СПИСОК ЛИТЕРАТУРЫ

1 Зациорский В.М. Физические качества спортсменов: Учебник. – М.: Изд-во Физкультура и спорт, 1966. – 199 с.

2 Садовский В.А. Мотивация физкультурно-оздоровительной и спортивной деятельности студентов / Дальний Восток: наука, образование. XXI век //Мат. международной науч.– практ. конф. Комсомольск-на-Амуре: Изд-во ГОУ ВПО Комсом. н/А гос. пед. ун-та, 2003. – Т. 2. – С. 389–394.

3 Виленский В.И. Физическая культура студента: Учебник / Под ред. В.И. Ильинича. – М.: Изд-во Гардарики, 2001. – 448 с.

4 Буков В.А., Фельбербаум Р.А. Рефлекторные влияния с верхних дыхательных путей. Москва, «Медицина», 1989.

5 Гневушев В.В. Методические основы развития навыков управления внешним дыханием в лечебной физической культуре. Ставрополь, 1985.

6 Ермолаев О.Ю, Сергиенко В.П. Основы трехфазного дыхания. Издательство «Знание», Москва, 1991.

7 Синяков А.Ф. Гимнастика дыхания. Издательство «Знание», Москва, 1991.

ТҮЙІН

Мақалада дене шынықтыру сабақтарында дұрыс дем алу арқылы денсаулық сақтау технологиясын пайдалану процесі қарастырылған.

RESUME

The article deals with the process of using the respiratory health saving technologies for the physical development of students to engage in physical culture.

Khazhgaliyeva G.Kh., Master of Pedagogical Sciences, senior lecturer
Zhangir khan West Kazakhstan Agrarian-technical University, Uralsk, Kazakhstan

E-PRIME AS AN INSTRUCTIONAL TOOL IN TEACHING WRITING THE MULTILINGUAL STUDENTS

Abstract

Although this variant of English has not commandeduniversal acceptance, people from all walks of life have found that using E-Primeimproves their writing. The author tried out E-Prime in her writing classes and foundit a useful pedagogicand instructional tool. In conclusion she suggests that writing instructors of E-Prime assist to improve the multilingual students' writing skills.

Keywords: *instructional tool, multilingualism, writing skills, vocabulary, grammatical structure, writing assignments, descriptive devices, appropriate linguistic transformation*

Accomplished teachers of English can offer a variety of ways to guide students through the writing process, ranging from mind maps to peer critiques with numerous pre-writing, writing and post-writing activities. For students, one of the more challenging and useful steps in the revision stage of the writing process surfaces in the removal of prosaic sentence formations that include clichés, simple narration, and vague expressions. Despite their efforts to cleanse students' essays of ambiguous and trite language, many students and teachers overlook the lack of originality and clarity inherent in an over-reliance on the verb *to be*. An introduction to English Prime, commonly referred to as E-Prime, can remedy this oversight and can compel students to improve their language learning within the process of writing.

The conceptualization of E-Prime first came about within the field of general semantics as a means of promoting the removal of Aristotelian logic from the English language. Advocates of E-Prime claim that Aristotelian logic which induces English speakers and writers to report beliefs as true or false through the use of the verb *to be* creates false absolutes. E-Prime eliminates the use of the verb *to be* from both written and spoken forms of English and in its most complete form requires the writer or speaker to make a reference to the person or entity that claims credibility in a given statement. For example, in reference to someone labeled by the police as a "criminal", the direct accusation "He is a criminal", when translated into E-Prime might appear more subtly restated as "According to the police, he exhibits criminal behavior". Some people would probably agree with the former statement; however, everyone else, including the "criminal" himself, would agree with the latter. As such E-Prime offers a more accurate representation of reality.

In particular, E-Prime aims to rid the English language of the identity use and the predicate use of the verb *to be*. Strict E-Prime guidelines call for the deletion of all forms of the verb *to be*, including the very common existential, passive and progressive forms, as well as idiomatic and other fixed forms, such as "to be into (something)" and "to be supposed to". By removing all forms of the verb *to be* from their writing, students can refine their writing to exhibit greater achievement and clearer, more elaborate descriptions of reality. In turn, preventing writing students from using the verb *to be* forces them to seek new vocabulary. E-Prime also activates the use of known vocabulary that students might leave dormant or perhaps even forget altogether under the shadow of the verb *to be*.

The origins of E-Prime described above may seem deeply philosophical to most English speakers; and at first, the application of E-Prime guidelines to writing assignments may appear somewhat questionable to teachers. After all, the verb *to be* plays a significant role in sentence construction as perhaps one of the most frequently used verbs in the English language across most registers. However, under closer scrutiny, the benefits that E-Prime has to offer writing students refute any possible skepticism or objection that a teacher might have over E-Prime's value as an instructional tool [1].

Furthermore teachers can find a variety of ways to incorporate E-Prime guidelines in their writing assignments from beginning level sentence writing to advanced level essay writing. Sentence level translation exercises, paraphrasing tasks and revision activities for entire essays make up some of the more practical techniques teachers can use to show students the rewards of E-Prime. By translating standard English into E-Prime, even low-intermediate level students can acquire new vocabulary and grammatical structures. Likewise, when using E-Prime to paraphrase readings that contain the verb *to be*, intermediate and higher level students might find ways to state comments more clearly, as well as more fairly. Finally, regarding essay revisions, teachers may ask their high intermediate and advanced students to either make their revisions during the writing stage or as sentence-by-sentence translations in the post-writing stage.

The next section of this article demonstrates only one of the many ways an English teacher might incorporate E-Prime guidelines into a descriptive essay assignment. In this particular assignment, the students should not receive encouragement to qualify each descriptive statement with a point-of-view phrase, such as "In my mind …" or "In my opinion …". In this way students can avoid redundancy and maintain their stance on how they want their readers to perceive descriptions without hedging. Therefore the final products of the students' writings should display basic E-Prime, English without the verb *to be*, and should not reflect what semanticists refer to as practical or "pure" E-Prime, which includes point-of-view expressions [2].

The following requirements for writing a descriptive essay suit any English composition students who have achieved at least a level of English proficiency necessary for writing narration.

When student writes need to avoid narration, they have a tendency to rely heavily on the passive voice and other grammatical forms that include the verb *to be*. However, the guidelines above encourage writer to deviate from simplistic narration and the verb *to be* in a manner that enhances their focus on description.

In order for intermediate level English students to achieve the goals of a descriptive writing assignment written in E-Prime, teachers may want to consider having their students complete the following tasks:

1. Review action verbs that could replace the verb *to be* and use example sentences with revisions that exclude it.

2. Work in pairs or groups to remove the verb *to be* plus first and second person pronouns from rough drafts.

Students can write their most challenging revisions on the board, and the teacher can turn those revisions into a classroom review.

Writing students may also consult the sample E-Prime translations and revisions in Table 1. However, teachers and students should know that other writing assignments which employ different genres may call for some adaptation of the examples presented. The E-Prime Tutorial Web site provides an excellent source of example sentences and also makes available a list of alternative action verbs that provide creative substitutions for the verb *to be*.

In some instances, Table 1 recommends alterations rather than direct translations because translating directly would result in awkward or seemingly incomplete statements of description. For example, the alteration of the first sample sentence transforms the object "hideout", into a definition that provides a slightly more detailed description. This revision presents a more appropriate transformation than an indecisive expression like "My room seems like a hideout". Likewise, a student could substitute "My stereo is a Sony" with "Sony made my stereo" but a focus on Sony as a manufacturer detracts from the description of the stereo itself. Therefore, "My Sony stereo" constitutes a better transformation [3].

Table 1 – E-Prime translations and revisions for a descriptive essay

Use of the verb to be	*Example sentences in standard English*	*Example translations and revisions in E-Prime*
Identity	My room is my hideout. The stereo is a Sony.	My room hides me from the outside world. My Sony stereo entertains my guests.
Predicate	My bed is comfortable. The music is loud.	My bed feels comfortable. The music plays loudly.
Existential	There is a chair in the corner. Dirty clothes are all over the floor and furniture.	A chair sits in the corner. Dirty clothes clutter the floor and furniture.
Passive	The curtains have been sprayed with perfume. Post cards are sent to me every month by my friends.	The smell of perfume clings to the curtains. My friends send post cards to me every month.
Progressive	The stereo is playing. It is raining.	The stereo plays softly. Rain pours like a waterfall.
Idiomatic or fixed	I am into classical music. I am supposed to clean my room.	Classical music pleases me. My room needs cleaning.

Similarly, sentences with the predicate form of the verb *to be* seem to translate easily and directly into E-Prime because they often only involve changing the copula, as seen in "My bed feels comfortable". Sometimes translating the predicate form also warrants changing the predicative adjective to an adverb as seen in "The music plays loudly". Nonetheless, as with the identity uses above, the unwanted hedging indicated by the use of copula such as "seems" and "appears" should lead to further alteration and elaboration. Translations of the predicate use of the verb *to be* from standard English into E-Prime do not always motivate students to elaborate much. In such cases both standard English versions and the E-Prime translations beg for the addition of similes and other descriptive devices. However, the E-Prime translations do promote the use of a wider range of vocabulary that reduce the redundancy of the overused verb *to be*.

With respect to existential and passive forms of the verb *to be*, students can easily translate many of the standard English examples into simple, sometimes narrative, E-Prime sentences with the first person pronoun *I* as in "I have a chair …", "I threw my dirty clothes …", or "I sprayed the

curtains…". However, since the assignment criteria forbid the use of narration and the first person pronouns, students often obligingly turn to the creative use of personification found in phrases like "A chair sits", 'Clothes clutter" and "Smell clings". At this point, a treasure comes in very handy for helping students to decide whether or not words like *sit, clutter and cling* truly capture the image they want their descriptions to portray. Alternately, students can transform other passive sentences, preferably those that do not hide a first person pronoun, no match an E-Prime format with the simple changes used to switch any passive sentence to an active one [4].

On the surface when progressive forms undergo transformation into E-Prime, the necessary changes seem as easy as "The stereo is playing" equals "The stereo plays" and "It is raining" equal to "It rains". On the contrary, these simple present tense verb constructions beg for elaboration as seen in "The stereo plays softly". Out of context the use of the simple present tense may seem strange, but it doesserve its purpose for describing places and objects at a single moment in time and may, in descriptive writing, invite the use of similes as seen in "Rain pours like a waterfall".

The most complex alterations occasionally show up in the rearranging of sentences that contain idiomatic or fixed expressions with the verb *to be.* With the exclusion of the first person pronouns and *to be*, these sentences sometimes demand near complete revisions and can easily lose their originally intended meanings or functions if a writer does not use caution. For example, with the first person pronoun, a student could change the idiomatic phrase "I am into classical music" to "I love classical music". However, without the first person pronoun, the student must ask "Why do I love classical music?' The answer to this question should provide an appropriate transformation, as does "classical music pleases me", but not necessarily the most accurate translation because the word *pleases* may not carry exactly the same meaning the student wants to convey with the idiom *to be into.* The student might find the sentence better off with a completely different verb, for example, "relaxes", "excites" or "entertains". Likewise, in the last example in Table 1, the fixed phrase "to be supposed to" presents the verb *to be* in its passive form. Therefore, the phrase can serve the function of concealing the supposer's identity. In contrast, a direct E-Prime translation would call for clarification of who expects the student to clean his or her room. In order to maintain the function of the original meaning, the student may feel more comfortable simply stating the fact that the room needs cleaning, rather than writing something like, "She told me to clean my room".

In summary, E-Prime shows great potential for transforming standard English sentences into more creative and clearer statements of description. In addition, E-Prime encourages frequent perusal of a thesaurus and experimentation with personification and similes. Furthermore, the process of converting standardEnglish to E-Prime does not allow students to adhere to only familiar language patterns that they can easily compose the morning of the due date. This enhancement of the writing process teaches the students to teach themselves and to spend their essay writing time more reflectively and constructively [5].

When applying the aforementioned ideas to any writing assignment, teachers must make sure their students know that the proposed set of guidelines represents only one means to an end and does not present an end in itself. Requiring students to avoid the verb *to be* on every assignment would deter students from developing other fundamental skills of fluent writing. However introducing E-Prime restrictions for at least one assignment forces students to spend more time with their essays, to think critically about acceptable grammar and vocabulary, and search for a new or nearly forgotten vocabulary.

REFERENCES

1 Cannon, Bryon L. *An E-Prime Approach to the Holy Bible.* MS thesis. Fort Hays, Kansas: Fort Hays State University. 1987.

2 Kellogg   E. W., III. "Speaking in *E-Prime, "Et cetera: A Review of General Semantics,* Vol. 44, No. 2, 1987.

3 Ellis, Albert. *Anger: How to Live With and Without It.* Secaucus, NJ.:CitadelPress. 1977.

4 Bourland, D. David, Jr. "A Linguistic Note: Writing in E-Prime," *General Semantics Bulletin* Nos. 32 & 33. 1965.

5 Johnson, Elaine C. "Discovering E-Prime," *Et cetera: A Review of General Semantics,* Vol. 45, No. 2. 1988.

ТҮЙІН

Аталған мақалада тілдік емес жоғары оқу орнында шет тілі пәнін оқытуда E-Prime әдісін қолдану арқылы студенттердің жазбаша дағдыларын қалыптастыру және дамыту мәселелері жөнінде айтылады. Мақалада автор әсіресе көптілді топ студенттеріне кәсіби бағытталған шет тілін оқыту барысында білім алушылардың тілдік білік-дағдыларын дамыту мақсатында аталған әдісті қолдану тиімділігі жөнінде баяндайды.

РЕЗЮМЕ

В статье рассматривается один из творческих подходов в преподавании иностранного языка – метод E-Prime. Отмечается, что данный метод чрезвычайно богат по содержанию и обладает потенциалом, позволяющим студентам развиватьсвои письменные навыки по иностранному языку. Согласно результатам проведенных автором исследований установлено, что данный метод может использоваться как исключительно эффективный для достижения целей обучения профессионально-ориентированному иностранному языку в полиязычных группах в неязыковом вузе.

Khazhgaliyeva G.Kh., Master of Pedagogical Sciences, senior lecturer
Zhangir khan West Kazakhstan Agrarian-technical University, Uralsk, Kazakhstan

CROSS-CULTURAL COMMUNICATION AS A PART OF EFFECTIVE MULTILINGUAL EDUCATION

Abstract

The article attempts to offer a response to the question of how culture reveals itself at the university multilingual educational system. While using the term "cross-cultural communication" it is important to bear in mind that culturally attributed social interaction processes are the results of socially constructed processes. Much of the recent researches in intercultural communication have been directed towards the study of the multilingual educational system. The literature reviewed offers perspectives from a variety of disciplines and insights into the role of culture in multilingual communication processes.

Keywords: cross-cultural communication, multilingualism, globalization process, communicative skills, competitiveness, intercultural education, cultural strategies, competitive international society, lingual competence.

In this article we will address the question of how culture is conceptualized and manifests itself at the university multilingual education. With this objective we attempt to summarize contributions from the field of cross-cultural communication which we feel may be of help in moving towards the necessary conceptualization. It is also hoped that the arguments reviewed here will enable us to analyze, from a general perspective, the relationship between culture and some of the most significant components of qualitative research.

Life in the multinational state assumes strengthening of social and spiritual consolidation in society, creation of high culture of interpersonal and international communication. In such a multinational state as Kazakhstan, there is a problem of education of tolerance to foreign languages and cultures, manifestation of respect for them, overcoming feeling of irritation from difference of other cultures. Familiarizing of the personality by means of foreign language to other culture has to take place at the level of the highly intellectual moral process of cross-cultural communication considering all features of the studied language [1].

Kazakhstan has retained its national identity and now it is getting involved into the globalization process broadening an international understanding. Implementing the principles of cross-cultural sensitivity in the foreign languages education is to be beneficial for nurturing future