

*Materials of Conferences***CONDITIONS FOR MOTIVATION WHILE
LEARNING ENGLISH IN THE TECHNICAL
HIGHER EDUCATION INSTITUTION**

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The problem of learning languages is very important today. Foreign languages are socially demanded especially at the present time when the progress in science and technology has led to an explosion of knowledge. The total knowledge of mankind doubles every seven years. English is needed as the main and the most efficient means of information exchange. It is the language of literature, education, modern music, international tourism. English has become the key to international scientific, technological and commercial innovations of today.

With the acceptance of English as the international language of technology and commerce appears a new generation of people who know why they are learning the language. Scientists and scholars need it to keep up with developments in their fields. Many students need English because their course of studies includes textbooks available only in English. Young people around the world need English in order to be able to use the Internet, communicate with their partners in other countries, understand films and songs. Specialists should know foreign languages to communicate with their colleagues at the conferences.

Russia is integrating into the world community and the problem of learning English for the purpose of communication is especially urgent today [2, p. 50]. In Russia people learn English to be able to exchange the latest information concerning science, technology and commerce with their colleagues; to be able to read foreign newspapers and books. Learning foreign languages is especially popular among young people. For them English is a way of exploring a completely new world. A person who travels a lot also needs English. Even in the countries where English is not an official language people will generally be able to understand it.

Specialists have to know that kind of English which will help them solve their professional problems. They need English for specific purposes. It has been established that there are important differences between, say, the English of commerce and that of engineering.

Testing the students entering the technical university shows that the majority of them have

the low level of knowledge in English. That is why the lecturer at the higher education establishment has to organize his or her activity in such way in order to equalize the students' level of knowledge in a short time.

Motivation is one of the most famous factors which stimulates the interest of the students in learning foreign languages. Motivation is the result of his wishes, purposes, tasks. The real final success supports the motivation. If there is no success, the motivation disappears [3, p. 92].

As for the higher education establishments, their task is to create conditions for appearing of the impulse, the students' realization of the necessity of knowing the English language and further development of the sphere of motivation.

The teacher of the English language is aimed to develop the skills of communication. These skills are the base in the organization of the production, in the sphere of management and in the sphere of service. Therefore, acquisition of the basis of foreign communication is the specific base for the professional becoming of the students.

At the lessons of foreign languages we solve a number of concrete tasks directed on the professional forming of the person: the development of the individual features of the students, their abilities, professional interests. Due to the Internet they learn new achievements in the different spheres of science and technology while reading, translating, annotating, abstracting scientific technical texts. Moreover this kind of work develops the students' intellect, widens their outlook. The teaching the student to work with books (dictionaries, reference-books), to annotate, abstract foreign scientific technical texts master their educational abilities [3, p. 93].

The novelty of the information obtained plays a great role in the forming of the motivation. The need in getting new knowledge in their specialty promotes the personal activity of the students, that is stimulates the students being their motivational factor. Today specialists of different branches of sciences and professionals can learn English for their specific purposes. They should be able to write business letters [1, p. 74]. These skills are necessary in any professional activity.

To equalize the students' level of knowledge in a short time we had to organize extra English courses for the students with different level of knowledge, such as elementary, pre-intermediate, intermediate, upper- intermediate.

References

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**STAGES OF TRANSPOSITION
CONVERTING RUSSIAN VERBS
OF INDICATIVE MOOD
IN THE FORM OF THE 2ND PERSON
INTO PARENTHETICALLY MODAL
WORDS AND PHRASES**

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The paper explores the gradual nature of transposition converting verbs in the form of the 2nd person of the indicative mood into an inter-part-of-speech semantico-syntactic category of parenthetically modal words and phrases. The authors define the characteristics of the word forms, representing different stages of modalation: A (the core set of verbs with modally complicated semantics manifesting a range of typical differential properties of a given part of speech); Ab (a periphery of verbs, expressed by word forms in the function of the main predicate of the complex sentence with subordinate complement clause); ab (zone of hybrid verb-modal structures in the function of the predicate and parenthetically-modal component of the utterance); aB (periphery of verbal modal words in the function of the introductory component of semi-compound sentences) – B (the core set of parenthetical modal words that are no longer in semantic connection with initial verbal lexemes). The results of the study can be used to create transpositional grammar of the Russian language, and to teach morphology and syntax of modern Russian language in higher school.

The investigation of mechanisms transposing linguistic units of different parts of speech into an inter-part-of-speech semantico-syntactic category of parenthetically modal units is one of the crucial tasks of the Russian transpositional grammar (see for instance [4–8]). Recent research demonstrates that this process involves nouns, adjectives, adverbs, verbs, etc. A significant group of parenthetically modal words and phrases is represented by verbs in the predicative (*видишь, говорят, посудите –*

you know, they say, judge for yourself, etc.) (1), substantive (*видать, знать – looks like (perhaps), probably, most likely etc.*) (2), attribute [short past participle as part of an analytic passive *не в обиду будет сказано – no offence meant*; adjectivised form: *видимо, знамо (дело) – apparently, undoubtedly etc.*] (3) and semi-predicative representations (*откровенно говоря, грубо выражаясь – frankly speaking, putting it bluntly, etc.*) (about the concept of representation of the Russian verb see [1, p. 94–115]) (4). Cf. contexts of modulation:

1) (a) *С особенной яростью, говорят, он выбрасывал из лодки ошибочно попавших к нему русских с недопротитым металлическим рублём в кулаке* (Ф. Искандер. Курортная идиллия);

(б) *With special fury, they say, he was throwing out of the boat the Russians with metal under-drunk-away rouble in their fists, mistakenly taken by him* (F. Iskander. Holiday resort idyll);

2) (a) *Война продолжается и долго, видать, ещё не кончится* (В. Астафьев. Обертон);

(б) *The war goes on and is not going to end soon, you know.* (V. Astafyev. Overtone);

3) (a) *Собственных детей у него, видимо, не было* (А. Волос. Недвижимость);

(б) *He has not apparently had children of his own* (A. Volos. Real estate);

4) (a) *Я же, мягко выражаясь, был чересчур общителен* (С. Довлатов. Заповедник).

(б) *I, on the contrary, putting it mildly, was too sociable* (S. Dovlatov. Wildlife reserve).

Results and discussion

A special subgroup among modalates are formations correlative with verbs in the forms of the 2nd person of indicative and imperative moods. They are characterised by parenthetical modal use in an independent position and in stock phrases (cf: *видишь / видишь ли; знаешь / знаешь что*) – *see / you see; you know / you know that*). The verbal modalates of this type allow the subject of mode (modus) to focus the listeners' attention on certain aspects of information (*you understand, you imagine, you know, etc*) (5), to assess the degree of its authenticity (*perhaps, probably, looks like, most likely etc.*) (6), and being included in a parallel process of interjection – to express emotional attitude to the stated facts, for instance, feelings of dissatisfaction, indignation; cf: (*don't you see, don't you understand etc*) (7). Cf.:

5) (a) *Мне воздуха нужны, а не советы! Грины, понимаешь? Повторяю: день-ги!* (А. Волос. Недвижимость);

(б) *Pieces of air I need, not pieces of advice! The greens, you know? I repeat: the mo-ney!* (A. Volos. Real estate);

6) (a) *Но с этим командиром, пожалуй, никакого отдыха не получится* (В. Быков. Болото);

(б) *But with this commander, I suppose, we will have no respite at all* (V. Bykov. Swamp);

7) (a) *Я прошлый раз с верхотуры сорвался, позвоночник повредил и то себе не позволил.*