

**Баяндау хат**

Кешенді емтиханның негізгі міндеттері:

-Бітіруші түлектердің кәсіптік дайындығын анықтайтын оқу пәнін меңгеру деңгейін бағалау.

-6В01705 «Шетел тілі: екі шетел тілі» білім беру бағдарламасы бойынша біліктілік талаптарына сәйкес, түлектердің дайындығын анықтау.

Кешенді емтиханның мақсаты бітіруші түлектердің оқыған курс пәндері бойынша білімдерін қорытындылап, оқытуға дайындығын тексеру. Кешенді емтихан 3 модульден тұрады.

**«Шетел тілінің оқыту әдістемесі»** курсы бакалавриат студенттері үшін, педагогикалық тілдік мамандықтарға арналған бағдарлама. Курстың мақсаты шеттілдік білім берудің жаңа тұжырымдамасына негізделеді, болашақ мұғалімнің кәсіби-пәндік білімге дайындығын қамтамасыз етумен бірге, қазіргі кезеңдегі шетел тілдерін оқытуға қойылатын талаптарға және практикалық материалды беруде педагогикалық, әдістемелік дағдыларын дамытуға көмектеседі.

**«Ағылшын тілінің теориялық грамматикасы»** курсы болашақ мұғалім мамандарды грамматика теориясының негізгі ережелерімен таныстыруды мақсат етеді. Шетел тілінің грамматикалық құрылысының аса маңызды заңдылықтарын көрсете отырып, грамматикалық құбылыстарды сипаттауда қызметтік тәсілдің қалай қолданылатын, теориялық материалды берудің педагогикалық дағдыларын дамытады. Студенттерде шектес тіл білімінің бөлімдері ретінде өзара байланыстағы (фонетика, грамматика, стилистика, оқытылатын шетел тілінің тарихы) профильдік теориялық пәндерде кездесетін жекелеген тіл құбылыстарын салыстыру, талдау іскерліктері мен дағдыларын қалыптастыру. Жоғарыда аталған міндеттерді жүзеге асыру барысында студенттердің бұрынғы шетел тілінің практикалық курсынан және басқа теориялық пәндерден, атап айтқанда жалпы тіл білімі курсынан алған білімдерін ескеру және оларға сүйену керек.

**«Лексикология»**  Шетел тілі мұғалімдерін даярлауда профильдік пәндердің бірі болып табылатын курсы шетел тілінің сөздік қоры туралы мағлұматтарды қорытып, жүйелендіретін кәсіби бағдарлы теориялық негіздерін меңгертуге бағытталған. Қазіргі заманғы базалық шетел тілін европалық стандарт талаптарына сәйкес меңгерген маманды даярлаудағы профильдік пәндердің бірі ретінде лексикология курсының мақсаты шәкірттің лингвистикалық, филологиялық және жалпы ғылыми ой-өрісін тереңдетуге, шетел тіліндегі коммуникативтік және мәдениетаралық құзырлылығын одан әрі кеңейтуге бағытталған. «Лексикология» курсында басты назар лексикалық бірліктің дамуының негізгі факторлары мен зандылықтарын, оның формальдық-мәндік ерекшеліктерін, оның функционалдық сипатын аша түсуге аударылады.

Курстың негізгі міндеттері:

- студенттерді оқытылатын шетел тілінің сөздік құрамы жайындағы ғылымның қазіргі жағдайымен таныстыру;

- шәкірттердің санасында сөздің дамуының негізгі факторлары мен заңдылықтары, фонетиканың, грамматиканың, лексиканың жүйелік ұйымдасуы, лексикалық бірліктің семантикалық-құрылымдық ұйымдастырылуы, дамудың әлеуметтік шарттары, сөздіктің даралануы және байытылуы жайында көзқарасты қалыптастыру;

- студенттерде сөз, грамматика, фонетика теориясы туралы ғылыми-теориялық көзқарастарды сын көзбен қарай отырып, шығармашылыкпен ұғынуды қалыптастыру, ғылыми ойлауды дамыту;

- лингвистикалық талдау мен бейнелеудің негізгі әдістемелерін білуді және сол білімдерін шетел тілі мен ана тілінің құбылыстарын өз бетімен зерттеуде қолдану қабілетін қалыптастыру;

**Модуль 1. «Шетел тілінің оқыту әдістемесі»**

1. Methodology as a theory of teaching foreign languages. Relationship of methodology with other sciences. The subject of methodology. Methodical categories and research methods.Methodology of teaching English as a science. The object and subject of methodology. The objectives of teaching a foreign language at school. The concept of general and private methods. Connection between the methods of teaching a foreign language with other sciences. The relationship of methodology with pedagogy and didactics. Features of understanding the method of visualization, activity and consciousness in didactics and foreign language teaching methodology. The connection between methods and psychology. The formation of skills.

2. The concept of "grammar" and its role in the formation of the foreign language communicative concept. Methodological approaches to teaching grammar.The role and place of grammar skills in mastering foreign language speech activities. Grammar and grammatical structure of speech. The content of learning the grammatical side of speech. The classification of grammatical phenomena according to the difficulty of mastering. The concept of grammatical skill. The role and place of rules in the formation of grammatical skills. The technology of forming grammatical skills.

3. The goals, content and means of teaching foreign languages.

Types of learning objectives: practical goal, general educational goal, educational goal, developmental goal. The content of teaching a foreign language: components, their selection and organization. The content of learning depending on the object of learning (assimilation) of language (language - knowledge, speech - skills, speech activity - skills, culture - intercultural communication). Communicative competence as a result of learning. The subject side of learning content (communication spheres: social and every day, educational and occupational, and socio-cultural). Learning strategies and learning skills as a component of foreign language learning content

4. General didactic and methodological principles of teaching foreign languages.

The concept of "learning principle", sources, requirements for allocation. General, private and special principles of teaching foreign languages. Didactic principles. Properly methodical principles.

5. Teaching reading. Teaching reading as an independent type of speech activity. The structure of reading. Connection to other types of speech activity.Reading as a type of speech activity. The role and place of reading in the teaching of foreign languages in secondary school. The psycho-physiological nature of reading: The processes of perception and comprehension of printed text; internal and external speech in reading. The relationship of reading to speaking and writing. Types of reading; different ways of their classification. Reading requirements at different stages of learning in secondary school. Selection of texts and their adaptation. Requirements for texts For different types of reading. Lexical and grammatical minimums. Receptive and potential vocabulary of students. Control of reading; types of homework Types of homework and methods of checking them; grading criteria.

6. Peculiarities of formation of reading technique at the initial stage of learning. Different methods of reading.Reading as a type of speech activity. The role and place of reading in the teaching of foreign languages in secondary school. The psycho-physiological nature of reading: The processes of perception and comprehension of printed text; internal and external speech in reading. The relationship of reading to speaking and writing. Types of reading; different ways of their classification. Reading requirements at different stages of learning in secondary school. Selection of texts and their adaptation. Requirements for texts For different types of reading. Lexical and grammatical minimums. Receptive and potential vocabulary of students. Control of reading; types of homework Types of homework and methods of checking them; grading criteria

7. Audiolingual and audiovisual methods of teaching foreign languages. Their critical analysis.The audiolingual method. Origin of the method. Distinctive features of the method. Technology of teaching with the use of technical means of education. Critical analysis. Audio-visual method. Origin of method. Distinguishing features of the method. Technology of training with the use of audiovisual means.

8. Methods of teaching different types of reading at middle and high school levels.

Skimming. Skimming, sometimes referred to as gist reading, means going through the text to grasp the main idea. ... Scanning. Here, the reader quickly scuttles across sentences to get to a particular piece of information. ... Intensive Reading. ... Extensive reading.

9. The concept of "Writing" and "Written Speech". Writing as a goal and as a means of learning. Difference between oral and written speech. Methods of teaching writing technique.The purpose of teaching writing as a kind of speech activity. Psychophysical mechanisms of writing and its connection with other types of speech activity. An integrated approach in teaching foreign languages. Teaching English writing technique. English calligraphy. English spelling. Formation of spelling skills. Methods of phonetic spelling in teaching English spelling. Types of dictation in the formation English spelling skills. Formation of writing skills. Teaching writing skills at the initial stage of learning. Teaching the ability to write an Englishwriting. Teaching creative writing at the senior level. Writing tests and quizzes.

10. Conscious-comparative and conscious-practical methods and their critical analysis.

Students' awareness of the facts of language and how to use them in speech communication in the process of learning, interconnected teaching of types of speech activity; organization of classes in the sequence from the message of knowledge to the formation of speech skills and abilities; differentiation of teaching material (receptive and productive learning); reliance on the native language in order to overcome interference and use positive transfer.

11. The goals, content and principles of communicative teaching of foreign languages. The essence: the learning process is a model of the process of communication and communicativity consists in recreating the similarity of the process of language learning by 1.The personal nature of communication is manifested in the communicative behavior teacher and students as participants in the interaction process. 2.naturally-motivated use of languages and speech tools ( absence of formal communication). 3.Speech actions of students should be as close to natural. 4.mastering of language material in the process of learning all kinds of EP. 5.presence of plot-meaning connection of parts of the lesson. 6.organic transition from one exercise to another.

12. Teaching foreign languages in the context of dialogue of cultures. Characteristics of speaking as a type of speech activity. Different points of view on the model of utterance generation. Difficulties in the formation of communication skills and abilities. The main types of speech situations and ways to create them. Teaching skills of dialogical communication, its linguo-psychological characteristics. Stages, techniques and methods of development of dialogical communication skills.

13. Formation of phonetic speech skills. Requirements for foreign language pronunciation. Psycho-physiological foundations of teaching pronunciation.The role of listening and pronunciation and rhythmic-intonation skills in the formation of communicative competence. Selection and organization of phonetic material: the problem of phonetic minimum and principles of its selection. Principles of learning phonetics. The principle of approximation. Approaches and methods of phonetic skills formation at school. Typology of exercises for work on the pronunciation side of speech.

14. Formation of lexical skills of speech. Basic concepts. Goals and objectives. Criteria for selecting the organization of the active lexical minimum. Stages of formation of lexical units.

Aims, objectives, principles of vocabulary teaching. Content of vocabulary teaching: lexical minimum, principles, sources of selection. Methodological typology of vocabulary. Ways of semantizing vocabulary. The concept of lexical skill. Stages of word study. A system of exercises. Vocabulary games. Control of lexical skills.

15. Methodological approaches to teaching foreign language vocabulary. Basic ways of semantization. System of lexical exercises.The essence of lexical skills. Selection and methodological typologization of the lexical minimum (active/passive minimum). Ways, methods and techniques of semantization of lexical units. Stages of work with lexical material. The system of exercises for the formation of lexical skills.

16. The modern foreign language lesson. The typology of lessons. Methodological analysis of a foreign language lesson.Planning and organization of the educational process in foreign language. The importance of planning in the organization of the educational process. The basic requirements for planning. Types of plans and the requirements for their drawing up. The state educational standard and curricula for Foreign languages. Types of foreign language classes. The lesson - the main form of organization of classes in a foreign language. The requirements for the lesson foreign language lessons. The problem of typology of lessons. Independent work Students in a foreign language.

17. Teaching listening comprehension. Mechanisms for teaching listening comprehension. The main difficulties and ways of overcoming them.The role and place of pronunciation in the teaching of foreign language speech activity. Tasks of teaching pronunciation. Pronunciation skills. Characteristics of English pronunciation norms. The content of training in pronunciation. Phonetic minimum and its organization. Pronunciation difficulties. Consonants, vowel sounds and diphthongs in English. Overcoming the interfering influence of the native language in the formation of pronunciation skills. English intonation and its importance in formation of socio-cultural competence. Technology of work on the formation of pronunciation skills. Stages of work in a communicative approach to teaching a foreign language. The role of auditory visibility and technical means of education in the formation of pronunciation skills. Phonetic transcription and the time of its introduction during the study of English. Exercises aimed at forming pronunciation skills. Types of control.

18. Control and consideration of knowledge, skills and abilities in the system of management of students' learning activities to master a foreign language.Control and accounting of knowledge, skills and abilities in a foreign language. The role of monitoring and recording knowledge, skills and abilities in improving the process of learning foreign languages. Functions, types, forms of control. The organization of the current (tracking) and final control.

19 The main stages of teaching listening comprehension. Methods and techniques of controlling listening skills and abilities.Listening as a type of speech activity. Psychological structure of listening. Relationship of listening to other types of speech activity. Requirements for mastering listening comprehension in secondary school. Listening as a goal and means of teaching a foreign language. The specifics and content of the process of formation of listening skills. The concept of listening skills. Objective and subjective difficulties of mastering foreign language listening. The role of teacher's speech in shaping listening skills. Types of listening comprehension. Technology of teaching listening comprehension. Three stages in formation of listening skills: before listening to the text, installation for listening, removal of difficulties, prediction of content; primary and secondary listening; control of listening comprehension. Development of speaking skills on the basis of listening.

20. Teaching a monologue. Its varieties and characteristics. Goals and objectives. Ways of teaching monological speech at the initial and advanced stages.Teaching monological statements. Types of monologue (monologue-description, monologue-reporting, monologue-storytelling, monologue-narrative, monologue-explanation). Psychological and linguistic Characteristics of monological speech. Text as a unit of learning monological speech. Methods of teaching the monological form of communication.

21. Planning a foreign language lesson. Educational standards.Planning and organization of the educational process in foreign language. The importance of planning in the organization of the educational process. The basic requirements for planning. Types of plans and requirements for their preparation. The state educational standard and foreign language programs. Types of foreign language classes. The lesson is the main form of organization of foreign language lessons. The requirements for a foreign language lesson. The problem of typology of lessons. Independent work Students' independent work in a foreign language.

22. Teaching dialogical speech. Goals and objectives. Psychological and linguistic features. Types of dialogue. Teaching dialogical statements. The essence of the concept "dialogical form of communication". Linguistic and psychological characteristics Dialogical speech. The structure of dialogue. Dialogical units as units of instruction in dialogical speech. Basic types of dialogical units. Functional types of dialogues. Exercises for the formation Skills in dialogical communication.

23. Testing in teaching foreign languages. Test form of control. Requirements for the preparation of tests. Technology of testing and processing of results. Advantages and disadvantages of test forms control. Methods for organizing self-monitoring and self-assessment.

Test form of control. Requirements for the preparation of tests. Testing technology and results processing. Advantages and disadvantages of test form controls.

24. Ways of teaching dialogue and the supports used within them. Control and evaluation of speaking skills.Teaching dialogic and monological statements. The essence of the concept "dialogical form of communication". Linguistic and psychological characteristicsDialogical speech. The structure of dialogue. Dialogical unities as units of dialogical speech training. Basic types of dialogical units. Functional types of dialogues. Exercises for forming dialogical communication skills.

25. Communicative competence and its component composition. Communicative competence in its modern interpretation includes the following types of competence: linguistic, sociolinguistic, discursive, strategic, social, socio-cultural, subject, professional

26. Specifics of teaching productive types of speech activity. Speaking is a productive type of speech activity through which verbal communication is performed. The content of speaking is the expression of thoughts in oral form. Speaking is based on pronunciation, lexical and grammatical skills.

27. Techniques for the formation of listening and pronunciation skills. Methods and techniques of work. Special and non-special exercises.Teaching listening as a communicative act. Listening as a type of speech activity. Relationship of listening to other types of speech activity. Difficulties of listening comprehension. Factors determining the success of listening. Listening as a means and an end of learning. Criteria for selecting audio texts. The problem of levels of listening comprehension. Methods of working with audio texts. Exercises, aimed at the formation of listening skills and abilities. Audiovisual means in teaching listening comprehension. Object of control, criteria and parameters of evaluation of listening skills.

28. The content of teaching grammatical side of speech. The selection of material, its methodical organization.The role and place of grammar in mastering foreign language communication. Communicative approach to the selection of grammatical material: sources, criteria, principles of selection. Principles of the selection of grammatical material for oral and written forms of communication. The purpose of teaching grammarForeign languages. Stages of formation of grammatical skills (active and receptive). Different types and types of grammatical Exercises for active and receptive grammatical minima. Types of visual aids and electronic means in teaching The grammatical aspect of speech. Ways of controlling the formation grammatical skills.

29. The concept of "writing" and "written speech". Psychophysiological characteristics of writing. Exercises for the formation of graphic and spelling skills. Types of written forms of communication. Methods for teaching written forms of communication. Technical means in teaching writing and written speech. Methods for correcting errors in written speech of students. The object of control and criteria for assessing writing skills.

30. Means of teaching foreign languages teaching materials, its main parts, and requirements for teaching materials. Basic and auxiliary teaching aids. Textbook as the main means of learning. Requirements for textbooks and educational-methodical complexes of the new generation. Electronic textbooks. Modern approaches to the organization of teaching foreign languages.Personally-oriented approach.

**«Шетел тілінің оқыту әдістемесі» пәні бойынша сұрақтар тізімі**

1. Methodology as a theory of teaching foreign languages. Relationship of methodology with other sciences. The subject of methodology. Methodical categories and research methods.
2. The concept of "grammar" and its role in the formation of the foreign language communicative concept. Methodological approaches to teaching grammar.
3. The goals, content and means of teaching foreign languages.
4. General didactic and methodological principles of teaching foreign languages.
5. Teaching reading. Teaching reading as an independent type of speech activity. The structure of reading. Connection to other types of speech activity
6. Peculiarities of formation of reading technique at the initial stage of learning. Different methods of reading.
7. Audiolingual and audiovisual methods of teaching foreign languages. Their critical analysis.
8. Methods of teaching different types of reading at middle and high school levels.
9. The concept of "Writing" and "Written Speech". Writing as a goal and as a means of learning. Difference between oral and written speech. Methods of teaching writing technique.
10. Conscious-comparative and conscious-practical methods and their critical analysis.
11. The goals, content and principles of communicative teaching of foreign languages.
12. Teaching foreign languages in the context of dialogue of cultures. 12. Formation of social concept.
13. Formation of phonetic speech skills. Requirements for foreign language pronunciation. Psycho-physiological foundations of teaching pronunciation.
14. Formation of lexical skills of speech. Basic concepts. Goals and objectives. Criteria for selecting the organization of the active lexical minimum. Stages of formation of lexical units.
15. Methodological approaches to teaching foreign language vocabulary. Basic ways of semantization. System of lexical exercises.
16. The modern foreign language lesson. The typology of lessons. Methodological analysis of a foreign language lesson.
17. Teaching listening comprehension. Mechanisms for teaching listening comprehension. The main difficulties and ways of overcoming them.
18. Control and consideration of knowledge, skills and abilities in the system of management of students' learning activities to master a foreign language. 19.
19. The main stages of teaching listening comprehension. Methods and techniques of controlling listening skills and abilities.
20. Teaching a monologue. Its varieties and characteristics. Goals and objectives. Ways of teaching monological speech at the initial and advanced stages.
21. Planning a foreign language lesson. Educational standards.
22. Teaching dialogical speech. Goals and objectives. Psychological and linguistic features. Types of dialogue.
23. Testing in teaching foreign languages.
24. Ways of teaching dialogue and the supports used within them. Control and evaluation of speaking skills.
25. Communicative competence and its component composition.
26. Specifics of teaching productive types of speech activity.
27. Techniques for the formation of listening and pronunciation skills. Methods and techniques of work. Special and non-special exercises.
28. The content of teaching grammatical side of speech. The selection of material, its methodical organization.
29. Linguistic foundations of methodology. Modeling of linguistic material for methodological purposes. The role of comparative analysis of linguistic phenomena of native and foreign languages.

30. Means of teaching foreign languages teaching materials, its main parts, requirements for teaching materials.

**Модуль 2. «Ағылшын тілінің теориялық грамматикасы»**

1. Grammatical and lexical meaning of a word.

(Individual meaning of words and the meaning of the whole class and subclass)

1. Morphology. Essentials of Morphology

(Morthology as the branch of Grammar. The word is the object of morphology)

1. Parts of speech. Classification of parts of speech.

(Notional and structural parts of speech)

1. System of parts of speech. Notional and structural parts of speech.

(Notional parts of speech with lexical meaning. Structural parts of as words with grammatical function)

1. Noun. Grammatical categories.

(The grammatical categories of number and case)

1. Verb: Tense, Aspect

(The verb as a part of speech. Tense as a grammatical category expressing the time of the action. Aspect as grammatical category expressing the way the action is performed)

1. Verb: Voice and Mood.

(The verb as a part of speech. Voice as a grammatical category of the verb expressing the relation between the doer and the action. Mood as grammatical category expressing modality).

1. Modal verbs. Nature of modal verbs.

(Modal verbs as a special class of verbs)

1. Structural parts of Speech. Their functions in the Sentence.

(Structural parts of as words with grammatical function)

1. Adjective. Grammatical categories.

(Adjectives as parts of speech. Degree of comparison of the adjective)

1. Syntax. Essentials of Syntax.

(Sentence as the object of Syntax.)

1. Sentence as the smallest unite of speech.

(The definition of a sentence. Classification of sentences.)

1. Types of sentences.

(Classification of sentences according to the structure or to the purpose of the utterance)

1. Composite sentences.

(Definition of composite sentences. Clauses in a composite sentence).

1. Complex sentences.

(Definition of a complex sentence. Clauses in a complex sentence )

1. Simple sentence. Main parts of the sentence.

(Definition of a simple sentence. Complete and incomplete sentences. Extended and unextended sentences)

1. The subject as the main part of a sentence.

(Subject as a principal part of a sentence. Subject can be denoted by different parts fo speech).

1. The predicate. Types of predicate.

(Predicate as a principal part of a sentence. Predicate can be denoted by different parts fo speech).

1. The object as the secondary part of a sentence.

(Object as secondary part of a sentence. Object can be denoted by different parts fo speech).

1. The attribute, ways of expressing it.

(Attribute as a secondary part of a sentence. Attribute can be denoted by different parts of speech)

1. Adverbial modifier as a secondary part of the sentence.

(Adverbial modifier of place, of purpose, of time, of result).

1. Classification of sentences according to the purpose of the utterance.

(Types of sentences to the purpose of the utterance)

1. Compound sentences and its classification.

(Definition of a compound sentence. Clauses in a compound sentence).

1. Types of subordinate clauses in the complex sentence.

(The place of subordinate clauses in a complex sentence. Subordinate clauses of the first degree, of the second degree and etc).

1. Finite and Non – finite forms of the verb.

(The grammatical categories of Finite and Non – finite forms of the verb. Infinitive, Gerund and Participles)

1. Complex sentence with subject clauses.

(Subordinate clause in the function of a subject)

1. Complex sentence with object clauses.

(Subordinate clause in the function of an object).

1. Complex sentence with predicative clauses.

(Subordinate clause in the function of a predicate)

1. Complex sentence with adverbial clauses.

(Subordinate clause in the function of an adverbial modifier)

1. Complete and incomplete sentences. Elliptical sentences.

(One word sentences and an elliptical sentence. Peculiarity of elliptical sentences).

**«Ағылшын тілінің теориялық грамматика» пәні бойынша сұрақтар тізімі**

1. Grammatical and lexical meaning of a word.
2. Morphology. Essentials of Morphology
3. Parts of speech. Principles of classification of parts of speech.
4. System of parts of speech. Notional and formal parts of speech.
5. Noun. Grammatical categories.
6. Verb: Tense, Aspect
7. Verb: Voice and Mood.
8. Modal verbs. Nature of modal verbs.
9. Formal parts of Speech. Their functions in the Sentence.
10. Adjective. Grammatical categories.
11. Syntax. Essentials of Syntax.
12. Sentence as the smallest unite of speech.
13. Types of sentences.
14. Composite sentences.
15. Complex sentences.
16. Simple sentence. Main parts of the sentence.
17. The subject as the main part of a sentence.
18. The predicate. Types of predicate.
19. The object as the secondary part of a sentence.
20. The attribute, ways of expressing it.
21. Adverbial modifier as a secondary part of the sentence.
22. Classification of sentences according to the communicative type.
23. Compound sentences and its classification.
24. Types of subordinate clauses in the complex sentence.
25. Finite and Non – finite forms of the verb.
26. Complex sentence with subject clauses.
27. Complex sentence with object clauses.
28. Complex sentence with predicative clauses.
29. Complex sentence with adverbial clauses.
30. Complete and incomplete sentences. Elliptical sentences.

**Модуль 3. Лексикология**

1. The subject of lexicology. The place of lexicology in a series of language sciences. Sections of lexicology as a science. The main lexicological problems. What are the main differences between studying words syntagmatically and paradigmatically?
2. Tasks of lexicology and its methodological base. The word as the basic unit of language. Structural aspects of the words.
3. The problem of defining a word. External structure of the word. Internal structure of the word. What is understood by formal unity of a word?
4. Informal style. Colloquial words. Slang. Dialect words
5. Formal style. Learned words. Archaic and Obsolete words. Professional terminology. Basic vocabulary.
6. The etymology of English words. The etymological structure of English vocabulary. What is the earliest group of English borrowings?
7. Borrowings. Why are words borrowed? International words. Etymological doublets. Translation loans. How are the etymological and stylistic characteristics of words interrelated?
8. Word building. Affixation. Native affixes, productive/ non-productive affixes. Semantics of affixes.
9. Conversion. What features of modern English have produced the high productivity of conversion? Which categories of parts of speech are especially affected by conversion? Give examples of your own.
10. Word-composition. Classification of compound. What are the interrelations between the meaning of a compound word and the meaning of its constituent parts?
11. Word production and composition. Criteria for a compound word in English. Shortenings.
12. The problem of distinguishing a compound word from a word combination. Types of compounds. Processes of making shortenings. Stylistic characteristics of shortened words.
13. Polysemy. Semantic structure of the word. Types of semantic components. Meaning and context.
14. Causes of development of new meaning. Borrowings. Similarity. The process of development and change of meaning.
15. Homonymys. Classification of homonyms. Source of homonyms. Distinctive features of the classification of homonyms suggested by professor A.I.Smirnitsky.
16. Synonyms. Classification of synonyms. Criteria of Synonymy. Types of synonyms
17. Word groups with transferred meaning. Phraseological units. Idioms. Free word- groups.
18. Phraseology: principles of classification. Traditional and oldest principles. Phraseological combinations. Phraseological fusions.
19. The structural principle of classifying phraseological units. Verbal. Substantive. Adjectival. Adverbial. Interjectional.
20. Ways of word-formation. Shortening, blending, back-formation, sound-and-stress interchange.
21. The Morpheme. Morphemic Structure of the Word. Types of inflexions. The notion of the zero morpheme
22. Borrowings in the English language. Assimilation of borrowings. French borrowings. Greek and Latin borrowings.
23. Word meaning principal approaches. Types of meaning.  
    The structure of lexical meaning of a word. The problem of connotation.
24. Lexicography as a part of lexicology. Different problems of dictionary making.
25. Word meaning and meaning in morphemes. Word meaning and motivation.  
    Change of meaning. Nature of semantic change..
26. Affixation as a way of word-formation. Suffixation. Prefixation.
27. Euphemisms. Types of euphemisms. What function do they perform in speech? What is the effect of overusing euphemisms in speech?
28. Classification of synonyms. The dominant synonym.
29. Antonyms. Types of antonyms. Classification of antonyms.
30. American English. Vocabulary of American English. Grammatical peculiarities of the American varieties of English.

**« Лексикология» пәні бойынша сұрақтар тізімі**

1. The subject of lexicology. The place of lexicology in a series of language sciences.
2. Sections of lexicology as a science. Tasks of lexicology and its methodological base.
3. The word as the basic unit of language.
4. The problem of defining a word.
5. Colloquial words. Slang. Dialect words.
6. Archaic and obsolete words. Professional terminology.
7. Etymology of English words.
8. Borrowing. International words. Etymological doublets. Translation- loans.
9. Morpheme is the minimal meaningful unit of language, root and affirm morphemes. Classification of affixes for productivity, frequency, origin.
10. Polysemy. Semantic structure of the word.
11. Word production and composition. Criteria for a compound word in English. The problem of distinguishing a compound word from a word combination.
12. Reduction of words and phrases. Types of abbreviations. Basic models of the word.
13. English vocabulary. The main types of informal style.
14. English vocabulary. The main types of formal style.
15. Euphemisms.
16. The syntagmatic and paradigmatic relationships of the word.
17. Affixation is the principle way of word-building.
18. Phraseology. Free and stable phrases.
19. Types of phraseological units.
20. Conversion is the principle productive way of word-building.
21. Word-building. Types of word-building.
22. Word-composition. Classification of compounds.
23. Semantic structure of the word. Polysemy.
24. The main types of semantic components within the meaning of the word.
25. Homonyms. Classification of homonyms.
26. Synonyms. Classification of synonyms.
27. Antonyms. Types of antonyms. Classification of antonyms.
28. Transference based on resemblance. Transference based on contiguity.
29. Word-groups with transferred meanings
30. The basis of the traditional and oldest principle for classifying phraseological units.

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