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3) “得” является признаком косвенного дополнения.

得 используется, когда косвенное дополнение выражается местоимением, или когда имя прилагательное повторяется. Например:

28. 他||讲得怎么样?

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得 используется также, когда косвенное дополнение выражается различными словосочетаниями. Например:

29. 你||跑得太快了。(偏正词组)

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30. 孩子||热得出汗了。(谓宾词组)

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很 используется, когда косвенное дополнение выражается наречием, и всегда идет вместе с 得 [3, 27-28]. Например:

31. 黑板上得字||清楚得很。

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Em T.V., Engeul N.V.

Masters of Art, senior teachers

Department of foreign philology and translation studies,
Buketov Karaganda State University

READING AS A TYPE OF SPEECH ACTIVITY THROUGH FOREIGN LANGUAGE TRAINING IN NON-LANGUAGE HIGHER EDUCATIONAL INSTITUTION

Abstract

The article is about features and functions of four types of reading and ways of their application corresponding to adequate objectives in practice of non-language higher educational institutions.

Keywords: purpose, communicative requirements, skimming reading, reading for specific information, scanning reading, reading for detail.

Ключевые слова: цель, коммуникативные требования, ознакомительное чтение, поисковое чтение, просмотровое чтение, изучающее чтение.

There is a fundamental difference between training in language and studying of such sciences as mathematics, history, chemistry where a main goal is acquisition of a certain portion of knowledge of a subject. The expression "studying of language" has double interpretation. It is possible to learn language as the sum of the phenomena and facts as their studied historical events or chemicals. Linguists and those who are trained in linguistics (the theory of language communication) are engaged in such studying of language. But when a person studies language with the purpose of inclusion into

foreign-language collective for participation in language communication (oral and written), which is the main purpose of mass training in foreign languages, he wants to know the activity, namely, technology of communication or technology of information exchange in this language. And it doesn't depend on what measure process of training of this activity will include acquisition of knowledge about language. In order to train rationally in any activity, it is necessary to know its mechanism. Language communication is the whole complex of types of psychophysiological activity, each of which is very complicated.

The reason for reference of reading to speech activity is the status of linguistics that "it is necessary to understand the activity (behavior) of a person to some extent mediated by language signs as speech activity" [2].

As a type of speech activity reading became a studying subject rather recently, however research of its processes has already a century-old history.

Reading is a part of the scope of communicative public work of a person and provides one of its forms - written - verbal (verbal communication).

In modern life reading plays an extremely important role as it opens access to leading informative sources to an expert nowadays (a book and a newspaper). And at the same time it is one of fixed assets of satisfaction of its informative requirements and implementation of information activities. As any activity, reading is always purposeful: it is directed to extraction of information which is contained in the written-down speech work - the text. Information in this case is understood as contents of the text.

According to Vygotsky-Leontyeva's concept the reading purpose, its result (products) is understanding, and the expected result defines also the quantity of information taken from the text and nature of its processing. Reading situations (the appeal to this or that printing source) can be very different: sometimes it is necessary to define about what a book/article; in other cases - along with understanding of the definite facts contained in the text to catch all shades of author's thoughts etc. And depending on the purpose a reader takes all information or its most/smaller part from the text, tries to remember even its verbal formulation or forgets, having postponed the book. In other words, results of reading belonged to the same readers are various in different situations: its understanding varies on degree of completeness, depth and accuracy even when using sources, identical on character.

There are two levels of understanding of the texts - the level of meaning and level of sense that reflects two directions in which semantic processing of the perceived information is carried out. The main characteristics of understanding are completeness, accuracy and depth.

Efficiency of expert's training of any profile is in direct dependence on that, how fully features of his professional activity are taken into account in the course of this preparation.

Therefore, solving an issue of problems of reading training in a foreign language, first of all, it is necessary to find out what professional needs of the expert in this sphere: whether it is necessary to read in a foreign language; what are the most frequent cases of his appeal to literature in a foreign language and at the same time what aims he pursues. In other words, it's necessary to reveal potential situations of reading where an expert can be. It will allow establishing, firstly, what types of reading are necessary for him, and, secondly, what situations of reading are necessary to create in the course of training.

Considering conditions of training in a foreign language in not language higher education institution, it is necessary to raise a question of the most admissible minimization of requirements to maturity level, but at the same time such at which the solution of the listed above tasks would be really feasible. Degree of a maturity of reading can be various, and restriction of requirements to her happens in three main directions: restriction of language material and types of reading which the student has to seize, and also a level of development of the last. At the same time in all cases the criterion of sufficiency is decisive: the planned types of reading and levels of their development have to be sufficient for reading functioning as speech activity.

The listed above purposes with which experts read literature in a foreign language show that the following types of reading are required for their realization: skimming reading, reading for specific information, scanning reading, reading for detail. The given sequence reflects also degree of importance of each type as it is defined by experts.

These four types of reading allow to provide the solution practically of all most frequent tasks of the person's addressing to the printing sources arising in connection with his communicative, informative

and esthetic requirements. Therefore quite naturally they have found their reflection in the Program for a foreign language.

What is represented by these types of reading?

Reading for detail. The result of this type of reading is a complete and accurate understanding of all the main and minor facts in the text. The main facts include those which result in losing the narrative thread, the author's logical argument.

Texts are read in such a way often their individual parts the information of which is particularly important or professionally interesting for the reader, so he tends not only to accurate understanding, but also critical thinking. As a rule, it suggests the continued use; therefore, the reader sets his mind on the long-term memorizing in the process of reading. All these things lead to the fact that reading is often quite slow, accompanied with pauses and re-reading certain places, full pronunciation of the text in inner speech, some part with translation, sometimes with written notes [].

Skim reading. Its result is an understanding of the substantive content of the text, the main line of evidence, the author's argument [1]. The reader is usually satisfied with understanding of about 70-75% of the facts, and this figure is accepted as a norm (according to the information theory, the limit of the permissible data loss is 25% and it happens not due to the fact that the reader can not get a complete and accurate understanding but because he doesn't need it in this case.

Skim reading is the most popular type in a person's reading practice. L.V.Scherba wrote about this type of reading as follows: "Every educated person must have this skill, but it is chiefly necessary for scientists, engineers, students, and also for those who need to keep on top of foreign literature in one or another field" [3, p.36].

Scanning reading. The aim of this type is to provide a very general idea of the book, article, magazine, etc. in common. The reader can be interested in a different degree of detailization of this representation beginning with defining only the theme of the article, book, field to which it relates to a more detailed – drawing up the list of tackled questions and even the nature of the reported information.

Scanning reading is mostly aimed at solving the issue of the further "afterlife" of the source, or a number of sources whether they will be used for another type of reading or not. Sometimes it is enough to obtain this information to read the headlines and sub-headings separate paragraphs, sentences or even words, that is, in fact, there is a selective reading of individual elements of the text.

Reading for specific information. It is directed to finding the specific information in the text through definitions, formulations, digital or other data, etc. The reader is familiar with this information from other sources that it is in this book and article [3]. The part of the text which was an object of search, as a rule, is exposed to reading for detail. The reader looks through the recent material fluently – the whole text or only its sections in which he can find the necessary information. This scanning, however, has absolutely the other task different from that the reader uses in scanning reading. If in the latter case the reader seeks to make a general idea about the contents of a book, an article or a magazine in general, then while searching this task doesn't arise even with regard to the parts which are exposed to scanning. From the text the reader makes a point of separate words, phrases, sentences which help him define that this extract contains the necessary information or not. At the same time many parts of the article or book etc., including the beginning and/or the ending, can be omitted or generally missed.

As soon as the reader draws a negative conclusion ("it isn't necessary"), he stops reading the appropriate section or the paragraph, and often comes to the following one without reading up an extract. In case of a positive assessment either the nature of reading changes or the reader takes notes of the appropriate section again to return to it and read it more carefully later. This type of reading is more suitable while looking up the word in the dictionary or any information in the reference book.

In respect of scanning reading and reading for specific information reading it is difficult to speak about any standards of the degree of completeness and accuracy of understanding the text. Their positive result is the way the task is performed.

Thus, the requirements as to the types of reading by the end of foreign languages course can be formulated as follows: skim reading: the degree of understanding completeness is no less than 70% of the facts in the text obligatory including the main ones; understanding the main information is exact, minor - not distorted; reading speed is 180 - 190 words per min. for the English and French languages, 140-150 words per min. for German; reading for detail: the degree of understanding completeness is 100%; understanding the main and minor information is exact: reading speed is no lower than 50-60 words per

min; scanning reading: understanding is defining the subject and the main questions considered in the source; work speed is 1-1,5 pages per minute; reading for specific information: the result is finding the necessary information in the source; speed is 1-1,5 pages per minute (reading the found information is another type of reading, and these indicators don't extend to it).

Therefore to get the expert work effectively with foreign literature he must be a mature reader, learn to use methods which are adequate for a specific reading objective and allow solving it in a correct way and rather economically.

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Omarova A.M., Ashimkhanova S.Z.

Teachers of foreign philology and translation studies chair
Buketov Karaganda State University

WHAT MAKES EDUCATION SO COMPLEX

Abstract

This article will attempt to answer on the question what makes education so complex in Kazakhstan. The issue will be examined in regard to two aspects economic priorities for the future and governmental policy, as these two concepts are more significant for a modern Kazakh society.

Ключевые слова: концепт «образование», система образования, трилингвизм
Key words: concept of education, education system, trilingualism

The concept of education is not easy. In reality, it can be presumed that education is really challenging, multipurpose and at the same time a universal thing for our modern society. This is particularly true if attention is drawn toward the growing number of pupils and students as well as the knowledge that learners are required to obtain. Diane Ravitch [1] expressed her opinion about this by quoting, “There are no simple solutions, and no miracle cures to those problems. Education is a slow, arduous process that requires the work of willing students, dedicated teachers, and supportive families, as well as a coherent curriculum”. With that being said, such questions emerge as to whether or not we need ambitious, costly, and impracticable education plans, as well as whether or not we agree with the way in which the curriculum has been decided upon, especially if the values taught at school are the ‘right’ ones, and etc. As we begin to delve into modern varieties of education models, it is quite complicated to answer all of these questions.

The system of education in Kazakhstan in general is similar to all other educational systems in the world: kindergarten, primary school, lower secondary school, higher secondary school, and tertiary institutions. Notwithstanding the primary goals might differ and this can lead to different educational material and methods of teaching. The global changes and increased international standards provoke new problems and set new demands on Kazakh education system. General awareness of the need for changes and improvements in preparing students for their future profession, in order to be more productive under a changing environment, is increasing. World history is replete with examples, which could illustrate the role of education in the transformation of the social system and its further development. It is enough to recall the ‘Japanese miracle’ phenomenon, on the base of the old, established for centuries in the Japanese educational model. The shift to the European standards made qualitative changes; these impacted all sectors of Japanese society. To make such a serious step was not easy, especially for a patriarchal,