

Профессионально-ориентированное обучение иностранному языку в технических вузах представляет собой процесс, направленный на формирование активной и творческой личности будущего специалиста, способного успешно применять лингвистические знания в профессиональной деятельности, и предполагающий приобретение специальных знаний и навыков, способствующих его профессиональному развитию в различных областях производства. Данный процесс предусматривает не только обучение иностранному языку как средству общения и передачи студентам социально и профессионально значимой информации, но и формирование многоязычной личности, вобравшей в себя ценности родной и иноязычной культур и готовой к межкультурному общению[4].

В качестве одного из компонента содержания обучения иностранному языку выступает текст. Обучать иностранному языку следует с использованием текстов, репрезентирующих акты общения и выступающих в качестве образцов речи, которые закладываются в долговременную память обучаемого и при необходимости могут использоваться как основа для более успешного общения. Они должны отражать ситуативно-тематическую основу курса, демонстрировать профессиональное общение коммуникантов. При отборе текстов следует опираться на релевантные для профессионально-ориентированного обучения видам речевой деятельности принципы: ситуативности, аутентичности, профессиональной значимости и информативности. Включение в содержание обучения иностранному языку страноведческих знаний правомерно признаётся в настоящее время обязательным. Эта установочная позиция закреплена в решениях конгрессов Совета Европы относительно содержания обучения иностранному языку[5].

Исходя из вышесказанного, можно сделать следующий вывод: какой бы способ ни избрал преподаватель иностранного языка, от него, в любом случае, требуется владение определенными знаниями в данной профессиональной области, желание усовершенствовать процесс преподавания, заинтересованность в практическом применении студентами знаний как в области иностранного языка, так и в профессиональной сфере, профессионализм, творческий подход к осуществлению учебного процесса.

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УДК 800.87 (575.2)

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**СУРОО – ЖООП КЫРГЫЗ, ОРУС, АНГЛИС ТИЛИНДЕ ЖАНА АНЫН
КООМДУК-МАДАНИЙ ЧЕЧМЕЛӨӨСҮ**

Макалада формалдуу эмес кыргыз, орус жана англис тилдериндеги суйлошуудогу суроолордун кайсы турлору кобунчо колдонулганы жана алардын коомдук-маданий озгочолуктору анализге алынган. Айрыкча, адамдардын гендер озгочолуктору, жашы, жана ошондой эле кезек сактоо, созду болуу, чогуу суйлоо сыяктуу тушунуктор каралган.

Негизги сөздөр: жүзүндө, өзгөчө, полярдык маселелер, буруп, үзгүлтүккө, тозуу, тараптар

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ВОПРОСЫ-ОТВЕТЫ В КЫРГЫЗСКОМ, РУССКОМ И АНГЛИЙСКОМ И ИХ СОЦИАЛЬНО-КУЛЬТУРНОМ ИНТЕРПРЕТАЦИИ

В статье анализируется разговор на кыргызском, русском и английском языках в неформальной обстановке с целью выявления наиболее частых видов вопроса и определения их социо-культурной особенности. Затрагиваются такие понятия, как гендерные особенности, возраст, а также специфические понятия: очередность, перебивание, перехватывание очередности участников разговора.

Ключевые слова: декларативные, специальные, полярные вопросы; поворот, прерывание, перекрытие, собеседники

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QUESTION-ANSWER SEQUENCES IN KYRGYZ, RUSSIAN AND ENGLISH AND THEIR SOCIO-CULTURAL INTERPRETATION

Informal conversations in Kyrgyz, Russian and English are analyzed in order to find out which questions are prevailing and which socio-cultural peculiarities they have. Particularly, notions of gender, age, together with such conversation terms as turn-taking, interruption, overlapping of interlocutors have been considered.

Key words: declarative, special, polar questions; turn-taking, interruption, overlapping, interlocutors

In the process of rapid socio-cultural changes issues of language change have become actual, particularly conversation issues need to be studied in order to reveal the most up-to date linguistic items which are closely connected with social changes. Comparative analysis of questions and their preferable answers reveal morphosyntactic and cultural peculiarities of three structurally different languages. In this article we present three conversations in these languages: in Kyrgyz there are about 5 participants of different gender, in Russian three women and in English two males.

In the work we have analyzed *polar* questions. “Some answering systems are said to be polarity based vs. proposition based (A: “Isn’t he coming?” B: “No (he’s not)” vs. “Yes (you’re right he isn’t coming)”.)” (3); the respondent is invited to either affirm, or reject, a candidate proposition concerning a particular state of affairs. (1)

A declarative question is a yes-no (polar) question that has the form of a declarative sentence but is spoken with rising intonation at the end. (4)

There is no general interrogative marker, either morphosyntactic or prosodic, common to questions of different types. Both declaratives and polar interrogatives are structurally unmarked, while content questions are marked only by Wh words of different kinds. (2)

Conversation in Kyrgyz

1. A. Кыргызча jakshy suyloit eken a?
2. B. Biz any shyldyndai berebiz, birok shyldyndagan menen malades al. kyrgyzchany jakshy

3. suyloit. Byakta omur boyu jashap jyypyub ele kyrgyzcha(looking at the ceiling)
4. bilishpeyt(Looking at A), bilalyshpait. (Looking ahead) Anyn janynda bul on on besh jyl 5.boldu jakshy suyloit da. (looking at A.)But tyshyunot. Men tyshynom, misal ucun. (Looking 6. ahead)Kyrghyzcha lyuboy (moving right hand ahead) nerseni tyshyundyuruo alat.
7. (a slight nod)
8. A. bul jakta jashagandar okshoyt deptirmin. Bul jakta jashabaptyr da. Kelgen bi? Tyaktan 9.kelgen da e?
- 10.C. Al otkondo emneni yrdabattygo kaysyl yrdu ukkan mesmin bilbeim dedi da. [Birinchi.]

The conversation contains mostly declarative disjunctive questions. For example, in line 1 A. asks: *Kyrgyzcha jakshy suyloit eken a?*(He speaks Kyrgyz well, doesn't he?).

The function of this question is to request confirmation of already existing information which the other interlocutors already know. The question is about Jamshed, one of the relatives, who is absent in this conversation. He is of Tadjik nationality, married Kyrgyz woman Jypara. The discussion is about his command of Kyrgyz. Another function of the question is initiating a repair, confirming that he does speak Kyrgyz well, in case if anybody has doubts about his good Kyrgyz. The addresser of the question makes her position stronger by being from southern part of Kyrgyzstan and feeling Kyrgyz much more better than the rest participants of the talk whose Russian is better than their Kyrgyz. Another important thing is that she is a very respected guest, sister-in-law of the participants' sister. She is paid more attention, and her question has to be discussed and given satisfactory answer. Actually, it really happens because B. gives 4 lines answer which in its turn becomes a ground for further discussion.

Another question of A. is polar *Kelgen bi?* (Did he come here?) but she doesn't give chance to answer the question, being afraid that others will not quite understand her because it sounded too general and the form "kelgen" is not used in Chui region of Kyrgyzstan where she is now being a guest. So, she self-repairs her first question adding declarative question *Tyaktan kelgen da e?*(He came from there, didn't he?). However, her question is not answered, instead it initiated the discussion and searching information by others.

In line 12-16 there are two short question-answer sequences about graduating of Jamshed from the university which actually develops the answer to A.' unanswered question *Tyaktan kelgen da e?*

12. B. kachan byutyurgyon? (When did he graduate?)(Turning to C.)
13. C. eki min.(in 2000)(scratching back of his head)
14. B. eki min bi?(in 2000?)
15. C. Ooba osho eki min.(Yes, in that 2000 year)
16. B. nodding, looking ahead.

B. clarifies the year of graduation in order to put a starting point from which Jamshed begins having command of Kyrgyz in order to prove his previously supplied answer about his ability to speak Kyrgyz well. His content question "kachan byutyurgyon?" makes C. think a little. It is proved by scratching the back of his head, the gesture of not having exact answer. The gesture and the answer is adequately received by B. as not exact and C. being not sure. That is why B. tries to repair C. However C. assures he has the correct answer.

The conversation is mostly supported by B. and C. who are males; when E. in line 24. makes attempt to insert something, she is overlapped by B., not letting her finish the idea. The leading position of Asian men is vividly seen here.

There are 4 declarative, 2 content questions, 2 polar questions.

Conversation in Russian

1. A. A shot eta bylo?(moving a head forward, nodding) (...) edinitz. Ya stoko nagovogyu
2. seychas(looking from side to side). Aga(nodding to B)(B laughing) I tochno(looking aside,
3. nodding).
4. A mne?(looking at C), ya gavaryu,(turning head right, down) nu hot adin pasavetuyte(looking 5. at C), ya ne znayu(shrugging shoulders, looking down). Ana znayet.(looking at C) Ya
6. gavaryu. Nu pust ana ne budyet.

7. Govorit i vse(nodding), vot tak,(looking foreard) zapominayte. Nu zapominayu. Vot tak.
 8. Dumayu. (putting arms together, eating a plum).
 9. (1.00)
 10. B. Vkusnyye?(looking at A`s hand)

There are several questions in this conversation but they seem not to be symmetrical, i.e. not all questions are supported by answer. One of the reason for this is that the addresser of the question asks several question at a time. In lines 28-30 there are two questions *Kak vpechatleniye? Sho ani gavaryat?* one by one and the addressee gives only short “Nu” may be not knowing to which of the questions to answer or just thinking how to answer. The addressee is a colleague of the teacher who teaches the addressee`s son. The addressee may be doesn`t know well the teacher of her son who started school and the addresser of the questions recommended that teacher to her. The person who asked the questions is also a typical teacher who got used to ask questions from her students and quite possibly feels power over the woman also being aware of the issue discussed. Another reason is national peculiarities and age. The addresser is an Uzbek woman and the receiver of the questions is Kyrgyz woman who is much younger than her interlocutor. Besides, they are neighbors. Asians demonstrate respect to older people, and in this conversation both women are aware of this cultural aspect and it influences their conversation overflow also. The older woman, addresser demonstrates her power in the conversation and the younger woman, addressee, accepts that power, not giving direct and open answer, but delaying it by her short “Nu” in line 30. The leading position of A is also seen in her accompanying the questions by smile which is echoed in B, and she also says: “Nu” with half smile. A holding the power and not having got satisfactory answer to her two questions, sets up next turn by another leading question in line 31 *Abai cho raskazyvaet?* changing her smile to usual expression of her face. C. again hesitating to give direct answer, gives her “nu” in line 32, but feeling that not to give out here her position about the situation is pointless, she at last supports her slight discontent with the situation accounting that her son distracts at the lessons chatting with another boy. Not only verbal but also her non-verbal language shows her being in subordinate position. When she pronounces her second “nu”, she turns her head left, not directly into the eyes of the older woman. Here we witness gradation from being silent, hesitant to demonstrating expressing thought openly.

Nevertheless, the power of A. is evident here again. She overlaps the ending of C`s turn by *nu vot vidite. Ya zhe skazala* accompanying her utterances by moving hand forward and shaking head. If she had felt less power, she quite possibly would have supported the utterance of C. by “Da? Navernoye, nuzhno ich peresadit?” (Really? Maybe it is better to change their seats?). Howerer, this is not the case here. Her *Ya zhe skazala* evidences assertiveness and confidence, though it was she who recommended that teacher. When C. gives out the solution of the problem “Nado ichk peresadit.” A. repeats the suggestion giving final “verdict”.

Other questions without answer are inside the story told by the speaker. In line 1. A. asks *A shot eta bylo?* and answers her question herself in accordance with the turns inside the story. *Zagruzka edinitz* and continues her turn. The same with question *A mne?* In line 4 which doesn`t require the answer of the interlocutors. In lines 10-12 the first question is answered by non-verbal reply of nodding and showing at a plum, but the question *Payti vzyat shtoli dyetyam?* Is left without answer because it is the question addressed more to herself rather than to other recipients .

10. B. Vkusnyye?(looking at A`s hand)
 11. A. Nodding, showing at a plum.
 12. B. Payti vzyat shtoli dyetyam?(looking at C.)

In line 45. the question of C. *normalnaya da ana?* is supported by 4 lined answer of A. who has more information on the subject of the discussion.

As we have seen from the conversation content questions demonstrate more power though polar questions either do not require the answer or show state of being insecure of uninformed. Here we have 5 content and 5 polar questions. There are no declarative questions which show that women do not express confidence and awareness of the information discussed.

Conversation in English

1. A. he pointed out there was a significant difference in quality between the two and that is
2. weird and everyone got on their phones and was searching using google to see if they could
3. find sources find a source document but we couldn't. So we were like
4. B.[She probably] wrote it we can't say that she didn't. So but yeah like I even saw yesterday
5. Where there were varying degrees of writing depending on the essay like they had gotten help
6. from someone or somebody had done it that type of thing so ...
7. A. Well I'm gonna use the MLA stuff, see what happens
8. B. yeah
9. A. At least because this last sources they didn't give anything
10. B. Right.
11. A. Yeah. The once class that I had assigned a longer writing assignment like that they
12. actually asked me what citations I wanted I was a little surprised by that
13. B. yeah. Which year?
14. A. Those are mostly third years a couple fourth years
15. B. Yeah
16. A. And you know it's not going to be perfect but you know steady improvement not
17. perfection, right?
18. B. So yesterday you had interviews like were they people from here or were they people
19. from other places?
20. A. From Kyrgyzstan you mean?
21. B. No, I mean were they from Kyrgyzstan or from Bishkek?

From line 16 to 21 the adjacency pairs are formed by means of question sequences. There seem to be no answer-all are the questions. The declarative question in lines 16-17 is left without answer. Instead, there is another half declarative, half content question. Such things are peculiar only to written discourse. The question of A. with such ending as *steady improvement, not perfection, right?* seem to be not of interest to B. of the question and he is going on with another question in lines 18-19: *So yesterday you had interviews like were they people from here or were they people from other places?* This action of B. is not making A. at ease, though in some adjacency pairs the recipient may repeat his unanswered question. The recipient A. is younger than B, moreover, possibly he shows respect to A.'s working and life experience. He continues with initiating repair by asking declarative question in line 20. *From Kyrgyzstan you mean?* which gives information and at the same time requires confirmation. And again this question is followed by another half declarative, half clarifying content question *No, I mean were they from Kyrgyzstan or from Bishkek?* And only here the last question is answered affirmatively in line 22: *They were from all over.*

There are some overlaps and the most part of the conversation seem to be full of interruptions and incomplete ideas. This way of linguistic behavior is peculiar to men – they are more interested in ideas, not on the degree of politeness or turn-taking issues. In line 23-25 A's idea *with because* is overlapped by B's *conflict of interest*. In return, A. seems to give answer by *Well, absolutely...* though in some cases men usually continue their thought if even they are overlapped or interrupted, especially Asian men. But here again A. shows respect to his elder colleague by developing the idea of B.

23. applied. I didn't sit in for her interview I was uncomfortable doing that [because]
 24. B. [Conflict] of interest
 25. A. Well absolutely she helps me pay rent in stuff I couldn't sit there and do that. Like that's a
- In lines 27-31 we see again that A. is not quite finishing his turn - he is urged by B's declarative questions. Although B's polar question is also incomplete with *are they sent overseas or* in line 28. Here A. follows the pace of B. and gives quick answer not letting B. finish the turn, though his turn is again not quite finished and B. presents his quick turn by his declarative question in line 30.
27. A....woman from Osh, two young guys from Bishkek

28. B. So what`s the program then? are they sent overseas or
29. A. It`s like me they go overseas or I come here and teach English
30. B. So they go and teach Kyrgyz
31. A. So there`s only one person chosen

Throughout the whole dialogue there are mostly declarative and content questions indicating at the speakers` awareness and interest in the topics of the conversation. Content questions are in lines 13, 28, 32, 35, 38, declarative questions are in lines 16, 20, 21, 69, 80. Polar questions are only in lines 51 and 71.

The conclusion is that men are usually short in their speech. The Americans also show respect to elder ones letting their interlocutor initiate another turn if even their own previous turn is not finished. Declarative and content questions make up the majority indicating at the leading position of the addressee of the question.

The conclusion

In the conversation analyzed the declarative questions are prevailing. The leading role is overtaken by males, in conversations of similar gender age dominates. In all the three conversations there are declarative questions aimed at showing confidence and awareness of the discussed information. In female conversations there are more or less equal number of special, declarative and polar questions evidencing habit of women to re-ask, seek for confirmation. In males` conversation polar questions being the minority, give way to declarative and content questions, showing confidence and seek for accurate information and ideas. Males tend to interrupt or overlap not waiting till the end of the turn, searching for the confirmation of the ideas they have connected with the information conveyed. Moreover, if they are interrupted by women, they tend to continue their thought ignoring the interruption. In males` dyadic conversation the younger man being interrupted shows respect to the elder man, quits his previous turn and continues the interlocutors` idea.

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УДК.809.434.1:802.0

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АНГЛИС ЖАНА КЫРГЫЗ ТИЛИНДЕГИ СҮЙЛӨШҮҮ КЕБИНИН ИШ-СЕМАНТИКАЛЫК ЭКСПЛИКАЦИЯСЫН ЖАКТЫРБОО ЖАНА НААРАЗЫЧЫЛЫГЫНЫН САЛЫШТЫРМА АНАЛИЗИНИН ЫКМАЛАРЫ

Макалa макул болбоо жана нааразы болуунун тил каражаттары аркылуу берилишин жана лингвистикалык түзүлүшүн камтыйт.

Өзөктүү сөздөр: Функционалдуу-семантикалык талаа, аналитикалык – идеалдуу методология, синтетикалык – прагматикалык методология, өзөгү, борбору, жакынкы жана алыскы чеги

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