

be “of small volume and free composition, expressing individual impressions and thoughts on a specific occasion or issue and obviously does not claim to be a defining or exhaustive interpretation of the subject.”

The English “debate” with the main meaning of “a formal discussion” opposes the Russian “дебаты” as “a kind of public discussion of the participants in the debate, directing to convince a third party that they are right, and not each other”.

One more pair of words equal to “false friends of the translator” are the English noun “revision” and the verb “revise” with the meaning of “a process of studying something again to prepare for an exam” correlating with the Russian word “ревизия” with the meaning of “checking the financial and economic activities of enterprises, organizations, institutions or officials for a certain period.”

To conclude, difficulty in learning English vocabulary might be related to polysemantic words and so-called “false friends of the translator”, mainly because the words in both languages, Russian and English have similar spelling and pronunciation thanks to their common Latin origin.

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CASE STUDY: THE KAZAKH SYNTACTIC STRUCTURE HELPS ME TO LEARN BETTER JAPANESE

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Андатпа. *"Бастауыш – толықтауыш – баяндауыш" тәрізді қазақ сөйлемдегі сөз тәртібі жапон тіліне де сай. Қазақ тілінің ана тілі болуы жапон тілін үйреніп жүрген студенттер үшін қолайлығын көрсетеді, деп санаймыз. Екі тілдің құрылымдық ұқсастығы аталған шығыс тілі үйренушілердің дағдыларын дамытуда ерекше орын алады.*

Кілт сөздер: сөз тәртібі, тіл үйрену, кейс зерттеу.

Аннотация. *Порядок слов "подлежащее-дополнение-сказуемое" схож в казахском и японском языках. Мы считаем, что структура в порядке слов в обоих языках облегчает процесс изучения языка для казахоязычных студентов. Схожая структура названных языков способствует развитию навыков обучения на данном восточном языке.*

Ключевые слова: порядок слов, изучение языка, кейс- исследование.

Abstract. *The 'subject-object-verb' word order is similar both in Kazakh and Japanese. We find that being a native speaker of Kazakh is helpful for students who are learning Japanese. The similar structure of both languages is more comprehensible to develop learning skills in this oriental language.*

Key words: word order, language learning, case study.

The structural similarities between Kazakh and Japanese have been helping me in learning the Japanese language, and they became the object of my interest. A sentence is an important unit of a language which serves as a means of formation and expression of a speaker's thought. It is obvious that a word order is necessary to form both semantically and grammatically correct sentences. The word order in sentences in both languages follows the same principle. Both Kazakh and Japanese belong to so-called “subject-object-verb” – “SOV” word order languages, which means that a subject appears the first, then an object proceeds to continue, and a verb concludes the sentence structure. Unlike Japanese or Kazakh, English is a “SVO” (subject –verb –object) language.

Here are examples of simple sentences that demonstrate similarity between Kazakh and Japanese word order.

雨上がりに美しい花を咲かせた・Ameagariniutsukushiihana ga sakaseta.

1)

Жаңбырдан кейін әдемі гүл шешек атты. *Jañbyrdankei inädemıgülşeşek atty.*

Beautiful flowers bloomed after the rain.

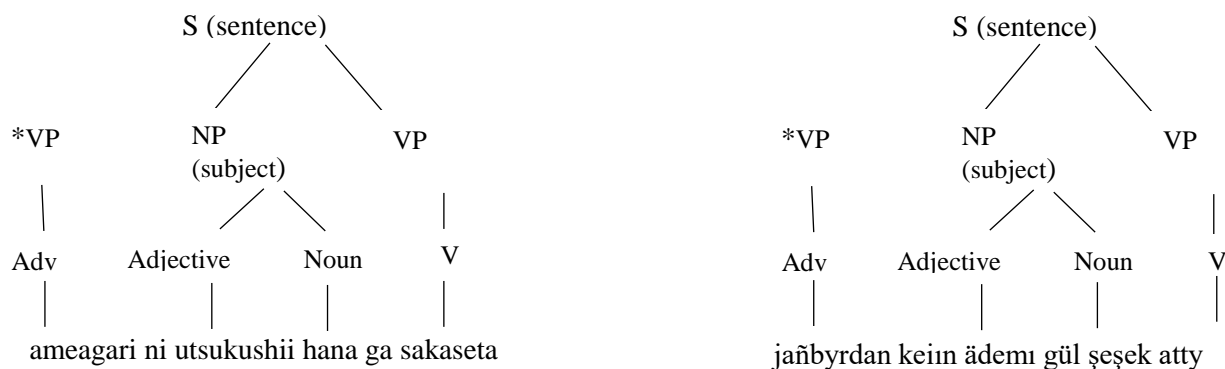


Fig. 1. Fig. 2.

友達と一緒に映画観へ行きました・Tomodachi to isshonieigakan e ikimashita.

2)

Досыммен бірге кинотеатрға бардым. *Dosymmen birge kinoteatrğa bardym.*

I went to the cinema with my friend.

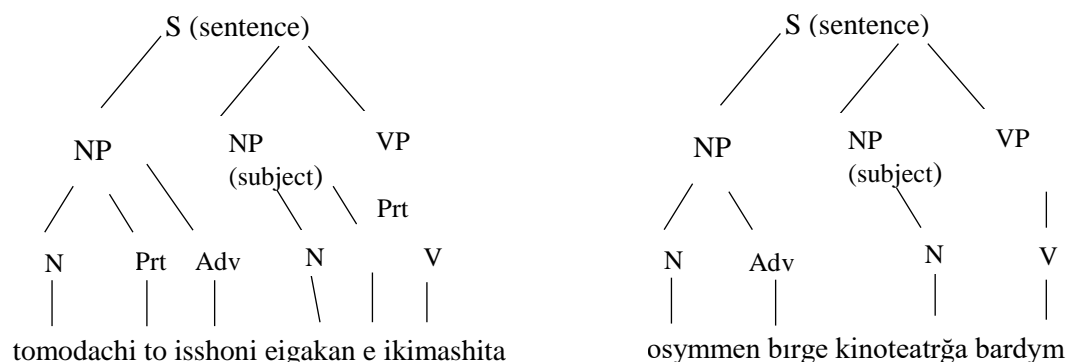


Fig. 3. Fig. 4.

席に着いて、ベンはあっさりと自己紹介をした。Seki nitsuite Ben waassari to jikoshoukai wo shita.

3) Орнынаотырып, Бенөзін ашықтаныстырды. Ornynaotyryp, Ben özınashyqtanystyrdy.
After seated, Ben introduced himself plainly.

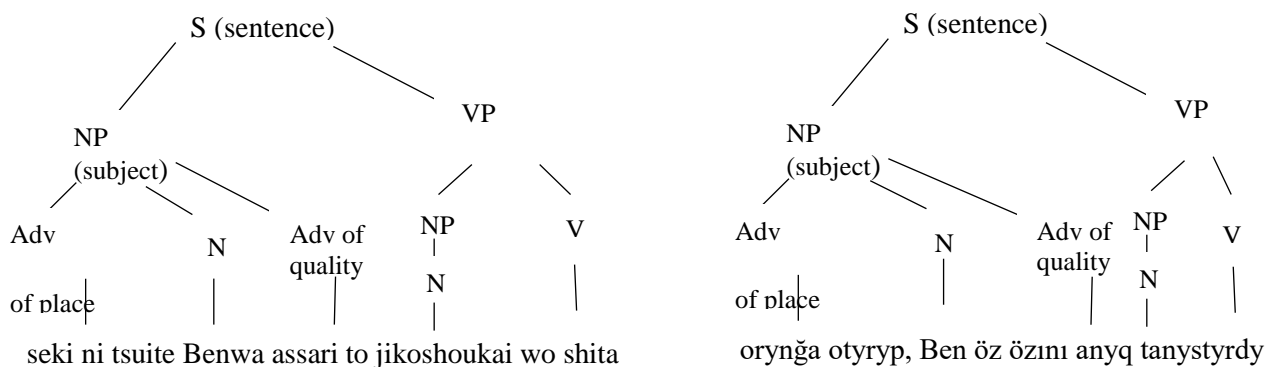


Fig. 5. Fig. 6.

According to the purpose and intonational features, sentences in the Kazakh language can be divided into *declarative*, *interrogative*, *imperative*, and *exclamatory* sentences. Correspondingly to the certain type of a sentence, the word order in a sentence should be changed. The sentences above are the examples of declarative sentence which assert the presence of a subject and its qualities. It may be noticed that in both Kazakh and Japanese sentences a predicate is always placed at the end of a sentence.

Sentences spoken with the intention of receiving and answering a question are called *interrogative* sentences. In both Japanese and Kazakh, the question contained in an interrogative sentence is expressed not only through intonation, but also with the use of special interrogative particles.

明日は雪が降りますか・ashitawayuki ga furimasu ka?

4)

Ертеңқаржаудыма? Ertenqarzhawady ma?

Is it going to snow tomorrow?

The interrogative particle "ma" in Kazakh and "ka" in Japanese used as parts of verbal and nominal predicates, and they are always should be located at the end of an interrogative sentence. Without the interrogative particle at the end of a sentence, and without an interrogative intonation, a sentence ceases to be recognized as an interrogative one.

Thus, the similarities in word order in Kazakh and Japanese sentences make it much easier for me to learn better the syntactic relations between words while studying my oriental language.

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