Польза методики дыхания:

Через некоторое время ваше эмоциональное состояние станет более ярким, комфортным и приятным. Вы почувствуете, как в груди расправляются ваши паруса, и жизнь начинает меняться в лучшую сторону.

Вы почувствуете, как будто жизнь подхватила вас, и ваши «паруса» наполнены ветром хорошего настроения и приятных ощущений.

Именно эта техника уже несколько лет подряд помогает мне пребывать в состоянии эмоционального подъема и генерировать те идеи, которые помогают моим клиентам зарабатывать миллионы.

Я хочу, чтобы нас было больше, чтобы мы своими светлыми идеями и настроением делали мир лучше, а наше финансовое положение стабильнее.

И, пусть в новом и во всех последующих годах ваша жизнь будет под полными парусами.

Assanova D., Knol M.

Interlanguage interference in the acquisition of foreign language pronunciation

*Buketov university of Karaganda
(Kazakhstan, Karaganda)*

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Abstract

When considering interference from a psycholinguistic point of view, it becomes obvious that the speech flow is automatically divided into bundles of differential features that are identical to the elements of the native language. Signs of phonemes that are irrelevant from the point of view of the phonological system of the native language, but differentially significant from the point of view of the foreign language, are discarded, and, conversely, signs that are absolutely insignificant for a non-native language are the main ones in the perception and reproduction of speech in a foreign language. Thus, it turns out that a native speaker of any language turns any unfamiliar sound (or any sound sequence) into a sequence of phonemes of the native language, resulting in an incorrect phonological interpretation. The properties of a bilingual, which are determined by the phonological hearing that exists in his linguistic consciousness, can be considered the most general explanation of the phenomenon of interference itself. Teachers and methodologists pay considerable attention to this phenomenon primarily because the process of superimposing the systems of the native language on the system of the non-native (or interference) generates an accent in the speech of a bilingual native speaker, which is like a kind of mirror, where the signs of the native language are reflected. If the accent is a system of stable skills of incorrect speaking, then the mistakes in pronunciation that inevitably occur in the speech of a bilingual when learning a foreign language are random, but they are often difficult to correct. In order to quickly correct them, teachers should know the reasons for their occurrence.

Keywords: Interlanguage interference, foreign language, native language, phonological system, reproduction of speech, phonemes, phonological interpretation.

Many scientists and researchers pay considerable attention to the problems of bilingualism, namely, the interfering influence of the native language when mastering a foreign language.

When considering interference from a psycholinguistic point of view, it becomes obvious that the speech flow is automatically divided into bundles of differential features identical to the elements of the native language. Phonemic features that are irrelevant from the point of view of the phonological system of the native language, but differentially significant from the point of view of the foreign language, are discarded, and, conversely, features that

are absolutely insignificant for a non-native language are the main ones in the perception and reproduction of speech in a foreign language. Thus, it turns out that a native speaker of any language turns any unfamiliar sound (or any sound sequence) into a sequence of phonemes of the native language, resulting in an incorrect phonological interpretation. The properties of a bilingual, which are determined by the phonological hearing that exists in his linguistic consciousness, can be considered the most general explanation of the phenomenon of interference itself. Teachers and methodologists pay considerable attention to this phenomenon primarily because the process of superimposing the systems of the native language on the system of the non-native (or interference) generates an accent in the speech of a bilingual native speaker, which is like a kind of mirror, where the signs of the native language are reflected. If the accent is a system of stable skills of incorrect speaking, then the mistakes in pronunciation that inevitably occur in the speech of a bilingual when learning a folk language are random, but they are often difficult to correct. In order to quickly fix them, teachers should know the reasons for their occurrence.

In this regard, it should be emphasized that interference can be viewed from three different angles:

- as a result of the interaction of two or more systems;
- how is the process of this interaction;
- as its prerequisites.

In relation to the sound system, it is necessary to talk about the phonetic conditionality of phonological processes. Phonetic conditioning can be of two types:

1. the learner does not hear the difference between the sounds (or melodic contours of the native and foreign languages.);
2. the learner hears this difference, but he cannot correctly pronounce the sound (melodic contour) of the non-native language due to the negative influence of the native language base.

More complex causal relationships are also possible. We will briefly discuss the combination of reasons that cause errors to occur:

1. The learner may not hear the difference between the sounds (or melodic contours) of the native language and the language being studied (sensory, or perceptual level), which leads to the fact that he can not correctly reproduce the audible sound (motor level). Here we should talk about a regular error, determined by the sensory level, when the trainee can't pronounce a sound because he can't hear it;
2. The learner hears the difference, but cannot pronounce the sound correctly. This is a regular error, determined by the motor level;
3. The learner hears and pronounces correctly (there is no reason for mistakes);
4. The student does not hear the difference, but can pronounce it correctly (an irregular error is possible).

Which of the four options the teacher will meet with, depends on various reasons:

1. The phonetic properties of interfering phonological systems (or parts thereof);
2. Depending on the individual characteristics of the students themselves (some have a highly developed sensory ability, others-worse, the motor component also lends itself to restructuring in different ways in different persons who speak the same language).

In this regard, it should be noted that the recognition of the native language as the basic one in the process of teaching a non-native language is of great methodological importance, since this indicates the need for comparison, which is carried out in two main directions: comparison of phonetic systems and analysis of accent; only when comparing the systems of 2 languages (native and studied), it is possible to identify typical difficulties that arise when mastering the pronunciation of a non - native language and find optimal ways to overcome these difficulties. Bilingual students, in particular, residents of our republic, for

whom Russian is the second native language, are of exceptional interest. It is important to understand what such bilingualism leads to when teaching a third, non-native language, whether the solution of the problem is simplified or not, i.e., in the whole native language - Russian-foreign language, various combinations may occur:

- a) the native language and the Russian language are opposed to the foreign language;
- b) the native language is opposed to two non-native languages-Russian and a foreign language;
- c) all three languages act as independent systems.

As already available data on different languages show, any of the three combinations are possible - and this applies not only to languages, but also to different elements of the studied sound system. For example, when studying consonants, knowledge of the Russian language may not have any influence on the acquisition of a foreign language, and when studying vowels-to promote or, conversely, to hinder it.

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Tulegenova G.A., Sagynbazarova A.B., Urasgaliev K.SH.

A lecture together as an innovative method in teaching toxicological chemistry

*Marat Ospanov West Kazakhstan Medical University
(Kazakhstan, Aktobe)*

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Abstract

The article discusses the lecture method, together in the teaching of toxicological chemistry at the Department of Pharmaceutical Disciplines, which provides knowledge, the formation of skills and development of the students' value system, professional skills and competencies.

Key words: a lecture in two, pharmaceutical disciplines, toxicological chemistry, innovative methods.

Аннотация

В статье рассмотрены вопросы внедрения метода лекция- вдвоем в преподавании токсикологической химии на кафедре фармацевтических дисциплин,