service of stimulating interest in learning the target language. That type of vision would require language teachers to know how to use Web pages, CD-ROMs, and chat programs, a thoroughly scary proposition to many.

Resistance aside, computer technology will remain a key component to most everything we do in the 21st century, the so-called "information age". Language professionals need to capitalize on its advantages and strengths wherever consistent with best teaching practices which, in turn, should also be informed by SLA theory. Language teachers who wish to remain competitive in the profession should observe and contemplate instances where technology can assist good teaching practices; today's language professionals must educate themselves to adapt these techniques to the needs of their own respective classrooms.

In order to prove our own words, to remain competitive in the profession and make computers work, not stay as a piece of furniture we decided to create a program. It is called "Review of unit 12" Java Server Pages.

Java Server Pages (JSP) is a Java technology that allows software developers to dynamically generate HTML, XML or other types of documents in response to a Web client request. The technology allows Java code and certain pre-defined actions to be embedded into static content.

The JSP syntax adds additional XML-like tags, called JSP actions, to be used to invoke built-in functionality. Additionally, the technology allows for the creation of JSP tag libraries that act as extensions to the standard HTML or XML tags. Tag libraries provide a platform independent way of extending the capabilities of a Web server.

JSPs are compiled into Java Servlets by a JSP compiler. A JSP compiler may generate a servlet in Java code that is then compiled by the Java compiler, or it may generate byte code for the servlet directly. But we used it in our own purpose, we tried to prove that it can be used in language learning process.

"Review of unit 12"- is an electronic version of Progress check test of our students book "Gold". We have chosen those each unit's progress check test, in order to make its proper use in our daily life. Being in aware of difficulties that language teachers face with new technologies and the time they spend for checking students' works, we tried to over-simplify the use of program in computer. Students should do the test on computer, learn where they had done mistakes, what teacher must do is only to write down the results.

The aim of this work was to inculcate novelty to the ordinary exams at foreign language classes and to hasten the process of conversion of foreign language teaching methodologies, to the age of new technologies. Nowadays time dictates its own stipulations. So, we have no other way except following those new rules. During the report we have mentioned several directions of using new technologies in language learning. There are three important technological platforms that provide tools to assist language learning, in order of increasing interactivity: the Web, CD-ROM applications, and network-based communication. The Web offers a variety of authentic target-language resources. The Web gives all students of the world a channel to express their own voice and promote their own notions of self, which is reason alone for why language students should use internet. CD-ROMs offer an ideal medium for the delivery of specific applications that take advantage of large audio, graphics, and video files. Computer mediated communication (CMC) provides a third platform where L2 students asynchronous ('deferred time') communication and chat or synchronous ('real time') communication

offer students the highest level of interactivity because they permit one-on-one, personal exchanges. Technology for language learning can be effective force for improving foreign language instruction. Furthermore, it is much more powerful and affordable today than ever before, and there is evidence that this situation will only continue to improve.

Now concerning the newly created program, the only thing to be mentioned is that “Review of unit 12” is just an attempt to prove that even philologists are able to create such programs on computer. So, the majority of language teachers must now begin to think about the implications of computers for language learning. In order to remain competitive in the profession and make computers work, not stay as a piece of furniture!

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ҚАЗАҚ-АҒЫЛШЫН ТІЛДЕРІНДЕГІ МОДАЛЬДІЛІК ҰҒЫМЫ

Даулетова Гульназ

“Қазақ тілі мен әдебиеті” бөлімі, 3 курс

Ғылыми жетекшісі: Мизамхан Бағлан

Модаль сөздер тілдегі модальдылық және предикаттылық құбылыспен тығыз байланысты. Предикаттылық сөйлем мазмұнының ақиқат шындықпен жалпы арақатынасын білдіреді. Ал сөйлемде айтылған хабардың ақиқат шындыққа қатынасы модальдық қатынас болып табылады. Яғни сөйлеуші өзінің бұл хабарын қалай түсінеді, өз тарапынан оған қандай сипаттама береді, ақиқат шындыққа қалай қарайды – модальдық қатынастың мәні міне осында. Ал предикаттылық – ең алдымен ойды тіл заңдылықтары мен ережелеріне сәйкес қалыпта көрсетуге қатысты сият. Демек, бұлар өзара тығыз байланысты болғанымен, бір-бірінен елеулі айырмашылығы да бар. Модальдылыққа әдетте сөйлемнің негізгі тұрақты белгілерінің ішінен ойдың тиянақтылығын белгілейтін интонация, яғни хабардың айтылу ырғағы, сөйлеушінің тағы басқа модальдық қатынасы тиесілі. Предикаттылыққа келетін болсақ, ол сөйлесу бірліктерінің грамматикалық жақтан ұйымдасуын қамтамасыз етеді.

Бұл екі құбылыстың белгілі бір шекаралық жігі предикаттылықты тіл деңгейінде логикалық-синтаксистік категория, ал модальдылықты сөйлеу деңгейінде коммуникативтік-синтаксистік категория ретінде алып қарағанда ғана біршама айқынырақ көрінуі мүмкін. Өйткені предикаттылықтың қандай да бір формасы болмасын бәрі тікелей тілмен, ал модальдылықтың түрлі формалары сөйлеумен байланысты. Модальдылық ең алдымен сөйлемде көрінеді. Сөйлем модальдылығы тілдің негізгі өзек категорияларына жатады. Ол біріншіден, барынша айқынырақ түрде және алуан түрлі реңкте интонация әдісімен білдіріледі. Модальдық сондай-ақ етістік райларының синтетикалық және аналитикалық формалары білдіретін барлық мағынасы мен ренкі арқылы да беріледі. Ол инфинитив пен етістік қосымсы, инфинитив пен есім негізді сөздер тіркесі, сөйлемнің модальды-қыстырма мүшелері арқылы да білдіріледі. Қысқасы модальдылық – тіл мен сөйлеудің әр түрлі деңгейлерінде көрінетіндіктен грамматикалық мағыналардың өз алдына бір тұтас саласы, жүйесі болып табылады.

Модальдық тіл білімінде – сөйлеушінің сөйлем мазмұнына көз-қарасын және сөйлем мазмұнының ақиқат шындыққа қатынасын білдіреді. Модальдық – логикалық категория. Бірақ тілдегі модальдықтың аясы кең. Модальдық әрбір тілдің құрылымдық ерекшелігіне, ішкі даму