

As a result for the Kazakh language there were obtained the following values (in bits). Then, according to Shannon's formula

$$H_0 = \log 43 = 5,4 \text{ bit},$$

where H_0 is the maximum value of the text entropy consisting in receiving one letter of the Kazakh text (information contained in one letter) under the condition that all letters are considered equally probable.

When summarizing, we'll note that on the basis of Kazakh texts there were obtained the information characteristics of the letters that are in different positions; there were obtained the letter distributions of the text entropy, and given the possibility to estimate quantitatively the information ratio in the text. This permits to come to the conclusion that information entropy can be used to any language for revealing the information distribution in the text.

Entropy distribution in the Kazakh text

Entropy (E)	Scientific style of speech (SS)	Journalistic style of speech (JS)	Official style of speech (OS)	Informal style of speech (IS)	Artistic style of speech (AS)
H_1	4,3598	4,4253	4,3443	4,3873	4,3438
H_2	2,3444	2,7267	2,6006	2,7843	2,7468
H_3	0,852	1,0687	1,0225	1,0557	1,2596
H_4	0,2813	0,3301	0,2665	0,3187	0,414
H_5	0,1882	0,1198	0,2012	0,1265	0,1091
H_6	0,1657	0,0657	0,095	0,056	0,0414

From this there can be concluded that the dynamics of the text information entropy reduces when transiting to the higher level of organization; at this the text information content increases that proves the language development according to the law of preservation the sum of information and entropy.

References

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PROFESSIONAL LINGUISTIC TRAINING OF A NON-LINGUISTIC COLLEGE STUDENT WITHIN A SYSTEM OF MULTI-LEVEL EDUCATION

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Official documents of UNESCO identify educational system of Russia as a unique one for its fundamentality, scientific potential of the country remains high, regardless of the "lack of brain".

Russian fundamental education was created at foundation of knowledge paradigm. Many years of

practice have revealed significant disadvantages of this approach.

Comparative researches of education quality among university graduates of post-Soviet countries (Russia, Belarus, Ukraine) and developed countries of the West (USA, France, Canada, Israel), carried out by the World bank, have established that our students show very high results (9–10 points) according to such criterions as "knowledge" and "comprehension", and extremely low scores according to criterions "practical application of knowledge", "analysis", "synthesis", "evaluation" (1–2 points). Students from developed Western countries demonstrated completely opposite results [1].

According to objectives of Bolognese process, a review of state of qualifications in Russian education took place at the foundation of training professionals for a specific labour market in continuously complicating post-industrial society.

An employer prefers graduates with a good linguistic training who have an expertise in their professional area, feel comfortable in a linguistic environment and possess skills of communicating with foreign colleagues in context of professional activity.

In terms of multi-level educational model a problem of increasing efficiency of foreign language training among future specialists can be solved not only through organizational methods, but also via selecting the correct methodical strategy [3]. This strategy can involve linguistic-didactic, psycho-linguistic, and other aspects of linguistic training at each stage of education: profile class of

primary school – junior years of university – senior years of university – specialization.

An experiment of combining a well-known concept of the “European linguistic portfolio” with the described strategy proves to be interesting. In terms of such combination methodical succession in multi-level educational model creates all conditions, required to motivate students for self-education and increase in their activity within the process of training while communicating with a tutor, thus making it unnecessary for the latter to give additional explanations to students and allowing them to predict the expected effect more reliably. The concept of “linguistic portfolio”, in its turn, gives one a chance to carry out continuous observation over educational process regardless of quantitative composition of academic groups, estimate efficiency of a certain methodical tool in qualitative characteristics.

Convergence of countries via implementing different programs that are carried out by UNESCO nowadays, will help students to realize the necessity of mastering foreign languages in order to organize their life and professional space.

References

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