



ҚАЗАҚСТАН РЕСПУБЛИКАСЫ  
ТҰҢҒЫШ ПРЕЗИДЕНТІ - ЕЛБАСЫНЫҢ ҚОРЫ

**«ҒЫЛЫМ ЖӘНЕ БІЛІМ – 2017»**

студенттер мен жас ғалымдардың  
XII Халықаралық ғылыми конференциясының  
БАЯНДАМАЛАР ЖИНАҒЫ

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СБОРНИК МАТЕРИАЛОВ  
XII Международной научной конференции  
студентов и молодых ученых  
**«НАУКА И ОБРАЗОВАНИЕ – 2017»**

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PROCEEDINGS  
of the XII International Scientific Conference  
for students and young scholars  
**«SCIENCE AND EDUCATION - 2017»**



14<sup>th</sup> April 2017, Astana



**ҚАЗАҚСТАН РЕСПУБЛИКАСЫ БІЛІМ ЖӘНЕ ҒЫЛЫМ МИНИСТРЛІГІ  
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The proceedings are the papers of students, undergraduates, doctoral students and young researchers on topical issues of natural and technical sciences and humanities.

В сборник вошли доклады студентов, магистрантов, докторантов и молодых ученых по актуальным вопросам естественно-технических и гуманитарных наук.

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the director of research and strategy at Liberty in North Korea, a refugee support group in Seoul [8]. Now some South Korean researchers are trying to help recent arrivals from the North bridge that language gap.

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### THE IMPACT OF FRENCH LANGUAGE ON NATIVE LANGUAGE AND CULTURE OF POSTCOLONIAL STATES.

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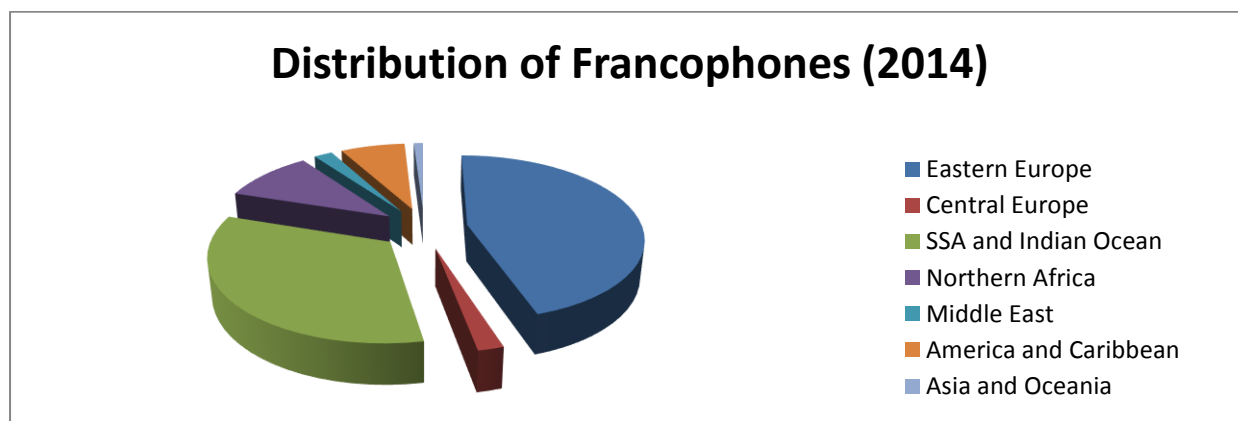
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The importance of French language on the International arena is huge and status of an official or even co-official language in 57 states in 29 countries and nowadays it became the second most important in the world. For instance, speaking French opens the doors to countries where the French is a mother tongue language such as France, Belgium, Canada, Switzerland, Monaco and various states in Africa. An economical advantage is that France is a beneficial partner. According to the pie chart (1.1 Distribution of Francophones) French speaking people in Africa takes second place after the European part which builds 43%.



1.1 Distribution of Francophones(2014)

In the 50-year period of post-imperialism in Africa no single fixation has been as superseding in our distractions and worries at the aggregate level of social life on this mainland as the subject of improvement. It is, the absolute most over the top question of all administrations and decision elites in Africa. It is elusive a solitary administration in the post-freedom experience of Africa which has not set its most elevated sights on the improvement objective. [1, c.159] The specific chain of education, languages, local cultures and development during the history of the evolution despite of postcolonial effect.

In general, inspirational influence to local African culture into typical French culture even as language and civilization was pursued. The aim of assimilation policy was to replace other languages. For example, Schools in Cameroon were set up and the management was controlled by France. In 1924 French officially replaced the German language as the language of instruction and the local language (Duala and Muganka) which some of which had been admitted to secondary school during the German colonial era this languages were prohibited.

Several demonstrative examples was observed later in Kenya in 1981 "men at the top fume in fury at fellow Africans who mispronounce French but laugh with pride at their own inability to speak a single sentence in their own African languages. A random survey on Africans in Brussels, Belgium, was conducted in January 2004. A total of 63 students from West, East and Southern African countries were randomly asked the question "How do you say this or that in your African language?" And result was unexpected because only 8% of them was able to speak their own language. [3, c.97]

Jinadu underlines a significant aspect of language and sociable construction: It can be argued that the learning and command of the languages of the colonizing tycoons have created a material body of sociable stratification or class system based on one's ability to communicate in French. Thus it can be argued from a Fanonian standpoint that a crucial measure used by the colonizing power in deciding which group of African to hand over power to, was fluency in English or French. [4, c.612] addressed to me or to other villager. In this brief, and somewhat comical, passage we see a very profound point. When speaking to cattle, or drunkenly boasting, the villagers were exhibiting power over their audience; a position of domination. The fact that they chose to use French in these instances clearly indicates that for these villagers, and the vast majority of Malagasy who do not speak French at a high storey, that the language can be one of oppression. French can be powerful tool, but at the same time, for many others it can prove to be an insurmountable barrier to Department of Education and the workplace. [5, c.47]

Another example is the Gabon. There are very few written records of the chronicle of Bantoid language speech making populations prior to the arrival of the French people. Suggestion was that common lexical items which served the intention of Bantu-speaking communities was somehow connected. However the language contact with the French took spot as a result of homo swap. At the first of the colonial period, the French found it important to use French as the medium of communication, in line with colonial policies. Thus, the imposition of French as the official language of Gabon was borne out of necessity, that is, for clientele and trade partnerships. However, despite release itself from French rule, the French linguistic influence is often related to agent that have contributed to the electric current decline of Gabon in its appendage of exploitation. Is this a conjunction or the materialization of French capitalism? What the research questions found out, though, was a firm indication that local anesthetic languages are demise as a result of French language supremacy. Similarly, data from the fieldwork showed, in many respects, that the colonial ERA was a critical phase angle in Gabon's history for the simple cause that it has determined the situation of Gabonese languages today, in relation to the French language, in terms of acculturation, global markets, and socio-economic development. [6, c.13]

Analysts have mentioned some comparable objective facts on Tunisia's dialect issues. Gallissot, noticed that regardless of the way that a large portion of young generation is proficient, the other half comprises of generally unskilled adults. To the extent French is concerned, information gathered for the start of the school year 1981-1982 demonstrated that 55.6% of understudies at different levels (essential, optional, and post-auxiliary) got guideline in French. In

any case, Gallissot conveys to the peruser's consideration that at last, training alone can't ensure a place in the public eye for Tunisia's childhood: "En réalite, des chances sont familiales, c'est-à-desperate fondées sur un patrimoine et sur de relations préalables dans l'appareil de l'état". In the expressions of Aziz Krichen, "la mobilité (sociale) standard l'école, c'est fini". [7, c.8]

In fact, the problems of language lasted more than one decade. In order to support development and education, as well as an integral and mainly economic sphere, it was necessary to create an kind of organization which were intended to form a community for all speakers of French. However the interest could be based more on cultural enthusiasm because of the presence of non-colonial set of states: Canada, Belgium, Switzerland, and Luxembourg. And in a conference on December 21, 1965, former French prime minister Michel Debré declared that the African project for Francophonie expressed both "a feeling of nostalgia and a feeling of hope."

Laurent Dubois and Achille Mbembe make this point firmly in the context of an article rethinking the distinction between 'French' and 'Francophone' studies and the linguistic bases of any reinvented form of the field: Our understanding of the French language itself needs to be more global and heterodox: most French speakers today live in Africa, and the forms of spoken and written French throughout the world are highly layered and creolized. A strong basis in French is essential to our work, but so too is instruction in and engagement with languages like Arabic, Wolof, Lingala, or Caribbean and Indian Ocean Creoles.[8, c.21]

Sub-Saharan Africa and Madagascar within France would build 'third circle of solidarity' of Francophonie. And in case of multiple factors the organization's turn from more explicit political and economic aims to a more cultural orientation. In the face of conflicting needs and interests regarding the political economy of Francophonie, the organization fell back on the one goal that united all member states, regardless of economic status—the promotion of French language and culture.[9, c.59]

### **Conclusion**

By summarizing the examples of the five countries of Africa describes significant impact of French language. With reference to the example of Cameroon, the replacement of local languages and other languages of the Imperialists began in 1924 and was successful. In Kenya violence at fellow Africans who mispronounce French, where a survey of students from Africa identified that about 92% of them did not know their native languages. Even in colonial period self-identification were appropriate by Bantu-speaking communities in Gabon. The ability to understand clearly French with any dialect showed in the instance of Tunisia where from the childhood people use this language more than their own. Support of culture and linguistic perspectives were the general idea of the creation of Francophonie organization. Moreover, imperialist countries interests were more orientated on cultural interactions.

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**ПРИМЕНЕНИЕ ТЕХНОЛОГИИ УЧЕБНОЙ ФИРМЫ КАК СРЕДСТВА  
РАЗВИТИЯ ПРОФЕССИОНАЛЬНЫХ КОММУНИКАТИВНЫХ УМЕНИЙ  
СТУДЕНТОВ ЭКОНОМИЧЕСКИХ ПРОФИЛЕЙ НА ИНОСТРАННОМ ЯЗЫКЕ**

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Тенденции глобализации общества, культуры и экономики актуализируют исследования профессионально-ориентированной подготовки по иностранному языку в высшей школе, поскольку осуществлять эффективное международное деловое общение способны только профессионалы, владеющие языками и культурами других стран.

В современных условиях нестабильной экономики работодатели заинтересованы в специалистах, способных эффективно выполнять должностные обязанности в соответствии с профессиональными стандартами, что актуализирует проблему настоящего исследования в части педагогического сопровождения процесса профессионального становления выпускников во время обучения в вузе.

Способность общаться на английском языке в профессиональной сфере является существенным фактором повышения конкурентоспособности молодых специалистов на рынке труда, чем обусловлена актуальность настоящего исследования для обучающихся.

Вместе с тем, на сегодняшний день отмечается снижение мотивации студентов неязыковых профилей к изучению иностранного языка, что в том числе обусловлено разрывом между изучением иностранного языка в вузе и потребностями студентов в получении практических навыков и умений в выбранной профессиональной области. Отсюда возникает противоречие между недостатком профессионализации подготовки по иностранному языку в вузе и востребованностью такого рода подготовки обществом и рынком труда.

Данное противоречие легло в основу исследования, проведенного на базе Омского государственного педагогического университета (ОмГПУ) в 2015-2016 годах, включавшего опытно-экспериментальную работу (ОЭР), в которой приняли участие 60 студентов, обучавшихся на первом, втором и пятом курсах экономических направлений подготовки ФГБОУ ВО ОмГПУ, ЧОУ ВО ОмЮА и ФГБОУ ВО ОмГУ.

В рамках данного исследования способности осуществлять иноязычное общение в различных видах речевой деятельности, детерминированные профессиональной ситуацией и социокультурной спецификой, были определены как иноязычные профессиональные коммуникативные умения (ИПКУ). Поскольку иноязычная коммуникация в естественных условиях всегда культурно окрашена, ИПКУ включают как языковой (способность оперировать лексическими и грамматическими единицами соответствующими коммуникативным намерениям и ситуации общения), так и социокультурный компонент (способность строить коммуникативное поведение, как вербальное, так и невербальное, в соответствии с принятыми нормами делового общения и этикетом).

Исходя из общей классификации речевых умений, предложенной Е.И. Пассовым, данный вид умений в обобщенном виде представляет собой: