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“K L A D” IS A STUDENT JOURNAL FIRST PUBLISHED AT M. NARIKBAYEV KAZGUU UNIVERSITY SCHOOL OF LIBERAL ARTS. THIS JOURNAL IS AIMED AT ENHANCING STUDENTS’ INVOLVEMENT INTO SCIENCE AND RESEARCH.

“K L A D” JOURNAL ADMITS FOR PUBLICATION VARIOUS TYPES OF ARTICLES: ORIGINAL RESEARCH, REVIEW ARTICLES, SHORT REPORTS OR ESSAYS, REFLECTIONS, CASE STUDIES, METHODOLOGIES AND CASES IN ENGLISH; CONTAINING THE RESULTS OF FUNDAMENTAL AND APPLIED RESEARCH IN THE FIELD OF PHILOSOPHY AND IDENTITY, HISTORY OF KAZAKHSTAN, PEDAGOGY, LINGUISTICS AND METHODS OF TEACHING LANGUAGES, TRANSLATION, AND TOURISM.

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M. NARIKBAYEV KAZGUU UNIVERSITY
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Research articles

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Various approaches to the study of set expressions and the problem of their classification.

Baigarayeva Adel

Abstract

The paper aims at identifying various categorizations of phraseological units used in the English language. Therefore, the main purpose is to appeal to existing knowledge about the classification of sets of expressions and accordingly report the information. Moreover, discovered sorting techniques are applied to the evaluation of three well-known novels. The methodology of the research adopts six different sources that address the fluctuating tendencies in the way the authors separate PU (phraseological units) and summarize them; however, no other primary research is made. The results revealed that different analyses adversely fit cases and can be used for different purposes. Namely, Smirnitsky's classification is practical for those who in studies languages, Logan Smith's classification is useful for people dealing with the history and finally Vinogradov's classification is essential for translators.

Keywords / List of abbreviations

Phraseology, phraseological units, set of expressions, idioms, idiom, classification, meaning, approaches, phraseological combinations, phraseological unities, phraseological fusions, compatibility

FS, PUs – phraseological units

Introduction

Language is one of the main tools for understanding the world. Written and oral communication have even more practical applications than mathematics, physics, or biology. Intellectual disciplines like linguistics or literature recognize direct communication that takes place all the time; however, there are also a set of expressions that convey diverse meanings. This paper will address the classification of phraseological units to shed light on the idiomatic expressions and their usage in contemporary literature. The paper will be of two parts; in the first part, analysis of the existing studies on the issue will be covered. In the second part, an attempt to apply identified categorizations to some popular pieces will be made. Although there is a number of classifications that are widely accepted and absence of evidence to suggest that one is better than the others are, some may be of better use to sciences or disciplines. Therefore, it can be implied that some will prefer specific methods, while others carry more information to the rest.

Theoretical part

1.1 Various approaches to the study of set expressions

1.2 Problem of their classification

Literature review

While studying the topic of the set of expressions I have recognized the value of A. Rey's phraseological concept, it is necessary to note its most controversial moment – the lexicological approach to phraseological phenomena. It includes FS in the lexical composition of the language, considering them as the upper bounds of the vocabulary. In this case, there can be no question of phraseology as a linguistic discipline.

The "classical" period of the formation of phraseology as a separate linguistic discipline falls at the end of the 40-the 60s of the XX century, which is associated with the rapid development of phraseology. The beginning of this period is associated with the early works of V.V. Vinogradov. He was the first to propose a classification of FS from the point of view of semantic fusion and motivation of their components, which was of fundamental importance for the further development of phraseology as a special section of the science of language.

V.V. Vinogradov put forward a classification of phraseological units, including a) phraseological fusions; b) phraseological unity; c) phraseological adhesions. Comparison of these three groups shows that between FS, on the one hand, and phraseological unities and adhesions, on the other hand, there is a difference in the different nature of their stability. The first group is characterized by a structural feature - limited compatibility of components, the other two groups – by the degree of motivation. The absence of a single criterion for identifying phraseological units in itself excludes a clear definition of its essence. V.V. Vinogradov introduced the concept of "phraseologically related meaning" into scientific use as a special

type of lexical meaning. He believed that “to have different meanings for a word most often means to enter into different types of semantically limited phraseological connections”. Thus,

the problem of phrase combinations by V.V. Vinogradov associates it with the system of lexical meanings and their polysemy, largely due to the presence of phraseologically related meanings,

which directs researchers to describe such meanings in the structure of a polysemantic word. According to V.N. Teliya in this “one of the fundamental theoretical installations for lexicology, previously only spontaneously carried out in lexicography, and after the publication of the works of V.V. Vinogradov, which became the basis for highlighting the lexical and semantic variants of the word”. Supporters of the "broad" understanding of phraseology regard it as an independent linguistic discipline and refer to it as stable reproducible combinations in the form of any syntactic constructions, including complex sentences. I find a broad view of the object of phraseology in the works of S. Bally, E. D. Polivanov, G. O. Vinokur, I. E. Anichkov, and V. V. Vinogradov.

A consistent study of the semantics of the associated meaning of a word led to the fact that many phraseologists realized that the problem of word compatibility is central in phraseology. "The study of phraseological units, no matter what types are considered, inevitably lead to problems of compatibility, since the" phraseological meanings "of lexemes are always due to compatibility". I understand phraseology as a science that studies the compatibility of lexemes and sememes in their entirety, arguing this position by the fact that “the compatibility of lexemes is a fact of the language, it should be the subject of a special section of linguistics that studies the laws of the compatibility of lexemes. We consider phraseology to be such a section”.

The classification developed by A.V. Kunin covers all types of phraseological units and breaks them down into classes, subclasses, and categories.

The problem of semantic categories in phraseology as an aspect of the study of semantic relations within the systemic relations of linguistic units is one of the important problems of

semantics. As observations have shown, the phraseological fund of the English language, despite all the variety of structural and semantic features, is characterized by a number of

systemic properties, one of which is the presence of synonymous and antonymic comparisons of phraseological units. Such pairs of phraseological units as with good grace (willingly) - with a bad grace (reluctantly), as dull as ditch-water (sad) - as cheerful as a lark, gay as a lark

(very cheerful), form in the system phraseology of opposition by meaning. The ability of such units as be in smooth water (s), be out of the wood (s), turn the corner (getting out of a critical situation, difficulty) to coincide in meaning is usually considered as a synonymy of phraseological units. Speaking about the synonyms of phraseological units, it is necessary to take into account the connotative characteristics assigned to the linguistic unit. Considering phraseological synonyms in phraseological synonyms, the researcher always pays attention to a complex, subtle system of differences in the number and nomenclature of components included in the connotative aspect of the meaning of phraseological units - synonyms. I would also like to note that phraseological synonyms can differ in such components of the connotative aspect of meaning as imagery, intensity, emotive-evaluative component, and functional-stylistic affiliation.

For example, synonymous with the general meaning "to reprimand somebody" many phraseological synonyms have an inadequate figurative basis and moreover, have a differentiated criterion as an emotive-evaluative component.

Thus, the classification of phraseological objects can be carried out on the basis of a number of principles: semantic, historical, stylistic, contextologic, communicative, grammatical, or their combination (see the works of Sh. Bally, N.N. Amosova, V.V. Vinogradov, A. V. Kunin, B.A.Larina, A.G. Nazaryan, E.G. Rizel, A.I.Smirnitsky, T.Z. Cherdantseva) consistent study of the semantics of the associated meaning of a word led to the fact that many phraseologists realized that the problem of word compatibility is central in phraseology. "The study of a set of expressions, no matter what types are considered, inevitably

lead to problems of compatibility, since the "phraseological meanings" of lexemes are always due to compatibility".

According to the point of view of contemporary researchers who study the sphere of set expressions, over history, the semantic classification of set expressions occurs as a result of phraseological units the overall meaning of which differs from the value of separate components. It refers to the initial type of categorization development. The second category is described by idioms, which are phraseological units that have a single semantic unity and

have no significant differences from constituent pieces of it. The categorization is helpful to determine and to study the found set expression in accordance with their semantic qualities. The classification proposed by I.V. Arnold divides phraseological units into 3 parts:

- set-expressions (word combinations denoting only the one semantic meaning for the whole, ready-made sets)
- semi-fixed combinations (ready-made groups with the separate direct meaning of each its constituent part, but has one functional meaning)
- free phrases (classification 1, phrases made in the flow of speech, where the words are used in their direct meanings)

Methodology

The paper will be based on the theoretical and practical part. The first part will include review of existing studies. Namely, works of S. Bally, E. D. Polivanov, G. O. Vinokur, I. E. Anichkov and V. V. Vinogradov on phraseological combinations are analyzed. Their works are implied to be reliable guidance in classifying phraseological units. While conducting a literature review some hypotheses are made. Therefore, second (practical) part of the paper further evaluation and analyses are made. Famous modern pieces like: *Night with an Angel*, *Romeo & Juliet* and *Alchemist* will be examined in regard to the stated hypotheses. Set of expressions from all 3 books are noted down. Subsequently, randomly chosen categorization were applied to each book, sometimes two of them. As a result, this method revealed some practical uses of each method.

Practical part

Findings

All aforementioned things considered, it is highly paramount to draw up a concluding part, namely, to fill up the gaps with findings made throughout this study. First and foremost, since taking into consideration that set of expression refers to a stable phrase peculiar to a certain language, the meaning of which is not determined by the meaning of the individual words that make up it; it was needed to establish certain classification approaches and also to perfectly possess the language under consideration, namely the Russian one.

Thus, let us provide with the reached categorization with the expressions used in the book “*Night with an Angel*” by Russian writer Vladimir Kunin:

- Phraseological unity- is a steady linguistic turnover, in which, nevertheless, the signs of semantic separation of components are clearly preserved. As a rule, its general meaning is motivated and derived from the meaning of individual components. Phraseological unity is characterized by imagery; each word of such a phrase has its own meaning, but together they acquire a figurative meaning. Such type of an expression can be found on the first page of the abovementioned book: “Под лежащий камень вода не течет”. In Russian, this means that “water cannot flow under the steady stone” and each of the words has its own meaning, but this phrase built up of separate words makes up a figurative expression, which means that if you will not move or do something at least, nothing will happen to you (meaning anything good). However, it should

be mentioned that this phrase has its own translated version in English as well: “The rolling stone gathers no moss”.

Another example of this type is: “Только не вздумайте вешать мне лапшу на уши...”, which refers to “tell lies” or “intentionally misleading”.

- Collocation- is a stable linguistic turnover, which includes words with both free meaning and phraseological related, not free (used only in this combination). Phraseological combinations are stable turns, but their integral meaning follows from the meanings of their individual words.
- Unlike phraseological combinations and unities, combinations are semantically divisible — their composition allows limited synonymic substitution (replacement of individual words), while one of the members of the phraseological combination turns out to be constant, while others are variables. In the book also was such an expression: “один перегрызет глотку другому”, which literally means “one will bite another’s neck” or “chew out the throat” and is usually interpreted as: “In a fit of rage, anger, to brutally deal with someone”.
- Phraseological fusion- this is a semantically indivisible turnover, the meaning of which is absolutely not deducible from the sum of the values of its constituent components, their semantic independence has been completely lost. For instance, “в ус себе не дуется”, which refers to “not to show any concern, not to pay attention”. Its indivisible feature can be proved by the fact that it is not even translated otherwise than literally: “Do not blow into the mustache”.

Another example is the book “Romeo and Juliet” written by William Shakespeare in about 1594-96. Different kinds of idiomatic expressions were used and below I will calculate how many times they were used in the book of Shakespeare, their initial meanings. Here I am going to show one example of an expression that used in a sentence: "Nay, if our wits run the wild-goose chase, I am done; for thou hast more of the wild goose in one of thy wits than, I am sure, I have in my whole five." Overall, 24.545 words were used in a book and according to which I can easily identify numeric data and classify according to Smirnitsky each expression. Here is the list of set of expressions, and other important factors:

Set of expressions	Meaning	Times mentioned and percentage
Heart of gold	good-natured	2 times = 0.008%
Kill with kindness	by being very kind, to obtain what you desire	5 times = 0.024%
Wild-goose chase	aimless movement	7 times = 0.045%
Green-eyed monster	being sick with jealousy	3 times = 0.009%
Lie low	keeping quiet and avoiding attention	4 times = 0.013%
Faint-hearted	lack of self-confidence	1 time = 0.001%

Apple of my eye fond & proud 6 times = 0.038%
 Wear your heart of your sleeve showing emotions in an honest and open manner 1 time = 0,001%

Smirnitsky's classification

Heart of gold	one-summit unit
Kill with kindness	multi-summit unit
Wild-geese chase	two-summit unit
Green-eyed monster	multi-summit unit
Lie low	two-summit unit
Faint-hearted	two-summit unit
Apple of my eye	one-summit unit
Wear your heart of your sleeve	multi-summit unit

Secondly, I decided to count the frequency of idioms used in one monologue. Since Romeo and Juliet were full of monologues. For instance, in a monologue consisting of 200-300 words, Romeo on average, in one monologue person use about 2 idioms. So, in my opinion, it is crucial to find out the average usage of idioms.

Another novel to analyze is "Alchemist" written by Brazilian writer, Paulo Coelho in 1988. I chose one to demonstrate the working principle of idioms and expressions I choose one of the books from the mystical fiction genre which has become an international bestseller that has been widely translated in the second half of the 20th century. According to Arnold's classification, 60% of expressions used in this book were free phrases and only near 30% related to fixed and only about 10% set expressions.

Examples: "Thin as a rake", said the main character about getting a little brother, which means he is very thin, and here especially she referred to some negative aspects of his health.

"Break a leg" is usually used to express that the speaker wishes good luck and crosses fingers to that person.

"Piece of cake" – main characters used this expression in order to calm each other and try to believe that it is something that can be easily done. So, kind of motivation words. According to Vinogradov's classification is phraseological fusion.

"Costs an arm and a leg" – their surgery was very expensive, so they used this expression to show that it is not an affordable price.

“Takes two to tango” – means that the active participation of two people, partners is required in order to achieve a goal, and they are both equally important. Sometimes used in a negative connotative manner.

“Kill two birds with one stone” – used to say that they can accomplish two goals with a single action. According to Vinogradov’s classification it is phraseological fusion.

Overall, 62 idioms were used in one book, however the most important were this one. Additionally, I decided to classify some of these set-expressions according to the classification of Vinogradov, for example, “heart of gold” set down to phraseological combinations. The word “gold” itself expresses that something is connected to precious, and it has the direct meaning “something worthy due to its kindness” and it is clear here that the speaker is talking about something very expensive and valuable. Although, let’s look at another example “break a leg”, it is obvious that it is impossible to find out the meaning of an expression by looking at a single word and without knowing the background, that is why it is called phraseological fusion.

Koonin’s classification

Break the ice – nominative-communicative

Thin as a rake - nominative-communicative

Break a leg - nominative

Piece of cake - nominative-communicative

Costs an arm and a leg - nominative-communicative

Takes two to tango – nominative

Kill two birds with one stone – nominative-communicative

Amossova’s classification

Break the ice - verbal word-groups

Thin as a rake – adjectival phrase

Break a leg – verbal phrase

Piece of cake -adjectival phrase

Costs an arm and a leg – adjectival phrase

Takes two to tango – verbal phrase

Kill two birds with one stone - verbal phrase

Discussion

The results from the analyses of 3 novels, an expression used in them, and the problems of classification supported the expected hypothesis. The findings showed a significant difference in the average frequency of using idioms in monologues and the whole books. It was found that set of expressions is more frequently used in monologues than in other books, scientific journals, and

articles. In the other 2 books, the count of idioms used in the whole book was quite similar. By stating my major findings, I realize that it is better to use different types of classifications to different idioms/set expressions. For instance, we can use L. Smith's classification of literary works, famous sayings and is better used by the historian. Since he mostly classifies according to etymology, the origin of an expression. Another classification by I. Smirnitsky, is essential for linguists, as they focus on the meaning and structure of an expression and according to a degree of transference divided into proper PU and idioms. For example, Vinogradov's classification suits translators, as he classified by as the purpose of this classification aligns with the general meaning of an expression. Thus, translators can look for the equivalents and appropriate translation of a particular idiom, expression, phraseological unit. When compared to previous findings, my paper stands out because it examines three different genres and classifies them using different methods.

Conclusion

This paper can be further expanded by addressing classification problems by conducting primary research, as currently it is only based on literature review. A survey or interview featuring owners of different jobs can make a difference in assumptions made in the final part of the paper. For example, in spite of the fact that Smirnitsky's classification was understood to be most helpful to linguists or journalists, it can be a case that it is also convenient or valuable for musicians. Whilst Smith's classification is essential for people keen on history, the origin of words, and their equivalents in other languages (whether it is borrowing or not). Moreover, Vinogradov's classification I found especially useful for translators since to classify more detailed and deep understanding of the whole idiom is needed. Concluding everything mentioned above in my theoretical part, this research points out the classification of phraseological units, especially sets of expressions. At the beginning of my paper, I explained the general definition of a word, then went into detail and drew a logical sequence between the practical and theoretical parts of this research. Furthermore, different types of classification should be used for different purposes and in different fields of research. In this paper, I investigated phraseological units from several perspectives, on the one hand by comparing a classification, and on the other by analyzing the frequency of expressions used in a speech.

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CHANGES IN PRONUNCIATION AND SPELLING OF ENGLISH LANGUAGE THROUGHOUT ITS HISTORY

Akzhan Nazarova

Abstract

The following work is devoted to research upon spelling and pronunciation of the English language through the ages of its existence. The story of English consists of various events that affected itself as a reign of the Roman Empire, Anglo Saxon conquest, and so on. The periods of language are Old English, Middle English, and Present-Day English. OE (Old English) had a complex system of spelling with long vowels and diphthongs. Middle English had peculiarities of affixation and French, Latin dependence. As a material, we looked through the literature of those periods and compared the units with today's equivalents.

Key words: English language, Old English Period, Middle English Period, Early Modern English, Late Modern English, Present-Day English, pronunciation, spelling, events, changes.

Introduction

The aim of the research is to explain the spelling and pronunciation peculiarities of English through history. Its evolution causes and effect. English had a very deep and wide history as an empire and language. Centuries passed and many historical events happened on an island of tribes than Anglo-Saxons, Roman Empire, Viking conquest, and so on. By this time, humanity created and described the usage of their language through the epics, literature, holy texts, and etc. The object of our research is the works of ancient literature, which were based upon legends and religious texts. We investigated nearly 2000 units of words, set a parallel, and made a comparative analysis with modern equivalents. The Novelty of our work is that we tried to describe the evolution of spelling by putting in the works of all periods that remain unchanged to this day. By using the methodological base, we translated the works ourselves without using an already existing translation. The relevance of the work that is the only minority of people are interested in a history of the derivation of English words, cause of change, and their real origin. The problem here is the unpopularity of ancient English literature and our work here is to represent the particular qualities of those works. The methods, which were used in our research, are based on the works of A.S.Bau, T.Cable, D.Smirnitsky, and R. Hogg. Comparative analysis of vowels and consonants.

Literature review

The investigation of English history as a subject began since the emergence of language itself. In work, initially for a methodological base, we set a goal to look through the works which described vowel and consonant research in the works of Baugh, Cable, Smirnitskiy and etc. In this paper, we investigated phonetic and spelling changes throughout history. The peculiarities of spelling and phonetics are manifested in the changes and shifts of vowels, which were described by Grimm.

Smirnitsky told about the structure of vowel change, dividing it into simple and complex words. These units, in turn, have the effect of suffix and prefix construction. A.S. Baugh and T. Link portrayed phonetic adjustment and the aftereffect of the longing for consistency, for the most part, felt with regards to the similitude of capacities or use. The individual who says I knowed is simply attempting to frame the previous tense of this action word on the model of the past tense of such countless action words in the English language. The researcher R. Hogg expounded on the investigation of certain likenesses and contrasts between Old English and PDE as far as their spelling frameworks. He separated it into concentrating on the sound framework, or phonology is specialized and understanding key ideas like phonemes. Distant spellings, long vowels, diphthongs were analyzed by us, through the works remained unchanged in the history of the English Language. Works of the Old English period such as Beowulf, The Seafarer, Pharaoh, Caedmon's Hymn had plenty of unique spelling and pronunciation systems. They had a lot of archaic words and we struggled to find at least minor similarities with present-day equivalents. While doing research we faced many unfamiliar symbols of that period and the key role for them was to create sounds that are spelled and written much differently today. The evolution and difference are huge. Lots of words transformed unfamiliarly but some of them did not. Natural objects and events such as weather conditions were easy to understand. Names of ancient places and religious references to God were quite understandable from the very beginning. Middle English Period works made us look through the borrowings and lots of religious works. The difference between Present-day English spelling was still noticeable. First, we found that Middle English had a strict system of articles, and we looked through them to the other word units. Pronouns had a case and we started to make a comparison. Adjectives of that period had most similarities with Modern English, but the way of their spelling was diverse so we didn't understand the whole idea of some works. Early Modern English works were way easier to analyze and compare. At least half of the works were understandable with the help of the dictionary. Shakespeare sonnets were analyzed by us and we found a special way of pronouncing pronouns and verbs. Suffixes and prefixes led us to the idea that dependence on bordering country languages had a strong effect on language. Late Modern English works were the easiest to look through. Most of the works contained familiar words. However, it was quite difficult to find differences between British English and new for that time American variations. We looked through the dictionaries, and all words were described there. We cannot state and be sure that we are able to understand them lexically, but in a spelling way, it was easier to find present-day equivalents, especially in the two last periods.

Methodology

As you can see, our work is based on the opinions of well-known scientists and linguists. Our methods are based on their methods, so we will discuss the evolution of phonetics and spelling through their vision and try to present our own vision of this issue. In order to achieve the goal of this study, it will be necessary to make a brief review of the times in the entire history of the English language. To begin with, Pre-historical English will be investigated, namely, how the locations of the letters changed, the fricatives with which they were replaced, and the larynx put forward by Saussure. Next, changes in pronunciation and spelling in Old English will be

considered. If we talk about spelling in this period, it is Romanization, the designation of sounds with two letters, i-umlaut (accented vowels and diphthongs), palatal diphthongization, and vowels. If we talk about pronunciation in the Old English Period, then this is long vowels, an abbreviation of verbal forms, and phonology. Next, pronunciation and spelling in the Middle English Period will be considered. The early Modern English period was a rise of literature and science. The world introduced itself to Shakespeare and his works were the basis to our research in general. This period already had strict pronouns and articles placed in a sentence. Pronouns had cases and articles had way different spelling. The sound of <th> were written with <p>. Late modern English had a division between American and British variations. We looked through the dictionaries and phonetically it was the easiest period to find modern-day equivalents. By the works of travelers, ethnography we looked only at words because the literary language of that time was lexically incomprehensible for us to investigate.

Findings

When studying Old English the first thing that has to be done is to look at its spelling system or orthography. The reason for this will be immediately apparent, for Old English orthography is rather different from that in PDE (present-day English). This is despite the fact that the Anglo-Saxons used basically the same alphabet as we do. In our work we analyzed works from OE period

as “*Beowulf*” (398 words), “*Cædmon's Hymn*” (189 words) “*Pharaoh*” (50 words) and etc. The most obvious difference is that the Anglo-Saxons did not use the following letters: <j,v> , and the following were very rare: <k,x,q,z>. On the other hand, they had several letters which we use either very rarely or not at all: æ, t, e . In addition, some Old English letters had a range of usage different (sometimes very different) from that today. (Hogg, R., and Denison, D., 2006, p.53)

In the Old English period there were big changes in long vowels. For example, hē means today's word he but with a line above the letter. Also the word frēond, which today means friend. However, due to the fact that there are two vowels and a line above the letter in the word frēond, the vowels are pronounced longer, that is, they indicate long sounds. If we consider the word worolde, that is, the world of the present tense, then we can find the second finding in the pronunciation of this time, that is, forms that have become abbreviated.

RESEARCH ARTICLES

Beowulf (c. 700–1000 AD)	Present day english
Beowulf maðelode, bearn <i>Ecgþeowes</i> :	And Beowulf the son of <i>Eggteov</i> said:
"Geþenc nu, se mæra maga Healfdenes <i>frēonden</i> ,	"Glorious! Remember, Halfdan 's <i>friend</i> ,
snottra <i>worolde</i> , nu ic eom siðes fus,	now, <i>world</i> , when I go into battle
<i>goldwine</i> gumena, <i>sorþa</i> hwæt wit geo spræcon,	O <i>all-wise</i> one, <i>sorrow</i> what is promised to me:
gif ic æt þearfe þinre scolde	if soon, the king, I will lose my life,

At the point when we look at vowels all the more intently, we rapidly find more difficult issues. Though we presently regularly recognize long and short vowels, long vowels every now and again (however not generally!) have particular spellings such as <oo,ou, oa, ea, ee>. There were no qualifications among long and short vowels in Old English. Editors every now and again recognize long and short vowels by putting a scramble or macron over long vowels, as displayed beneath: aras ‘arisen’ but arī-se ‘I - rise’.

Take, for example, the following sentences:

Cædmon's Hymn	Present day english
<p>Nū wē sculan herian <i>Healdend rād boldwela</i>,</p> <p>Metodes mihte and his mōdgeþonc,</p> <p>weorc Wuldorfæder; swā hē wundra gehwæs,</p> <p>ēce Dryhten, ord onstealde.</p> <p>Hē ærest gesceōp, roef bearnum</p> <p>fīrum foldan, Frēa Ælmihtig.</p>	<p>Now we must praise the <i>Guardian of heaven</i>,</p> <p>The power and origination of the Lord,</p> <p>And every one of His works, as He, timeless Lord,</p> <p>Father of brilliance, begun each marvel.</p> <p>First He made paradise as a rooftop,</p> <p>All-powerful(Almighty) God and never-ending Lord.</p>

Even with long vowels, however, it is possible to give some guidelines. Thus, if the Old English spelling is <a[̄]>, then respell it as either <oo> or <o> + consonant + <e>, and if the spelling is <u[̄]> respell it as <ou>. Many of the other correspondences can be solved with a little ingenuity.

Pharaoh(Old English poetry)	Present day English
<p>Saga <i>me hwæt</i> þær weorudes wære ealles on Farones fyrde, þa hy folc godes þurh feondscipe fylgan ongunn. . . "</p> <p>"Nat ic hit be wihte, butan ic wene þus, þæt þær screoda wære gescyred rime siex hun..... a searohæbbendra; þæt eal fornam yþ...</p> <p>wraþe wyrde in woruldrice. "</p>	<p>"Tell <i>me how</i> many troops in Pharaoh's army were in all, at the point when they in ill will started to seek after God's kin.' 'I do not know anything about it, except that I think there was the number of six hundred armed chariots, which the tumult of the waves....</p>

As you may notice some word spelling remained still like pronoun **me**. The vowel <o> was a combination of **wæ** in a word **how**. The <PH> sound in a word Pharaoh was written just with singular sound of <F>. <Were> and <all> vowel are perfectly described with previous examples of short and long vowels: <æ> is an <e> **wære**-were, <ea> is an equivalent of vowel <a> with a sound of <o> so <ealles> will be <all>.

The Seafarer	Present day english
Mæg ic be me sylfum soðgied wrecan, siþas secgan,	I can make a true song about me myself, tell my travels,
hu ic geswincdagum þonne he be clifum cnossað. Calde geþrunge wæron mine fet, forste gebunden caldum clommum,	how I often endured when it tossed near the cliffs. Fettered by cold were my feet, bound by frost in cold clasps,

In this example we again, found the same rule examples <Mæg>-<Make> , <Hu>-

<How>,<Nu>-<Now> but preposition subject <I> is pronounced as<ic>. Moreover, we noticed the peculiarities of nature objects with suffix <um>: <Caldum>-<Cold>,
<Clifum>-

<Cliff>, and <e>+consonant reverse <Forste>-<Frost>. Double vowels shortenings <ee>-

<e>: <feet>-<fet>, Prefix usage from Old Norse derivation as <ge> before main verb,

<gebunden>-<bound>.

To conclude about peculiarities of spelling and pronunciation in old English, we should say that OE strongly stands out with diphthong diversions of short and long vowels as

<ae><ai><oo><ee>and so on. Pronouns as a mark of personality slightly differ from modern equivalent in PDE, so some of them remained still through the centuries:<we><he><me>,some slightly evolved<I><Ic>. The diphthong <au> was written as <u>: <Nu>-<Now>,<How>-

<Hu> but due to the dialect diversions it was pronounced as <hwæt>.

Middle English

Middle English spelling peculiarities are already stable roots of words, but with affixation for example: mūd, mūdes, mūde, mūd – mood, blinda > blinde – blind, glade – glad. The plural tho (those) was used until Elizabethan times. All other forms denoting gender,

number, and case vanished in most dialects early in the Middle English period. The demonstrative is the same way. þēs, þēos, (this). Early in Middle English, the neuter form *þis* came to be used for all genders and cases of the singular everywhere except in the south, while nominative plural forms were similarly extended to all cases of the plural, arriving in Modern English as those and these.

Huchown "of the Awle Ryale" (fl. 14th century)	Present day English
<p>Hucheon,</p> <p>þat cunnande was in littratur. He made a gret Gest of Arthure And þe Awntyr of Gawane, þe Pistil als of Suet Susane. He was curyousse in his stille, Fayr of facunde and subtile, And ay to pleyssance hade delyte,</p> <p>...</p> <p>Litill or noucht neur þe lesse</p>	<p>Hugh</p> <p>That cunnand was in literature. He made the Great Gest of Arthur And the Anteris of Gawain, The Epistill all of Suite Susanne. He was curious in his style, Fair and fluent and subtile, And yes to pleasant and delight</p> <p>...</p> <p>Little or ellis nocht be gess</p>

As you may notice some words slightly changed in a position of letters: <litill>-little, some units had less vowels :<gret>-great, <littratur>-<literature>, the sound <iou> was pronounced as <y> cuuryousse – curious, ai-ay, fair-fayr.

Morte Arthure	Present day english
Huke-nebbyde as a hawke , and a hore berde And herede to the hole eyghn with hyngande browes; Harske as a hunde- fisch , hardly who so luke, So was the hyde of that hulke hally al ouer .	Huke-nebbyde as a hawk , and a hoary beard And hairy to the hollow eyes with hyngande browes; Rough as a dog fish hardly who so luke, So was the hyde of that hulke holy all over

Here you can see that in an oral speech most of units sounds the same in a first glance.

Hawke-hawk, eyghn-eye, fisch-fish, al ouer-all over. In a short Middle English in a comparison with his previous age had at least slightly same spelling and pronunciation via same roots and already borrowed units that are still remain used in PDE.

Early Modern English and Late Modern English

Today's "silent" consonants found in the consonants in such words as gnat, knot, sword was still fully pronounced up until the 16th century and possibly by Shakespeare, though they were reduced by the early 17th century. The sound of digraph <ght>, in words like thought, night, and daughter, originally pronounced was [xt] in much older English, was probably diminished to simply [t].

Sonnet 1- W.Shakespeare	Present day English
But thou , contracted to thine own bright eyes, Feed'st thy light's flame with self-substantial fuel, Thyself thy foe, to thy sweet self too cruel.	But you , in love with your own bright eyes, Feeding your beauty burn itself out. You're starving the world of your beauty rather than spreading the wealth around.
Thou that art now the world's fresh ornament And only herald to the gaudy spring, Within thine own bud buriest thy content, And, tender churl, mak'st waste in niggarding.	You're acting like your own enemy! the only person as godly as springtime. You're a young man, but you act like an old miser— you're making waste of your beauty by hoarding

<Thee><thy><thou> may be the most known words from the Shakespearan period which were used instead of the <you>. Also you should notice that some verbs has been pronounces with suffix <'st> <Feedst> and <makest.>.

Late Modern English is known for division of English to American and British variation. Former Colony rapidly started to become more unique. According to the book "*Late Modern English*" (n.d), there was also a lot of American coinage that was exported to Britain, as well as Americanized spelling changes. (horror, terror, emperor). Nevertheless, today about 4000 words are used differently in the USA and in Britain (lift-elevator, tap-faucet). Moreover, there are some differences as far as spelling is concerned. The spelling changes in American English are changes such as *center* instead of *centre*, *jeweler-jeweller*, *color-colour*, *defense-defence*, *check-cheque*, *plow-plough*, etc. (*Useful English: British and American Spelling*, 2021).

Discussion

To this day many people question themselves about the origin of the English language. The ancestry of English had way different spelling and pronunciation. The causes of its evolution are that most of the historical events written on pages took place on a small island of British tribes. The usage of Natural objects was an effect of Anglo-Saxon tribes which were descendants of the Western Germanic branch. Roman Empire introduced people to early Christianity with the Latin alphabet and set a root to the alphabetic system in a country. Names of religious objects, holy texts, and city names were an effect of that period. The Middle English period had a strong boundary with French and other borrowed words. English became the speech of lower classes therefore French as a dominant unit transformed the previous one with suffix and affixation.

Spelling and pronunciation can be seen mostly in verbs and spelling. All other conditions of denoting gender, number, and case were lost in most dialects early in the Middle English period. Early Modern English was in a period of English renaissance in the blooming of literature and music. Shakespearan works influenced a language via his works, plays, sonnets. His vocabulary became a part of a language. Rhymes, rhythmically build lines make English spread beyond the island. The vulnerabilities of the sixteenth and seventeenth centuries led to the reasonableness of English as a language of science and learning prompted enormous borrowing from traditional languages. On the other hand, the new variation emerged on the other continent named American English. The first diversion originated because of naming new natural objects and animals which haven't been seen in a European continent. This idea never stopped and kept evolving until the younger variation became independent absolutely. Modern-day English is a full mix of borrowings, which remained from Middle English, had eased the system of grammar in a comparison with the German Language, however, Old English had the same denotation as modern German. Had saved Natural words and archaic expressions. Still uses words from Shakespearan works and developing day by day in more than two variations. To this day American and British are the most known variation but there are more of them.

General conclusion

To conclude our research we wanted to say that evolution of spelling and pronunciation in English is connected mainly to works of literature and holy religious texts. During the investigation, we analyzed nearly 2000 words from various works of two main periods of the language. All words were translated by using examples of scholars who devoted their works to it. The works and methods of linguists mentioned above helped us to analyze words our self. A.S. Baugh and T. Cable described phonetic modification, R.Hogg and Smirnitskiy represented vowel and consonant tables of OE and ME which helped us to find and analyze units. OE period of Epics and early Christianity spread, which lead to absolute unique vowels and consonant placement. However, some words had similarities with present-day representatives as we described earlier like some natural events as weather conditions and objects. , we should say that OE strongly stands out with diphthong diversions of short and long vowels, etc. Pronouns as a mark of personality slightly differ from the modern equivalent in PDE Middle English with its large number of borrowings made our research a lot easier. Some words from works we analyzed already looked familiar and it was no need to translate them. Further, we analyzed the English of the Shakespearean period and found lots of similarities with PDE, but the spelling of pronoun as <you>-<thou> and some suffix peculiarities made us give some examples. The spelling system of Late Modern English is known for the emergence of American English with its letter reversal in a words like center-centre, defense-defence, etc which remain different to this day. To further research we may recommend deeper analysis of words, their origin, and a more simple explanation of it because when we looked through the methodological base it was hard enough to understand with complex tables of chronological improvement. Therefore, we used just simple comparative analysis by putting words together in a table showing the similarity and change with its causes. By our work, we want to say that spelling and pronunciation are the main problems which remain still investigated to this day and our goal was just to point out to the main differences which were succeeded.

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Appendix

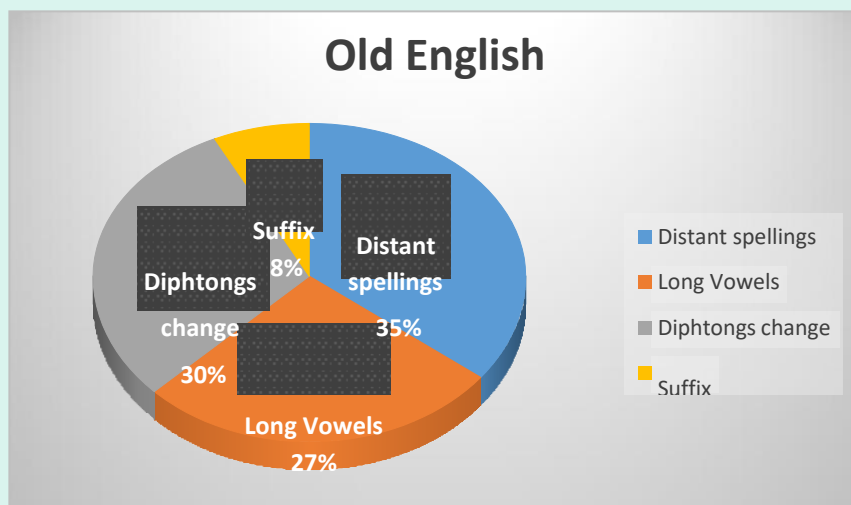


Figure 1. Spelling and pronunciation statistics in OE

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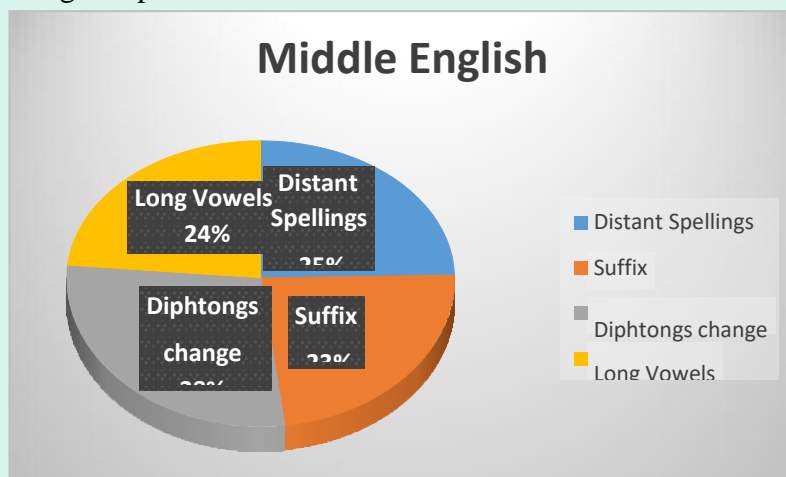


Figure 2. Spelling and pronunciation Peculiarities in ME

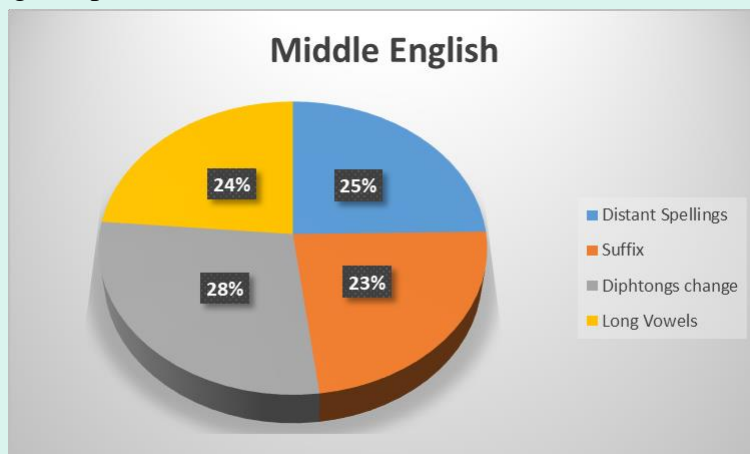
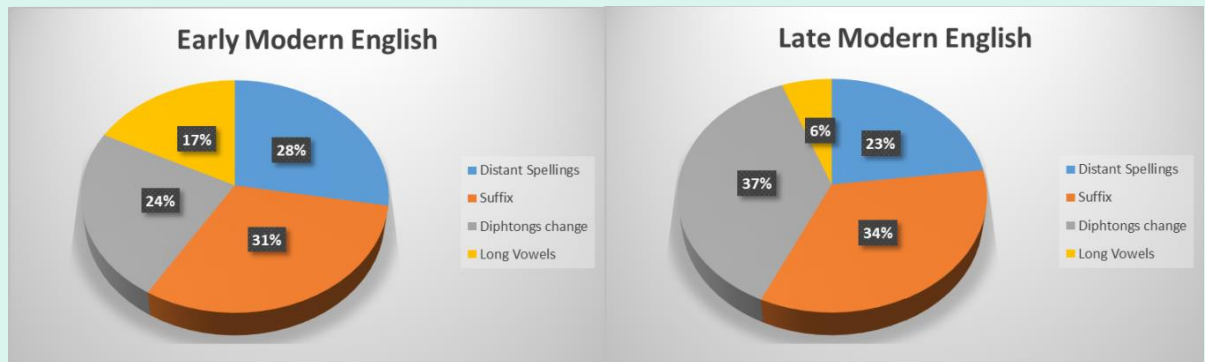


Figure 3. Spelling and pronunciation peculiaritie



SYNONYMY AS A PHENOMENON OF THE ENGLISH LANGUAGE

Yermekkyzy Assem

Abstract

The research work is related to the study of synonymy of terms, especially it is aimed at studying their criteria and classification. However, the features of synonymy criteria and classifications will not only be studied in the literature review, but also applied in the practical part for analysis, comparison and determination of the correct synonyms. In addition, the book and one of the quantitative methods will be considered in order to find the suitable information and draw a conclusion in the direction of the topic of synonymy.

Keywords: synonymy, the conceptual criterion, the semantic criterion, the criterion of interchangeability, ideographic, stylistic, and absolute (total) synonymy

Introduction

What is the importance of awareness of the rules of synonymy in written works if words have the same meaning when replacing any words? In the modern world, synonyms are found everywhere and when replacing words with each other, some people hope for the correctness of their use, although this is not always the case. Thus, the topic of this research paper will be relevant among those who use them in their speech, but most of all those who encounter them when working with written works. The purpose of this article is to study the topic of synonymy, its criteria and classifications, as well as to give an idea of how people use them correctly in contexts.

The research work includes a literature review, methodology and findings with the outcomes. At the beginning of the study, the term synonymy, its criteria and classification using Internet resources will be considered. Then, as a method of analysis in the practical part, the work of one of the psychologists Daniel Kahneman "Thinking, Fast and Slow" will be chosen, as well as a quantitative method implying a survey conducted among KAZGUU students. The second part of the methodology, which is survey, will be important, as it will determine the knowledge of KAZGUU students about the correct use of synonymy in the modern world.

To sum up, the topic of synonymy exists so that when replacing words, a person can competently and adequately express their thoughts and points of view in any context of everyday life. But in order to do this, it is necessary to explore it, which will be discussed in the following parts of this research paper.

Literature review

In this part of the work, to achieve the goal of the research work, it will be necessary to study materials related to synonymy using the Internet sources. According to the information read, it was found that there is no single ideal definition of synonymy because earlier linguistics wanted to simplify this term and other related factors based on their assumption. Because of such changes, there are many definitions and assumed types, criteria, and classifications today ("Is there such a

thing...," 2021). Another reason is historical factors, such as the war between ancient tribes and the use of Greek and Latin over the centuries. Such cases led to a confusion of languages, after which many synonyms appeared in English, which are still developing ("Synonymy as a phenomenon ...," 2021). Thus, the simplest thing is that synonymy is words or phrases that are spelled differently but have closely related meanings. In addition, one of the linguists and scholar's researches related to synonymy was chosen as the most accessible and understandable for a successful study of the topic of synonymy.

There are three types of criteria of synonymy which were introduced by scholars. The main criteria of synonymy, which is common, are the conceptual criterion, the semantic criterion, and the criterion of interchangeability. The conceptual criterion conveys the same concept in the text, differs in shades of meaning, also in stylistic characteristics according to other sources. The semantic criterion is related to the word with the same denotation but differs in connotation, e.g. word that depends on the concept ("Synonymy as a phenomenon ...," 2021). Connotation is divided into stylistic, emotional, evaluative, and expressive or intensifying (Davletbayeva, 2010, p. 20). For instance, the color is blue. The word 'color' can be denotation if it is about the 'blue color' but this color also means 'sad feelings' on the connotation side (emotional). The last one, the criterion of interchangeability is synonyms, which can be replaced by each other in some contexts using the denotation. For example, the sentence "He glared at her" means that he looked at her aggressively, and the second sentence "He glanced at her" means he looked at her for a couple of seconds and turned away ("Criteria of synonymy," n.d.). Thus, here it is important to pay attention to the meaning of words and context.

Moreover, synonymy is divided into ideographic, stylistic, and absolute (total) synonymy by the assumption of the linguist V.V. Vinogradov. Ideographic classification means words that have different shades of meaning (e.g. 'to ascend- to climb') ("Synonymy as a phenomenon ...," 2021). In addition, in other sources it was reported that the classification depends on the degree of the description of the words. For instance, 'big- huge- ginormous' ("Synonyms: All you need...," 2021). The second one is the stylistic classification, which is connected with stylistic connotations (e.g. colloquial, dialectal, style form (formal or informal speech and etc.)). For example, money-dough, doctor- doc. The last type of classification is absolute or total, which is absolutely nothing to do with the connotation, which is very rare. This is found only in special literary works.

According to the above terms, it is possible to understand synonymy difference and the upcoming difficulties in their use, but it is crucial to not forget about the advantages of using synonymy, because it allows to avoid repetition in written works and develop thinking skills ("Synonyms: All you need...," 2021). The proper use of synonymy is an important part of all literary and written works.

In conclusion, synonymy does not have a specific term, but usually it is defined as simple word as words or phrases that have closely related meanings. Synonymy has three types of criteria and classifications, which were provided by linguist V.V. Vinogradov. All the presented criteria and classifications differ in their respective characteristics. The use of synonyms has its advantages,

such as expanding vocabulary and horizons. To avoid problems when using synonyms, it is necessary to know the meaning of words, since they all depend on the context and special types of characteristics, such as form style, dialect. Now I can start considering all the presented data (criteria and classifications of synonymy) in the practical part, after I have completed the study of synonymy in the theoretical part using Internet resources.

Methodology

After the theoretical part, in which, all the necessary information about synonymy is gathered, the practical part follows. In the practical section of the research, a survey and analysis of Kahneman's book "Thinking, Fast and Slow" will be conducted.

The book "Thinking, Fast and Slow" written by Kahneman in 2013 was chosen to find out synonymy and how it is applied in the literature of different fields. The functional style of the book is scientific, and book was chosen because of personal interests in the psychological sphere. There are criteria of synonymy analysis that will be followed: the conceptual criterion, the semantic criterion, and the criterion of interchangeability. Also, synonymy will be classified according to mentioned classifications in the theoretical part which are ideographic, stylistic, and absolute synonymy. Thus, in the practical part, examples of sentences from this book will be presented, where the synonyms found will be compared depending on their criteria and classifications.

Along with the book analysis, the survey, as one of the quantitative methods will be conducted with the purpose of gathering additional information. The survey will include a multiple-choice question, in which the respondents will be required to identify the correct implementation of synonyms. Thus, the results will demonstrate the ability of KAZGUU students to correctly apply synonymy. The survey will take approximately 5-7 minutes or less, as the number of offers is limited.

Findings

In this part of the research work, the outcome of the analysis of one of the literary works presented by Daniel Kahneman, which is called "Thinking, Fast and Slow" and a survey conducted among KAZGUU students will be presented.

The literary work was explored and analyzed according to the classification and criteria of synonymy worked out by V.V. Vinogradov. Daniel Kahneman's book "Thinking, Fast and Slow" is rich in many various types of synonymy. According to the literature review, synonymy has three types of criteria which are the conceptual criterion, the semantic criterion, and the criterion of interchangeability.

During the analysis of the book, about 453 synonyms were found. However, only almost half of them are considered more suitable for these three criteria of synonymy. The word "main" was taken as one of the examples among 453 suitable ones. According to the peculiarities of the stylistic

criterion, the word “key” is suitable as a synonym for the word “main” in connotative meaning. In addition, as indicated in the criterion of interchangeability, the word “major” is replaced by the word “main” and also by the conceptual criterion, too, due to the fact that they convey the same concept and differ in shades of meaning. Thus, words such as “key”, “major” are synonyms of the word “main” and can replace it. Another word "expect" has also been investigated as a second example, but not one of the appropriate ones. This was confirmed by the features of the third criterion of interchangeability. Suitable words such as "hope" and "anticipate" have been suggested for the word "expect". But I will not be able to indicate that these highlighted words can be synonyms since the meaning of the words has different concepts and that they cannot replace each other. The reason is that it can change the lexical structure and main thought of a sentence or text.

Moreover, synonymy is classified as ideographic, stylistic, and absolute by the linguist V.V. Vinogradov. D. Kahneman mentioned several rows of classified synonyms their number was almost 250 words. In this book, 55 % of synonymy has been investigated as an ideographic classification. One of the examples of this classification of synonymy, words such as “entertainment” and “fun” were chosen. The meaning of these words is slightly different in the degree of description in the word “entertainment” is greater than in the word “fun”. Nevertheless, 41% of the words that are synonyms were singled out as a stylistic classification of synonymy. For instance, the author used “mistake” and “error” as a substitute for each other. According to the grammatical function and meaning, the words “mistake” and “error” mean incorrect, erroneous. However, the word “error” is more formal, also used only in an official document and in computing, unfortunately, the author did not pay attention to it. The remaining 4% of synonymy was allocated as an absolute classification. One of the examples was given above, which is related to the word “expect”. In the book, the corresponding words to this word were found, such as "hope". However, the word "hope" is hardly difficult to replace with the word "expectation" in the context, which proves that in some contexts they cannot be synonymous.

The following analysis was aimed at conducting a survey. This process was created before the book was analyzed, and all the examples were taken from one Internet resource. The purpose of this work is to test students' knowledge of synonyms. According to the result, 36 respondents were accepted, in which the number of women (75%) was a significant percentage compared to men (22.2%) and non-binary (2.8%). In addition, the analysis found that a large percentage of respondents were 2nd-year students with 69.4 percent. Thus, the first part ends.

Starting from the second part, respondents are given several synonymy suggestions in the form of multiple-choice, where they have to choose the appropriate answer based on their own assumptions. Almost all of the examples given relate to absolute classification because during the analysis of the book handful of examples were found.

In the first task, most of the participants (80.6%) chose the correct answer by choosing the first option between “I’m going to smoke a cigarette and I’m going to fume a cigarette” (Vomend, 2002). In this context, the verb ‘to smoke’ is more appropriate, since this verb is used when smoke

comes from fire than the second one, which describes invisible gases, for example, as paint fumes. The second task consists of two examples which are “He is a big boy and He is a large boy” (Vomend, 2002). There all respondents chose the correct position because in this context describes an object, that is, a person. However, in the sentence “They live in a big/large house” two positions are allowed since both of them are grammatically correctly structured. But a large number of respondents (58.3%) chose the adjective “a big”.

The penultimate example demonstrated different positions of respondents, but a meaningful percentage is the indicator “both of them”. The example is “Let’s buy/get a new bike for my daughter for her birthday” (Vomend, 2002). The participants who chose the position “both of them” are right, but the verb “to buy” is more formal in writing than the second option, which is more often used in colloquial speech. The last sentence is related to “Not that I expect/anticipate any trouble over this, but it's as well to be prepared” (Vomend, 2002). A large number of respondents chose the indicator “expect” rather than “anticipate”, which is incorrect choice. In this context, actions are required in the future, so the verb “anticipate” is more appropriate than the other variants.

Summing up, the analysis of the book by psychologist Daniel Kahneman and the survey conducted at KAZGUU University were completed by giving examples in accordance with the criteria and classification of synonymy. The conclusion to this work will be presented in the next chapter which is called “the discussion”.

Discussion

The conclusion and recommendations will be presented further after transferring from the section “findings”, which presented the results of the analysis from Daniel Kahneman's book “Thinking, Fast and Slow” and a survey conducted among students of KAZGUU University.

During the analysis of the book, about 453 synonyms were found. However, it was proved that only 226 examples out of all found are considered correct synonyms since they correspond to each other according to all the criteria developed by V.V. Vinogradov. This means that the author tried not to repeat the same words when evaluating any function or object, and also to select correct words for a scientific style. If you look at the classification of V.V. Vinogradov, then for the most part the ideographic part (55%) is used. The reason lies in the style of the book, that is, synonyms are replaced with words with a high degree of description to match the vocabulary of the scientific style. Stylistic classification (41%) is not so common due to the fact that the style format should be formal. Absolute classification (4 %) in its own way is rarely and more often used in literary works.

In general, the presented results were necessary to reach the purpose of the research work. The analysis found common examples of how students made some mistakes in several sentences that were suggested in the survey. However, the work of D. Kahneman also was found several mistakes in some contexts. This suggests that not all people follow the rules of synonymy or that when using

words they do not delve into the meaning of words. But due to the small number of students who took part in the survey, it is impossible to draw an unambiguous conclusion, but assumptions will be the right solution since almost half of the respondents who took part chose a couple of incorrect options in the multiple-choice sentences. Thus, if the number of participants exceeded a significant figure and if a more literary work was chosen, then this work would fully correspond to the purpose of the work. But without this recommendation, the work still meets the intended goal, although not completely.

Summing up, the purpose of the work, which concerned the study of synonymy criteria and classifications, was fulfilled. In addition, its correct use in everyday life by people was determined during the analysis of the book and a survey. It was established that when replacing words with each other using synonyms, people still make certain mistakes. The recommendation for solving this problem is to know not only the definition of words but also their distribution in contexts.

Conclusion

During the study of synonymy, it was found that these are words or phrases that have the same meanings. Also, due to the existence of many types of criteria and classifications, the work of one of the linguists, whose name is V.V. Vinogradov, was chosen.

The first part of the main body was carried out in accordance with the theories of V.V. Vinogradov, where three criteria of synonymy were defined: conceptual criterion, semantic criterion and criterion of interchangeability; as well as such classifications: ideographic, stylistic and absolute.

In the practical part, D. Kahneman's book "Thinking, Fast and Slow" and a survey were used. 453 examples of synonymy were found in the selected book, of which only half met all three criteria of synonymy. This result suggests that D. Kahneman did not pay attention to the rules of synonymy, and when replacing words in word formation, he acted according to his own assumption and knowledge. In addition, in the classification section, it was found that there are much more ideographic types (55%), and stylistic ones on average are enough (41%), and absolute ones are very few (4%) due to the fact that the book is written in a scientific style. 36 respondents took part in the survey, as a result of which the majority of respondents made mistakes when replacing synonyms.

Thus, according to the practical part, it was concluded that some people incorrectly use synonymy or do not fully understand the meaning of their correct use in contexts. The recommendation to solve this problem is to study the meaning of any word and meet the criteria and classification of synonymy in contexts.

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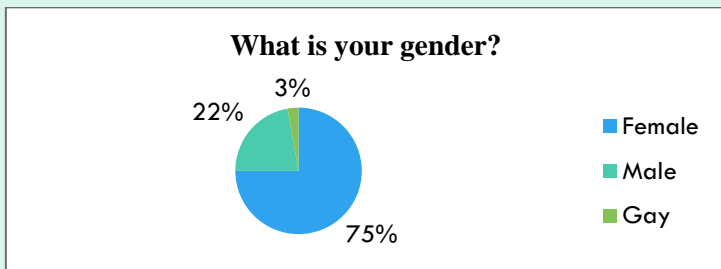
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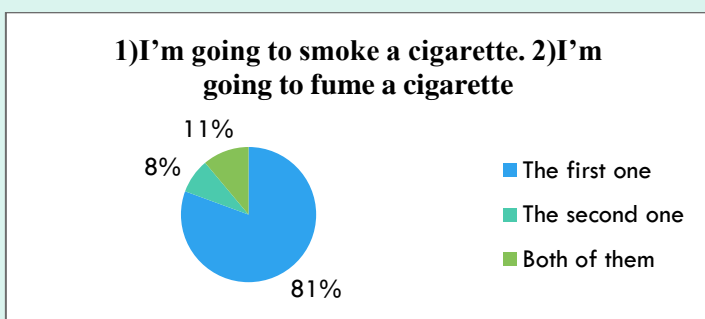
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Appendices

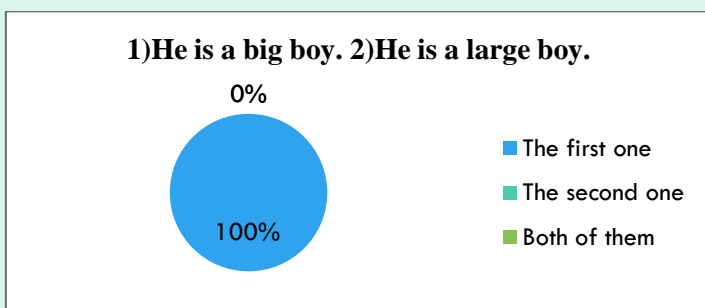
Appendix №1



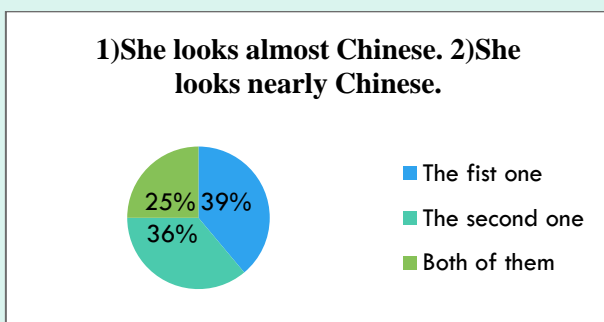
Appendix №2



Appendix №3

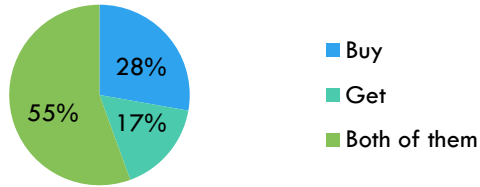


Appendix №4



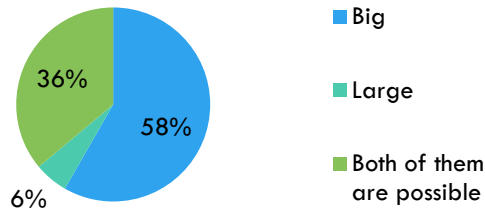
Appendix №5

Let's buy/get a new bike for my daughter for her birthday.



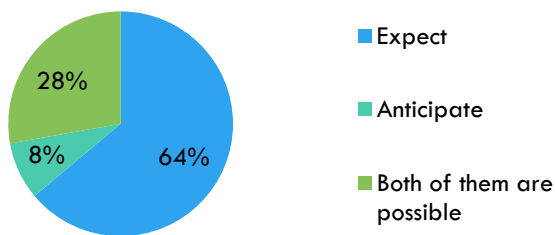
Appendix №6

They live in a big/large house



Appendix №7

Not that I expect/anticipate any trouble over this, but it's as well to be prepared.



THE COMPARISON OF OLD AND LATE MODERN ENGLISH SPELLING

Zhil kibayeva T. A.

Abstract

English language, as any other language, has its own history of development, which was continuing for centuries. Speaking exactly about considered language, people certainly can know that there were many historical events which have made a contribution in the spelling system. This study examined the development of spelling in English language, within the Old English (OE) and Late Modern English (LME) periods. Investigation was held on the analysis of literary works from both eras and revealed data was divided into three sub-topics: Old English Survival Literature, Romanticism, Victorian Era. The findings of this research will be useful for people, who are interested in studying linguistics, orthography peculiarities and history of the English language.

Key words: *Old English period, Late Modern English period, history, spelling system, changes.*

Introduction

Each language is a system, even more, it is a complex of systems, which are regulated by standardized rules. Such systems, e.g., morphology, lexicology, syntax, and phonology supplement and form the language, affecting its development, because even the small units have undergone the process of evolution. Orthography, and a system of graphics as well, were modifying in parallel with the other components of the language.

As people are facing with the modern system of spelling nowadays, it considerably distinguishes from the version of it, which was earlier. In generic, the whole English language has faced an immense progress since the ancient times. The modern English in actual fact is a blend of such languages as Greek, Latin, German, and French, as a consequence of the fact that there were many inclusions from native speakers' and nobility of these languages.

In spite of the presence of the variety of grammatical systems in the English language, this paper will examine the changes in such aspect as spelling, within Old and Late Modern periods of that language, which was taken into consideration. The practical relevance of this study is devoted to the spelling awareness. The findings of this research will be useful for people, who are interested in studying linguistics, history of the English language, and orthography principles, because it can be used as a practical guide. The historical background will be narrated in each section of the paper, because of its relevance to the spelling standardization, and substantial changes will be explained. The examples for spelling customizations' investigation were taken from literary works, which were published in the considered epochs.

Literature Review

The goal of this literature review is to analyze articles and books devoted to formation of spelling in Old and Late Modern English. Recent studies have shown that Old English period system has been developing from 450 to 1100 AD because of invaders from Scandinavia and Germany and their contribution to the English alphabetic and phonetic systems. Obviously, this orthography has many differences from Late Modern English spelling system. Let's look at it further.

To begin with, Mykhailenko (1999) assumes that many Old English language's alphabet letters appeared with the help of Runic and Latin writing systems: a; b; c [k], [k']; r, etc. This features affected the phonetic principles of this language.

To start with consonants, some of them indicated independent, separate sound; and some letters like s, f, c, etc., indicated two or even more sounds. Another important thing to mention is that there was a presence of digraphs – a sign, which was using a pair of characters, to express new single phoneme (Example: thorn - þ, th - [θ], etc.). Many consonants, which were standing after vowels, were lost, due to the fact that the vowel sound before consonant sound was stronger, so consonant sound becomes “transparent”, e.g., bronhte – brōhte – brought; fimf – fif – fire. Some New English words have different letter order compared to Old English words. It was working by scheme: cons. + r + vowel > cons. + vowel + r., e.g., brunnan – burnan – burn; hros – hors – horse. This kind of changing was also observed with other sounds and letters: ascian – axian – ask; wascan – waxan – wash (Crystal, 1994).

Vowel sounds had specialized sign to show its length, for example: ā, ī, etc. Diphthongs were also used to express words' length and stress: ae [æ], oe [œ], etc., but later they were substituted by Germanic monophthongizations, therefore: “eo” turned to “e”, “ea” turned to “a”, “æ” turned to “ea” (Rastorguyeva, 1983).

Continuing with spelling of Old English words, there were ancient mutations which appeared with its influence approximately 1200 years ago, and some of modern English word pairs are showing this effect: goose – geese, man – men, blood – bleed, etc. It is also noticeable that words with sounds “a” and “e” which preceded “h” faced several changes like mutating to “ea” diphthong and finally reduced to “i” or “y”, e.g., naht – neaht – niht – nieht – nyht – night, but these words with such modification are not extremely plentiful (Gelderen, 2014).

As Gelderen (2014) perceives, some words and sounds were changed according to West Germanic germination of consonants. This process included palatal mutation, sound [j] in words was lost and shortened preceded vowel sound with the following consonant sound were doubled. Here are some examples: fulljan – fyllan – fill; saetjan – settan – set; taljan – tellan – tell.

Beginning from the Late Modern English in 1800 till present date, English language has two spelling systems: American and British. The main discussion topic here is about writing suffixes –ize and –ise. It is preferably to use –ise suffix in British spelling system, whereas for American spelling system the usage of this suffix is optional, but here is an exception for some

words and the usage of suffix –ise is obligatory: advertise, comprise, revise; and words with Greek origin, e.g., baptise.

Another development for both spelling systems is the loss final <k> from <-ick> in words like ‘music’ and ‘comic’ as well as the change of spellings like ‘phantasy’ – ‘fantasy’ and ‘controul’ – ‘control’ are called ‘minor developments’ (van Ostade, 2009).

To conclude, the historical background and some features of Old and Late Modern English spelling were analyzed through literature reviewing. Their changes, similarities and differences over time will be considered deeper on particular examples from OE literature: The Exeter Book, the Junius Manuscript, the Vercelli Book; and from LME: The Rime of the Ancient Mariner (Taylor, 1798), Sonnets from the Portuguese (Barrett, 1850).

Methodology

Due to the reason that the main theme, which this course work is devoted to, related to the spelling systems of Old and Late Modern English periods, the methodology of revealing features in orthography requires the investigation of records. The books from Old English period are next: The Exeter Book (Krapp & Dobbie, 1936), the Junius Manuscript (Krapp, 1931), and the Vercelli Book (Krapp, 1932). To compare these records with the Late Modern English, the next books were chosen: The Rime of the Ancient Mariner (Coleridge, 2003), Sonnets from the Portuguese (Browning, 1954).

Why exactly these books were chosen? To begin with, if one has to compare written works, it is more logical to compare them when records are belonging to the same functional style. Obviously, these materials were chosen according to this approach; the exact books are considered as literary works, exactly poetry. These writings will assist in revealing changes, differences and similarities in English written language system, particularly in 450 – 1100 AD and 1700 – 1900. In addition, it is obvious that there was a plenty amount of historical events, which were happening during both periods, for instance, during the Old English period – a Roman Conquest happened in, approximately, 43 BC – 440 AD, and in the Late Modern English period there was an industrial revolution; founded differences or similarities between them will be explained according to its historical background. The features will be analyzed deeper on practicing words’ comparing.

Findings

It was logical to divide findings into three subtopics, which emerged from both the literary works spelling analysis and the historical background data investigation about the whole Old and Late Modern English periods, regarding events and factors that influence the spelling development. This part of coursework represents the following subthemes: Old English survival literature, Romanticism, and Victorian era.

Old English Survival Literature

Old English writing, or Anglo-Saxon writing, envelops the literature composed in England, which was occupied by Anglo-Saxons, after Roman's civilization devastation, and finishing its functioning in 1066 afterwards the Norman Conquest.

Before starting analyzing the words, it is essential to describe what graphical system was used for words' writing. Anglo-Saxons used to adapt to the runic alphabet. After the introduction of Roman alphabet by Christian missionaries, people considered this way of writing more comfortable and gradually adopted it, with the future development by adding more letters. As an examples, there were a presence of such letters as "ð" - [edh] or [eth], "3" - [yogh], or long vowels, which can be distinguished in edited literature by macrons - ā, ē, ō.

Spelling peculiarities will be analyzed on words from poems, there are 15.000 words, which will be taken from The Old English Vercelli Book – Homily XII, The Exeter Book – Widsith, and The Junius Manuscript – Christ and Satan (see Appendix A).

Analysis: Consonant Letters

The analysis of 830 words has shown that most part of the consonant letters, such as "m", "n", "p", and "r" are not changed it phonemic sound and spelling in words. The letters "þ" and "ð" in words were used more or less interchangeably to represent the sounds now spelled with "th": þe – the, wið – with, ðæt – that, deað – death, þære – there. The usage of "c" letter depended on its place in a word, for instance, if "c" was placed in the middle of the word, it presented [k] sound – nacod – naked, whereas for a sound [tʃ], this letter was placed at the end – benc – bench. The letter "3" usually was used for representing [y], [j] or [g] sounds, for example, 3od – god. The "v" letter from Late Modern English was usually written as an "f" in Old English: heofnum – heaven. After the examination of 1300 words, it was revealed that the letters "q", "x" and "z" were rarely used at all.

Analysis: Vowel Letters

Vowels in Old English were divided into two separate groups: short and long. The length of a vowel sound plays a significant role in this period of English language, owing the fact that it affected the meaning of a word. In ancient times, people did not mark long sounds with macrons, as they do it today, so the truly meaning may be determined only after pronouncing a word. For instance, the words "is" and "īs" are spelled analogically, but the word "is" with the long vowel means "ice", and the word "is" with short vowel means an infinitive verb "to be". The same situation with words "ac" (but) - "āc" (oak), and "ge" (and) - "gē" (you, plural). In Late Modern English period the spelling of these long vowel sounds 'mutated' in two ways. The first way is when long sounds of Old English are written by doubling it in Late Modern English language, for example, the LME word 'doom' is the OE word 'dōm'. The second way is when long vowels turned into diphthongs, as an example, the word "stān" turned into a "stone".

Analysis: Particular Words.

In general, the one quarter of all words used to be longer in OE than in LME: andsweradan - to answer, heafod - head. Digraphs were also used, almost all of them are reduced and spelled with one letter in LME, for instance, ceald – cold, ðæt - that; some digraphs, as "sc", changed it

spelling according to the particular word's phonemic structure, therefore "sc" is spelled as "sh", in a word "scip – ship". Despite all these changes, many digraphs are remained the same from OE, and appear in LME with the combination of letters eo, ea, ae, and oe - "dreamas" – "dreams".

Romanticism

A literary movement, which takes place at 18th century's end, finishing approximately at the 50's – 60's years of 19th century – in spite of the circumstance that its impact still proceeds. The period of Romanticism brought a great impact on social changes of England and Wales, where imbalance in population of half-empty countrysides and overcrowded industrial cities between 1750 and 1850 occurred. The massive migration of people was a result of Agricultural Revolution, which included the Enclosure of the territory and drove labor force off the region, whereas it caused an Industrial Revolution, which provided employment for expelled workers. Here, Romanticism may be considered as individuals' reaction to all these occasions, in addition to rebel activities against social and political standards of aristocracy and rationalization of nature by scientists within the Enlightenment period. During this Age of Reason, people sought to eliminate illiteracy and establish new rules of correct spelling. Moreover, more repercussions for spelling ensued after Otto Jespersen's introduction of the Great Vowel Shift, which was developing from 1350 to 1500. The spelling did not adapt to changes in pronunciation, and consequently, there is a difference in the way how people pronounce and spell words. It can be noticed from the analysis of 11.000 words, from the records of that period, and, as an example for considering spelling features of the Romantic phase within Late Modern English period, a poem "The Rime of the Ancient Mariner" by Samuel Taylor Coleridge will be presented (Appendix B).

Analysis

In general, the quarter of all words that used to be longer became shorter, and words' spelling in this period fully distinguishes from words in OE, i.e. words of LME period are similar to English of today, but here are still some exceptions. As it can be seen from Appendix B, 80% of words may look familiar to a person from 2000's, who knows English, but some words are still have their specific spelling, carrying its roots from OE.

During the Romantic period of the Late Modern English, in 61 cases the combination of letters "th" was used to generate the sound [s] at the end of the verbs, for example: stoppeth – stops, quoth – quotes, hath – has. In all other parts of speech, as pronouns, prepositions, etc., it was used as [th] sound: thou – to, thy – the. The letters "c", "k", as in Old English, also stood for the sound [tʃ], for example: Sprac – speech, kirk – church. As it was already written, words in OE used to be longer, in LME the words became shorter, but still, there is one exception that has additional letters inside, to show the length of vowels, instead of using long vowels or macrons itself, as in the word "swound" – "sound".

Victorian Era

The following literary movement after Romanticism is called a Victorian Era (1837 – 1901). During this period, Britain was at its finest, and could be characterized as a forceful state

with a well-balanced administrative organization and progressive industrialization, owing the reason that as in Romantic Era the prevalent part of its population regarded to the proletarian class.

Due to the Victorian representatives' ethical and moral conduct, the life of humanity was changed forever. Continuing from previous period of literary movement, individuals still were tended to elimination of ignorance. The spread of grammatical books publication for standardization of grammar rules was increasing day by day. Beyond scientific literature there was also a popularization of artworks. The analysis will be held on such particular works belonging to art, exactly on the poem by Elizabeth Brow, see Appendix C, and 1200 words will be analyzed.

Analysis

In general, spelling in writings of Victorian period within Late Modern English are similar to writings of English of Today in 90%, and, obviously, differ from Old English writings. Spelling and language overall were extremely proper, but very easy to understand by modern standards. Only some particular words are differing from English of Today, it is about pronouns' and verbs spelling.

People of this era used to write "thou" and "thee" instead of "you" and "they", as it accepted today. Moreover, there was a declension system for verbs according to a pronoun it relates to (as in German language nowadays), but this 'special' declension was used only for singular 3rd personal pronouns (he, she, it). Therefore, there are such spelling of verbs as "hadst" – "has", "lovest" – "loves", "mayst" – "may", "lookest" – "looks", "camest" – "comes". In addition, some Modern modal verbs had different spelling, as a verb "would", which was spelled as "wooded".

Discussion

The purpose of the study was to compare the development of spelling system in Old and Late Modern English periods. Exactly this paper took into consideration literary works as examples from both eras.

This research paper has found that spelling system developed under many historical events and literary movements, as an example 20% of words were differing in spelling due to Germanic Tribes' dialects. Moreover, the 30% of words were borrowed from Latin and Greek and spelled according to its origins, due to the reason that there was a need to expand the vocabulary for such fields as philosophy (e.g., utopia [Greek]), science (e.g., encyclopedia [Greek], genius [Latin]) and music (e.g., choir [Greek]). The findings support the idea that the development of language's spelling changes as well as the life conditions are changing. People all around the globe persistently bring world societies and dialects into energetic interaction that outputs more heterogeneity and profusion of vocabulary in each field of human entities' lives.

The results suggest that people need to get familiar with the historical changes that take place in the past to provide another illiteracy eradication, to make individuals understand why exactly one word is spelled in this particular way. It could improve spelling accuracy and shorten the cases of rude orthography mistakes. However, the language and life are still gradually changing. Moreover, the expansion of English language's usage is spread in many territories

nowadays, and new technologies are inventing day by day, so linguists may predict that many neologisms will appear by blending or noun compounding, and new spellings of some words may appear or even disappear.

Conclusion

To sum up, the study has revealed that English language's system of spelling has gone through many historical events, beginning with the invasion of the outlanders in ancient times, and continuing with the literary movements, which have occurred during the language's standardization.

The practical research has shown that words in ancient times used to be longer, as an example the word "hēafod" is an OE version of the LME word "head"; whereas the theoretical part have explained this as the fact that the persons, who existed in the Old English period, accustomed to write down the words as they could pronounce them, because of the lack of standardized rules of proper spelling. Gradually, some individuals, who had a strong desire for self-education, have begun an eradication of the illiteracy, paying attention to the grammatical and orthographical norms of the language. Consequently, the LME spelling, in comparison with OE spelling, is differing from its pronunciation. As a bright example, the word "would" is spelled this way, but it is pronounced as [wʊd].

It is noticeable that the orthography of LME fully distinguishes from OE spelling, but, at least, here are some similarities between them. For example, the usage of the letter "c" for [th] sound expression, in some words, is remained the same: kirk – church (LME), benc – bench (OE). Moreover, both periods provide long vowels, which are supported with consonant sounds, to express its length: answeradan – to answer (OE), swound – sound (LME).

As a general rule, spelling system of 1700-1900 years is similar to the up to date spelling system, but there are still some minor divergences within spelling of pronouns and verbs. For instance, the pronouns, which are used these days, like "you", "they", were spelled as "thou" and "thee". Moreover, verbs had a declension system, but it was used only for the pronoun "you", e.g., "lovest" – "loves". Over time it gradually disappeared.

In the 19th century, the standardization of spelling for many words was established, although its propagation within the country's borders took time. The process of changing is constantly affects the English language. Therefore, Modern English uses the Latin alphabet of 26 letters and became the language people know and speak today, not only in America and Britain, but in many countries all around the globe as well.

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Appendices

Appendix A

The Old English Vercelli Book – Homily XII

HOMILY XII

spel to ðam oðrum 3an3dæ3e

(fol. 73b) GĪRSandæ3 we wæron manode, men þa leofestan, þissa haliga da3a bi3an3nes; liornodon we þæt 3eo hæðene liode hæfdon þry da3as synderlice beforan hira oðrum 3ewunan, þæt hie on3uldon hira 3o-
 5) dum, 7 hiera ceapes wæstma 7 ealle hira æhta hie hira 3ode bebudon, þæt wæs dioflum sylfum, for þon þe hie hira 3odu hæfdon 3eworhte of treowum, 7 of stanum, 7 of oðrum untimbrum missenlicum. Donne to ðam onlicnessum swylcum hie onluton 7 þam lac onsendan,
 10) þonne eode þæt deoful in on þa anlicnesse 7 þanon ut wæs sprecende. þonne tealdon men þæt þæt wære 3od sylfa. Wæron þæt þonne þa wyrrestan helle3æstas; nalas 3od sylfa ælmihtig eallra 3esceafta scippend. þonne wið þon 3esette us sanctus Petrus syðþan 7
 15) oðerra cyricena ealdormen, þa hal3an 3an3dazas þry to ðam þæt we sceoldon on 3ode ælmihtigum þiowizan mid usse 3edefelice 3an3e 7 mid san3e 7 mid ciricena soc-
 30) mæ3 diofol oferswiðan, 3e hean 3e rice. Is ðær on þam bocum awriten sio halige Cristes þrowun3 7 his æriste 7 his upastignesse 7 worda lare 7 his wundra weorc 7 se toewarda dom 7 eac ma 3æstlycra 3eryna þonne ænig man æfre aspyrizan mæ3e oððe 3ecnawan mæ3e. Eac we

Mid þam e3esan we us 3ecepiað hefenlicu þin3, englas for mannum, lif for deaðe, 3od for yfele, swete for
 75) bitere, lecht for þiestrum, soðlæstnesse for unsoð-
 fæstnesse, unyðnesse for niðe, sawle mæ3en for

150

WIDSITH

- se þe his þeodenstol **geþeon** wile.
 þara **wæs Hwala** hwile selast,
 15 ond Alexandreas ealra **ricost**
 monna cynnes, ond he **mæst** geþah
 þara **þe ic** ofer foldan **gefrægen** hæbbe.
 Ætla weold Hunum, Eormanric Gotum,
 Becca Baningum, Burgendum Gifica.
 20 Casere **weold** Creacum **ond** Cælic Finnum,
 Hagena Holmrygum ond Heoden Glommum.
Witta weold Swæfum, Wada Hælsingum,
 Meaca Myrgingum, Mearchealf Hundingum.
 Þeodric weold Froncum, þyle Rendingum,
 25 Breoca Brondingum, Billing Wernum.
 Oswine weold Eowum ond Ytum Gefwulf,
 Fin Folcwalding Fresna cynne.
 Sigehere lengest Sædenum weold,
 Hnæf Hocingum, Helm Wulfingum,
 30 Wald Woingum, Wod þyringum,
 Sæferð Sycgum, Sweom Ongendþeow,
 Scafthere Ymbrum, Scafa Longbeardum,
 Hun Hætwerum ond Holen Wrosnum.
 Hringweald wæs haten Herefarena cyning.
 35 Offa weold Ongle, Alewih Denum;
 se wæs þara **manna** modgast ealra,
 no hwæpre he ofer Offan eorlscype **fremede**,
ac Offa geslog ærest monna,
 cnihtwesende, cynerica mæst.
 40 Nænig efeneald him eorlscipe maran
 on orette. **Ane sweorde**
 merce gemærde **wið** Myrgingum
 bi Fifeldore; heoldon **forð** siþþan
 Engle ond Swæfe, **swa** hit Offa geslog.
 45 Hroþwulf ond Hroðgar heoldon lengest
 sibbe ætsomne suhtorfædran,
 siþþan hy forwraecon wicinga cynn

The Junius Manuscript – Christ and Satan

CHRIST AND SATAN

- þæt wearð **underne eorðbuendum,**
 þæt meotod hæfde miht and **strengðo**
 ða he gefestnade foldan sceatas.
 Seolfa he gesette **sunnan and monan,**
 5 stanas and **eorðan,** stream ut on sæ,
wæter and wolcn, ðurh his wundra miht.
 Deopne ymblyt clene ymbhaldeð
 meotod on mihtum, and alne middangeard.
 He selfa mæg sæ geondwlitan,
 10 grundas in geofene, godes agen bearn,
 and he ariman mæg rægnas scuran,
 dropena gehwelcne. Daga enderim
 seolua he gesette þurh his soðan miht.
Swa se wyrhta þurh his wuldres gast
 15 serede and sette on six dagum
 eorðan dæles, up on **heofonum,**
 and heanne holm. Hwa is **þæt ðe cunne**
 orðonc clene nymðe ece **god?**
Dreamas he gedelde, duguðe and **geþeode,**
 20 Adam ærest, and **þæt** æðele cyn,
 engla ordfruman, þæt þe eft **forwarð.**
 Ðuhte him on mode þæt hit mihte swa,
þæt hie weron seolfe swegles brytan,
 wuldres waldend. Him ðær wise gelamp,
 25 ða heo in helle ham staðeledon,
 an **æfter** oðrum, in þæt atole scref,
 þær heo brynewelme bidan sceolden
 saran sorge, nales swegles leoht
 habban in **heofnum** heahgetimbrad,
 30 ac gedufan sceolun in ðone deopan wælm
 niðær under nessas in ðone neowlan grund,
 gredige and gifre. God ana wat
 hu he þæt scyldige werud forscifen hefde!
 Cleopað ðonne se alda ut of helle,
 35 wriceð wordcwedas weregan reorde,
 eisegan stefne: “Hwær com engla ðrym,
 þe we on heofnum habban sceoldan?
 Þis is ðeostræ ham, ðearle gebunden
 fæstum fyrclommum; flor is on welme
 40 attre onæled. Nis nu ende feor
 þæt we sceolun ætsomne susel þrowian,
 wean and wergu, nalles wuldres blæd
 habban in heofnum, hehselda wyn.
 Hwæt, we for dryhtene iu dreamas hefdon,
 45 song on swegle selrum tidum,
 þær nu ymb ðone æcan æðele stondað,
 heleð ymb hehseld, herigað drihten
 wordum and wercum, and ic in **wite** sceal
 bidan in bendum, and me bættran ham
 50 for oferhygdum æfre ne wene.”
 Ða him **andsweradan** atole gastas,

Appendix B

Ancient Mariner

PART I

It is an ancient Mariner,
And he stoppeth one of three.
'By thy long grey beard and glittering eye,
Now wherefore stopp'st thou me?

The Bridegroom's doors are opened wide,
And I am next of kin;
The guests are met, the feast is set:
May'st hear the merry din.'

He holds him with his skinny hand,
'There was a ship,' quoth he.
'Hold off! unhand me, grey-beard loon!
Eftsoons his hand dropt he.

He holds him with his glittering eye—
The Wedding-Guest stood still,
And listens like a three years' child:
The Mariner hath his will.

The Wedding-Guest sat on a stone:
He cannot choose but hear;
And thus sprac on that ancient man,
The bright-eyed Mariner.

'The ship was cheered, the harbour cleared,
Merrily did we drop
Below the kirk, below the hill,
Below the lighthouse top.

The Sun came up upon the left,
Out of the sea came he!
And he shone bright, and on the right
Went down into the sea.

Higher and higher every day,
Till over the mast at noon—'
The Wedding-Guest here beat his breast,
For he heard the loud bassoon.

The bride **hath** paced into the hall,
Red as a rose is she;
Nodding their heads before her goes
The merry minstrelsy.

And now the STORM-BLAST came, and he
Was tyrannous and strong:
He struck with his o'ertaking wings,
And chased us south along.

With sloping masts and dipping prow,
As who pursued with yell and blow
Still treads the shadow of his foe,
And forward bends his head,
The ship drove fast, loud roared the blast,
And southward aye we fled.

And now there came both mist and snow,
And it grew wondrous cold:
And ice, mast-high, came floating by,
As green as emerald.

And through the drifts the snowy clifts
Did send a dismal sheen:
Nor shapes of men nor beasts we ken—
The ice was all between.

The ice was here, the ice was there,
The ice was all around:
It cracked and growled, and roared and howled,
Like noises in a **swound!**

At length did cross an Albatross,
Thorough the fog it came;
As if it had been a Christian soul,
We hailed it in God's name.

It ate the food it ne'er had eat,
And round and round it flew.
The ice did split with a thunder-fit;
The helmsman steered us through!

And a good south wind sprung up behind;
The Albatross did follow,
And every day, for food or play,
Came to the mariner's hollo!

In mist or cloud, on mast or shroud,
It perched for vespers nine;
Whiles all the night, through fog-smoke white,
Glimmered the white Moon-shine.'

'God save thee, ancient Mariner!
From the fiends, that plague thee thus! —
Why look'st **thou** so?'—With my cross-bow
I shot the ALBATROSS.

Appendix C

Sonnets from the Portuguese
XII.

Indeed this very love which is my boast,
And which, when rising up from breast to brow,
Doth crown me with a ruby large enow
To draw men's eyes and prove the inner cost,—
This love even, all my worth, to the uttermost,
I should not love withal, unless that thou
Hadst set me an example, shown me how,
When first thine earnest eyes with mine were crossed,
And love called love. And thus, I cannot speak
Of love even, as a good thing of my own:
Thy soul hath snatched up mine all faint and weak,
And placed it by thee on a golden throne,—
And that I love (O soul, we must be meek!)
Is by **thee** only, whom I love alone.

XIII.

And wilt thou have me fashion into speech

The love I bear thee, finding words enough,
And hold the torch out, while the winds are rough,
Between our faces, to cast light on each?—
I drop it at thy feet. I cannot teach
My hand to hold my spirit so far off
From myself—me—that I should bring thee proof
In words, of love hid in me out of reach.
Nay, let the silence of my womanhood
Commend my woman-love to thy belief,—
Seeing that I stand unwon, however **wooded**,
And rend the garment of my life, in brief,
By a most dauntless, voiceless fortitude,
Lest one touch of this heart convey its grief.

XIV.

If **thou** must love me, let it be for nought
Except for love's sake only. Do not say
“I love her for her smile—her look—her way
Of speaking gently,—for a trick of thought
That falls in well with mine, and certes brought
A sense of pleasant ease on such a day”—
For these things in themselves, Belovèd, may
Be changed, or change for **thee**,—and love, so wrought,
May be unwrought so. Neither love me for
Thine own dear pity's wiping my cheeks dry,—
A creature might forget to weep, who bore
Thy comfort long, and lose thy love thereby!
But love me for love's sake, that evermore
Thou **mayst** love on, through love's eternity.

XV.

Accuse me not, beseech thee, that I wear
Too calm and sad a face in front of thine;
For we two look two ways, and cannot shine
With the same sunlight on our brow and hair.
On me **thou lookest** with no doubting care,
As on a bee shut in a crystalline;
Since sorrow hath shut me safe in love's divine,
And to spread wing and fly in the outer air
Were most impossible failure, if I strove
To fail so. But I look on thee—on thee—
Beholding, besides love, the end of love,
Hearing oblivion beyond memory;
As one who sits and gazes from above,
Over the rivers to the bitter sea.

XXI.

Say over again, and yet once over again,
That thou dost love me. Though the word repeated
Should seem “a cuckoo-song,” as thou dost treat it.
Remember, never to the hill or plain,
Valley and wood, without her cuckoo-strain
Comes the fresh Spring in all her green completed.
Belovèd, I, amid the darkness greeted
By a doubtful spirit-voice, in that doubt's pain
Cry, “Speak once more—thou **lovest!**” Who can fear
Too many stars, though each in heaven shall roll,
Too many flowers, though each shall crown the year?
Say thou dost love me, love me, love me—toll
The silver iterance!—only minding, Dear,
To love me also in silence with thy soul.

XXVII.

My own Belovèd, who hast lifted me
From this drear flat of earth where I was thrown,
And, in betwixt the languid ringlets, blown
A life-breath, till the forehead hopefully
Shines out again, as all the angels see,
Before thy saving kiss! My own, my own,
Who **camest** to me when the world was gone,
And I who looked for only God, found thee!
I find thee; I am safe, and strong, and glad.
As one who stands in dewless asphodel
Looks backward on the tedious time he had
In the upper life,—so I, with bosom-swell,
Make witness, here, between the good and bad,
That Love, as strong as Death, retrieves as well.

INFLUENCE OF THE FEAR OF MISSING OUT (FOMO SYNDROME) ON STUDENTS' PERSONALITY

Menissova Ilhara

Abstract

This paper will focus on the problem of addiction from social media of adolescents and its influence on users' academic performance and general identity. Also, this paper will outline actions, that people can take against given problem. The suggestions that can be drawn from the research results will include the ways to avoid some illnesses as FoMO syndrome or addictions from the internet.

The objectives of this research were to assess the prevalence of how FoMO syndrome is familiar among adolescents, to know how well people know about syndrome and examine patterns of the association between real and virtual life, socio-demographic, mental health characteristics among schoolchildren of Kazakhstan, Karaganda. The aim of the study is to define problematic social media use and level of fear of missing out developments in social media (FoMO) in adolescents.

Keywords: Fear of missing out, FoMO syndrome, social media, internet addiction, mental health, virtual life

Introduction

It is very important to define the terms as "social media", "addiction from social media", "FoMO syndrome" to explain what would be considered as those in the current research. So firstly, "social media is forms of media that allow people to communicate and share information using the internet or mobile phones" (Cambridge Dictionary (2020). Nowadays a lot of people can not even imagine their life without social media, so it shows that rest of the people may have an "addiction" from the internet.). The term FoMO as "a fear of losing when a person doesn't know about other individuals exciting experiences or events".(Przybylski (2013)) It can also be an obsessive desire to stay connected with people and a curiosity to know what is happening in others life. He also found that FoMO usually occurs around age 13-33 as this age group were the first who grew in a technologically advanced world (Iqbal, N., Ahmad, M., Zargar, S.R., & Aleem, S. (2019). FOMO is abbreviation for "fear of missing out": a worried feeling that you may miss exciting events that other people are going to, especially caused by things you see on social media". Also, FOMO may involve habits like checking phones again and again even when people are around us. More than half of the world's population experiences this feeling, to be more exact 56% faced this problem. Obviously, faced with such a syndrome, many of them have changed their behavior and personality.

I have chosen to research this topic for two reasons. First of all, I am worried about the prevalence of addiction from the social media in Kazakhstan, because I think that the situation of internet-addiction is not yet explored in Kazakhstan due to the absence of proper monitoring tools. Nowadays a lot of children from an early age hang on the Internet and gradually it becomes an addiction. Moreover, I personally experienced and witnessed such a problem in my own entourage. I

have met with some few situations in which teenagers were sick with the syndrome FOMO. Furthermore, I have been sicked with FOMO, so I am biased that this all contributes to problems with personality changes and self-esteem. In addition, by choosing and learning this topic, I can somehow contribute to the well-being of my peers and healthy communication in schools as an outcome of the research.

Context (Literature review)

Before the discussing an influence of the FoMO, we need to understand the concept of the fear of missing out (FoMO). FoMO syndrome is a kind of emotions, when people feel anxiety that others having 'more' fun, living 'better' life and so on, FoMO may involve habits like checking phones again and again even when people are around us, it can also be a desire to stay connected with people and a curiosity to know what is happening in others life. FOMO is taking a major toll on the psychology of social media users, due to the rise in use of social media, this process gained its importance as it had direct implications on the mental health of an individual. Wortham (2011) said that scrolling through posts which may include pictures and checking status updates of others may evoke a fear which may be referred to as fear of missing out (FoMO) (Dr. Luis Feliciano-García, 2019, p.39). FoMO is relatively new phenomenon, this term was officially added in oxford dictionary in (2013) and defined it as an "anxiety that an exciting or interesting the event may currently be happening elsewhere, often aroused by posts seen on a social media website". FOMO is one of the most basic cognitive biases embedded in our deep subconscious. NPR's Hidden Brain podcast (21:28) explains more:

"In all of our experiments we've found that it's really more a function of an anxiety that something might happen in a group experience that will shape the group history in the future that you may not be part of and that will undermine your group belongingness". (Heather Yamada-Hosley, 2017) FoMO appears as a global problem, because it is a problem that faced millions of people, especially, it occurs around age 13-33 as this age group were the first who grew in a technologically advanced world.

There are different viewpoints about this issue, some people think that this is just a period of adolescence and that this kind of "illnesses" goes away by itself, while others believe that this disease should be fought and consider this as a global problem. In fact, any such kind of addictions is a real disease and society should militate with it. Especially when it makes you aware of its existence due to its influence on the academic performance of an adult or teenager.

There is also problem as imaginary disease, these are series of symptoms of a disease experienced by a person who is convinced that he is sick, although in fact there is no disease. With our thoughts and beliefs, we influence on our health, and just as it happens with a nocebo (no-brain) effect, negative thoughts can increase the likelihood of a disease. Subsequently person loses his good grades. To date, most of the research examining the FOMO phenomenon is reported in the social media literature and focuses on its influence on social media use and how teenagers are constantly barraged by what their friends are doing. (Ashley S.& John P.& David F., 2019, p.1604). By the way humans tend to compare themselves with others and feel jealous seeing other people successful and doing better in their lives. The need to feel affiliated or connected with each other is considered as a basic survival

for human beings. People may feel anxious of not being part of a group and would do anything to be associated with each other like making accounts on social media. Such individuals can experience FoMO and can lead to social pain and a fear of rejection and loneliness of not being a part of the group which can have adverse impact on their mental health. Also, the FoMO variable is the strongest predictor of smartphone addiction among all the other problems. It cannot be denied that social media tend to have a powerful impact on our lives, and it has transformed relationships and interaction patterns (Asur & Huberman, 2010). There has also been a decrease in the quality of sleep as people tend to remain online most of their time. Individuals who experience high levels of FoMO may be seen to use social media more often and checking their mobile phone as soon as the notification arrives. By seeing others or their friends on social media enjoying their lives or being successful can make a person feel sad or depressed with themselves. (Divya Arora & Mandeep Kaur, 2019, p. 3) Thus, FoMO syndrome with addiction from the smartphones greatly affects the performance of a person, in this case, a student. With the growing attention paid to fear of missing out (FoMO) psychological phenomenon in explaining social media engagement (SME), this mixed-method research measured the relative impact of FoMO on students' SME for personal reasons during lectures. The moderating effect of culture (minority vs. non-minority students) on the connection between FoMO and SME was also considered. Nightly diaries and end-of-semester measures provided data on the short and long-term consequences of experiencing FOMO. Results showed that students experience FOMO frequently, particularly later in the day and later in the week, and while doing a required task like studying or working. More frequent experiences of FOMO were associated with negative outcomes both daily and over the course of the semester, including increasing negative affect, fatigue, stress, physical symptoms, and decreased sleep. (Karayagiz Muslu, 2019, p. 1004)

FOMO is only the latest symptom of technologically mediated world-weariness. As easy as it seems to dismiss the term, like any other piece of slang, it has some depth. According to an article out of *Innovation*, the influence of social networks can have devastating effects on the psychological well-being of users. Dr. Abigail Scholer, an Associate Professor in social psychology at the University of Waterloo who specializes in motivation, echoes that sentiment, telling THUMP that expressions like FOMO help us "label and identify what it means to be human." Though neither said they were aware of any formal studies on FOMO, they both agreed that the term clearly overlaps with some pre-existing theories of social psychology.

Social interaction is deeply ingrained in humanity, "comparable to needing food and shelter," says Dr. Summerville. FOMO has a lot to do with that social necessity. Besides benchmarks for success in life like promotions at work, or getting that ripped festival body, time with friends is also extremely important, and the excitement that other people are experiencing can drive at our own feelings of accomplishment. There are going to be people "who are really going to not want to miss out on things and that's' going to be a bigger driver of their behaviour,". (Dr. Scholer; Gigen Mammoser, 2016) The good news however is that you're probably just worrying too much. "The research on that says, pretty consistently, that people overestimate how bad they are going to feel about something in the future," Dr. Summerville explains. "Those feelings tend to be way worse than the actual experience." Which is to say that the sob story you keep telling yourself about how much fun everyone is having without you at Coachella isn't nearly as bad as you're making it out to be.

Knowing all this, what can be done to help overcome FOMO? There are really a lot of solutions and advices from psychologists that can help people to get the better of feeling of missing out:

- The problem must be recognized and accepted by person. It means that problem must be identified, and the fact of its harmful effect on your life, career or health is unconditionally recognized.
- Schedule access to social networks. Define for yourself some convenient time intervals and make your own timetable when you will be “accepted” to reply to those messages in social networks.
- The most important thing that everyone should remember: on the Internet people show you only what they want to show. Behind a beautiful scenes absolutely any problems can be hidden. It means that what person publishes on social network completely does not reflect human’s real life for 100%.
- The surest way to be content with your life is to choose what you like and enjoy among the million possibilities of this world.

The main thing that FOMO should teach us - is an attentive advertence towards yourself, your desires, needs, capabilities and goals. These all help a person to live in harmony with himself and the world.

Methodology

Research Design

I chose mixed research to give a full answer to the research question. Mixed research contains both types of investigations: quantitative and qualitative. So, the research was based on qualitative and quantitative investigations in order to obtain full and sufficient answers to research questions. Through the statistical information provided by the quantitative method, the researcher can make a conclusion about the full picture of the problem and its consequences by giving a holistic representation of the topic. The only using one type of sampling would not be enough as it was possible with two investigations. Quantitative research helped to get general statistical information with people’s opinions about the chosen topic, whereas I got more detailed information from the expert from a similar department via qualitative research.

Research Instrument

I decided to make a quantitative research, due to it I conducted an online survey. It gave a chance to know the opinions of people that helped to make some points of conclusion. Also, for qualitative research I conducted the interview with one of the specialists in medical industry on the topic of FoMO syndrome. That’s all will help me to understand the relevance and vitality of topic better and to make a right conclusion.

Research Participants

I chose students of 7th-12th grade of NISK scholars to gain some statistics using random sampling.

With margin of error equal to 10%, confidence level of 95% and population of around 720 people, 85 school students need to be asked to participate in the survey. So, it helped to get results that are clear enough.

Research Site

The investigation will be held in Nazarbayev Intellectual School in Karaganda city, Kazakhstan. However, students from other NIS schools from all regions of Kazakhstan were also able to participate in this survey in order to take a clearer verdict about the effects of FOMO syndrome. This location was chosen as a research area because it is significant to know the statement of the problem locally, before discovering it globally to not to be mistaken.

Procedures

The survey was carried out online and sent to members through e-mail and some social networks. Demonstrating graphs or/and tables were created by specific software programs.

An interview was conducted during a personal meeting. Time for an interview is already chosen but might be changed by the interviewee. There was recorded audio of the interview and then it was transcribed and analyzed by me.

Ethical Considerations

The survey was completely anonymous, so 100% anonymity and confidentiality of research participants will be guaranteed; it means that participants wouldn't need to input personal information as name/surname, email and etc. Members were not needed to state only their gender and age range. Furthermore, involvement in the survey will be voluntary because the link to the survey will be sent to nearly 720 students and no one else than me will know who answered questions. It will be decided to leave the interviewee's anonymous depending on his wish. Outcomes of the research will be kept on my working email and will be deleted (if it is necessary) after finishing this project.

There are some questions which will be included in online survey:

1. Please, indicate your gender
 - Female
 - Male
2. Please, indicate your age
 - 12-14
 - 15-17
 - 18-20
 - 21 and higher
3. Are you familiar with the term as FoMO syndrome?
 - Yes, I am
 - No, I am not

Here also will be given the description of FoMO in order not to confuse some students, who are not aware of this topic.

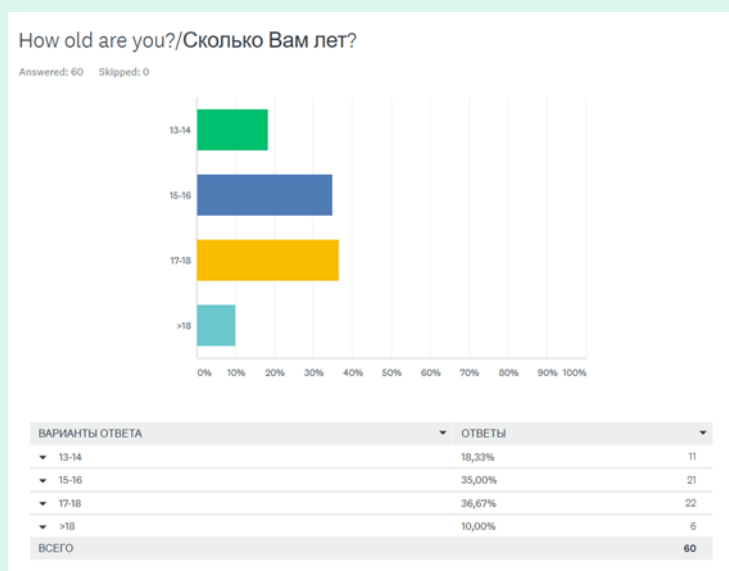
Results

Description of the research process

I did a primary research about FoMO syndrome, so in order to do more relevant research I decided to make mixed type research: qualitative and quantitative analysis. It will give a chance to know the opinions of people that will help to make some points of conclusion. I made an online survey and interview; they all were based on local area – Nazarbayev Intellectual School in Karaganda.

Research Participants

Initially, 85 school students need to be asked to participate in the survey. I chose students of 7th-12th grade of NISK scholars to gain some statistics using random sampling. So as a result, intended number of respondents is 60. There was the same amount of female and male participants, it means 30 (50%) women and 30 (50%) men voluntarily took place in a survey. 11 (18.33%) of participants were 13-14 aged students, 21 (35.00%) were 15-16 y.o., 22 (36.67%) – 17-18 y.o. students and 6 (10.00%) of participants were 18+ aged people(as it shown in figure 1.1).



(10.00%) of participants were 18+ aged people(as it shown in figure 1.1).

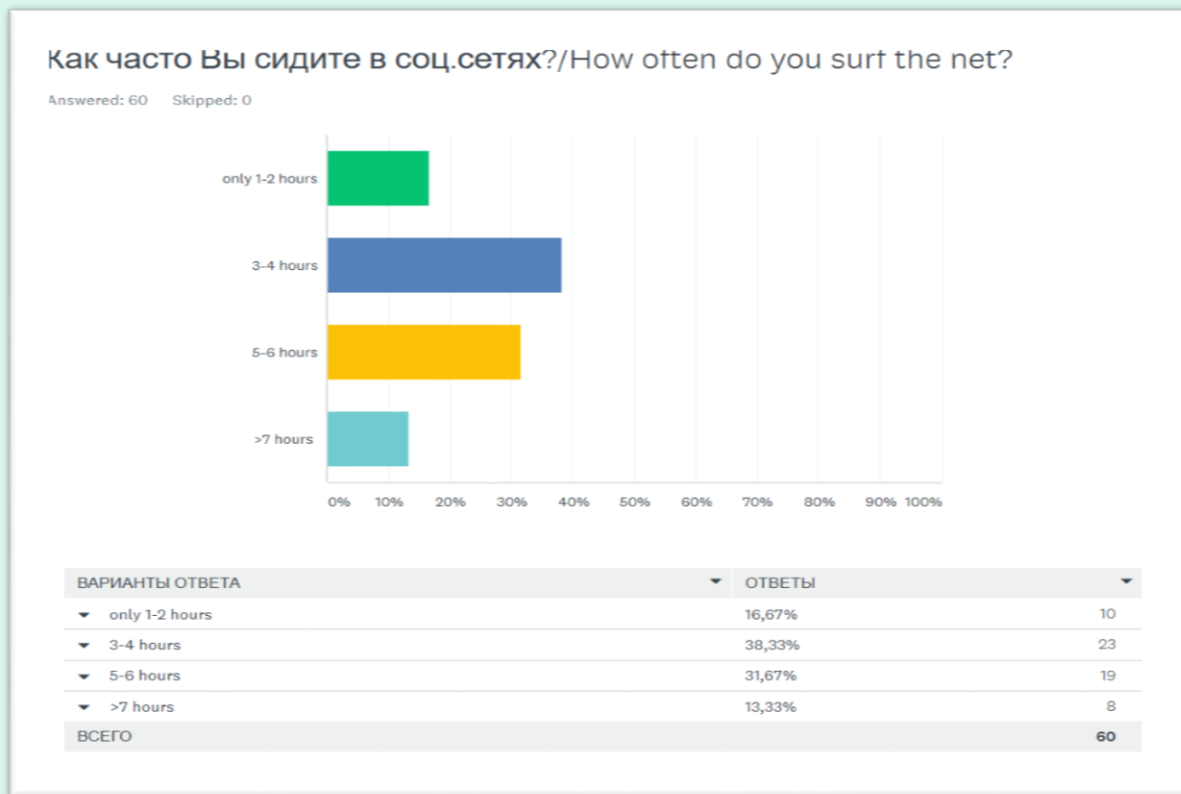
Figure 1.1

Also I did an interview with the specialist of Nazarbayev Intellectual School in Karaganda, I thought that it would be better if I conduct interview with someone who versed in medicine and knows some information about our scholars to help me answer my research question. So, the interviewee was a school pedagogue-psychologist – Tussupova Meiramgul Maksutovna.

Survey

The platform which I used is “Survey Monkey” platform, especially for making surveys, it was an online survey, so it was easier to take part in it from any web-site. This survey gave me quantitative data. Only two days were spent on quantitative data collection.

Figure 1.2



The third question was “How often do you surf the net?”. 10 people (16.67%) answered that they surf the net only 1-2 hours per day, while 23 people (38.33%) sit on Internet 3-4 hours per day. But there are also 19 (31.67%) and 8 (13.33%) people who surf the Internet more than 5 times per day. These results show us that vast majority usually spend their time on Internet.

By the illustration, we can conclude that social networks and Internet are popular among Nazarbayev Intellectual School of Karaganda students.

Next question was: “Are you familiar with FOMO syndrome?”.

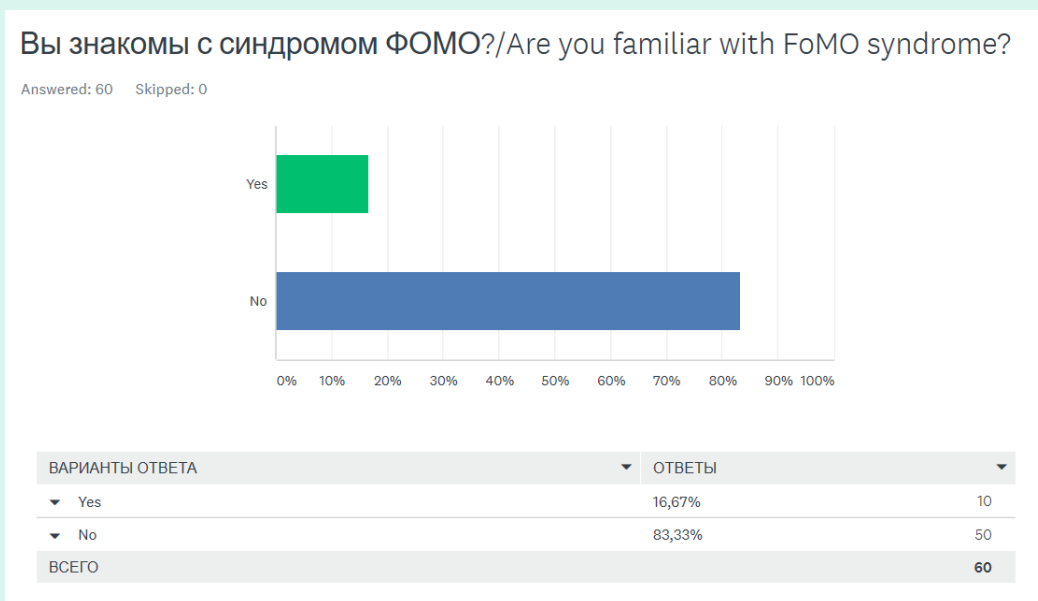


Figure 1.3

Unfortunately, as we can see, in given diagram 50 (83.33%) of respondents are not familiar with FoMO syndrome, it means that they probably do not know that they can be sick with this syndrome and do not know how to deal with it. It is important to know about the existence of such disease, because a frivolous attitude can lead to serious consequences.

Third question was: “Do you feel envious when you see how your peers are having fun?”.

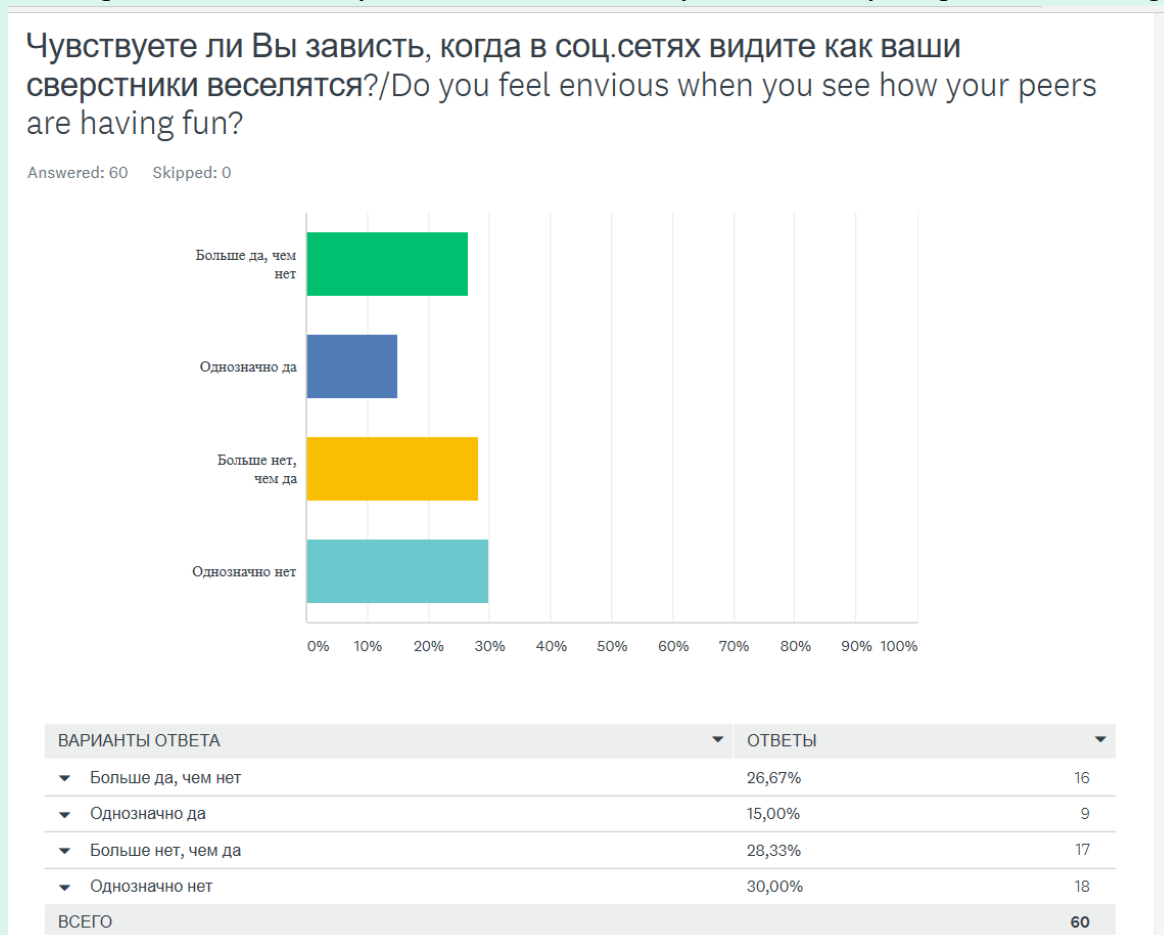


Figure 1.4

This is question was asked for a reason. Because question includes one of the symptoms of the disease. Feeling envious while watching how your friends are having fun can made someone unsure of his happy life. This feeling produces a fear of missing out, it makes people afraid to miss something interesting. So, according to the survey question №3 (figure 1.4), we can see that 25 (41.67%), almost half of the respondents answered that they feel themselves jealous, they feel the same way. This may mean mild symptoms and maybe these people are may be sick with the fomo, even in a mild form.

In conclusion, there are no relevant information about this disease in our country, so we need to take care about media-health of people. It will help to solve the problem regarding addiction from the Internet, also.

Summary of the context information

I also decided to take an interview with expert about FoMO and its influence on students' personality. It is been crucial to this research to know the perspective of a professional specialist, who had an experience working with teenagers, because it is vital to compare the survey data with the opinion of an expert. So, the interviewee was a school pedagogue-psychologist – Tussupova Meiramgul Maksutovna. The interview was conducted in Microsoft Teams application and all the audio materials are saved privately.

So, that are what I mentioned as a main points for my research: FoMO syndrome is one of the problems caused by addiction to social networks. Although it is called FoMO syndrome, it is not officially included in the list of medical or psychiatric diseases. The prevalence of this syndrome can be estimated only by the results of practice. Now more and more children come to the psychologist with problems about their dissatisfying by themselves. For example, this can be considered as a symptom of this syndrome. All the issues have their pluses and minuses, so when it comes to advantages or disadvantages of fomo syndrome, any user of a social network first wants to know the news, what are the changes. Perhaps the advantage is to keep abreast of these new trends. And the disadvantage is that it makes a person addicted from social networks, thinking that he will not miss something new, he does not pay attention to what is happening around him in real life, he loses the ability to feel and express emotions. That is, it motivates a person to live a virtual life. The consequences can be very serious.

In general, the effect of this syndrome on a person depends on the goal of the person who does not want to miss the news. Like, his virtual life can be interesting for a teenager who still cannot even tell good from bad. Life behind the screen looks great, you are not satisfied, you feel useless. A person can blame his parents and relatives and hate them. When you feel worse, others may feel better, and jealousy and envy may develop. If a person constantly thinks about it, this can lead to mental disorders, which, in turn, can lead to stress and depression. A person who is used to competing on social networks, and in other cases, is prone to competition. If there is a desire to get ahead of someone, to be the first, and not to stay behind, such a person has no feelings. Such a person cannot sympathize with the emotions of others. Therefore, it is difficult to adequately assess both successes and failures in life. Because when he prepares for a lesson, he does not set a goal to learn, he only wants to be ahead of the others.

However any illness should be treated. The right way to treat fomo it is just to forget about the virtual world for a while. Do not use the Internet, forget about the computer and phone for a while. If person suffers three or ten days, he realizes that he has nothing left. It also depends on the psychology of the person, he can be stopped in time, put into practice, taught to communicate with people, bring the child to a normal state, if the parents themselves are an example. The most important thing is to teach a teenager to behave properly. If this syndrome is indicated as a disease, of course, it will have its own stages of development. Therefore, the outcome of prevention depends on its degree.

That was all the important aspects, overall, Meiramgul Maksutovna expressed her own personal and professional opinion about FoMO. She mentioned both positive and negative sides of disease. The main thing is that she answered how FoMO can affect on students' behavior and personality,

as she said student can become more aggressive and he becomes person who cannot sympathize with the emotions of others. To sum up, FoMO has more negative effects on student's personality, that is why any person should have some breaks from the social networks and Internet, to avoid this kind of illness.

Conclusion

To reiterate the chosen topic, I can confidently answer to my research question: FoMO syndrome, being an unconfirmed medical or psychiatric disease, still has great importance in the formation of a person. It still has huge impact on students' personality and academic performance. It is a problem caused by addiction to social networks, so it leads to serious consequences related to student's psychology.

As any health illnesses, FoMO syndrome has own advantages and disadvantages: keeping an ear to the ground, being abreast of all events and drawbacks are addiction and the fact that person does not pay attention to what is happening around him in real life, he loses the ability to feel and express emotions. Life behind the screen looks great, so human become not satisfied by his own life, he feels like he's nothing more than a nuisance, so person can even hate himself and blame his parents and relatives. If a person constantly thinks about it, this can stimulate mental disorders, which, in turn, can lead to stress and depression. So, it is an answer for main research question.

If we summarize international and our national perspectives, I think that the results will be similar in both international and national levels. But Meiramgul teacher notices that other nations' people pay more serious attention on teenagers' addiction from Internet, whereas our local people think that it is just a period of adolescents and they don't pay attention on it, which leads to serious consequences in formation of a person. However, does not matter where the viewer come from, my research results will be reliable. That is because, no matter what country is it and from where to look at this, any illnesses will negatively affect most people.

Evaluation

I decided to provide RAVEN analysis to assess the credibility of the cases.

R – reputation	The person with whom the interview was conducted is an educational psychologist, who worked for about 6-7 years with students and has vast experience behind her. Her credibility and reputation may be proven by the place where we agreed to conduct an interview and her job place: Nazarbayev Intellectual School in Karaganda.
A – ability to observe	In the case that I have reviewed, the author usually used her own life experiences, where she met those students who had some problems

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	with the symptoms of FoMO. So she has an experience and much knowledge in this question.
V – vested interest	As Meiramgul teacher said, FoMO is not officially included in the list of medical or psychiatric diseases. Also, recently, the number of people suffering from FoMO syndrome has increased due to the development of the Internet and social networks. That is why Meiramgul teacher was interested in it, in order to help students from our school. So, I believe she won't lie in this case.
E – expertise	Of course, Meiramgul teacher is not a scientist, who is engaged in the study of FoMO syndrome, but anyway she is a psychologist and she knows how the human brain works, so she can understand how FoMO syndrome can influence on students' personality.
N – neutrality	As I said she is an pedagogue and psychologist, so she needs to save her neutrality for any problem and this case is no exception.

If we say about quantitative research, it is also valuable and reliable, because it also provided by me and all of answers of participants were undergo checking. So, it clearly seen that it can be signifying and suggesting research question for an audience as a provided work.

Limitations

There were some difficulties of the research process, firstly, for me it was hard to provide survey with full answer needed (opened) questions, because it takes some time to answer and most of students can not spend their time on it. So, it is easier and gives more answers with closed questions. Also, survey was conducted among adolescents, who sometimes still did not want to answer truthfully and wanted to show themselves from “the good side” even if the survey was anonymous. However, research can act as a model of research for topic about FoMO.

Strengths

I need to admit that the main strength of this project is that I fully answered to main research question. Because that was the main goal why did I this whole work – to give an answer for research question. Also, I think that one thing that went very well is an interview, because we

really made kind of contact with Meiramgul teacher and she answered for all my questions as fully as she can.

Further research

Process of providing primary research (including my personal view)

Providing primary research was quite interesting because of its' topic, it means that I really tried to make good research, I was really interested in it, as I mentioned once, I supposed that I had a FoMO, but then providing some research I understood that this syndrome is deeper that I thought. Also, it was new experience to use new platforms as SurveyMonkey, Microsoft Teams, etc. So, I have gained some new individual experience by analyzing myself also.

While I did my primary research, I deeply understand why people get this syndrome and it became only stronger that this issue should be considered as a global health problem. Overall, my initial perspective about internet addiction and fomo syndrome has remained the same, it is serious, popular issue in the world.

Suggestions for further research

There are a lot of potential studies for this topic because the impact of FoMO syndrome has very limited number of researches. In future I plan to do research, for example, for the question of how a person recovered from FoMO and how this process went. I want to conduct some interview with someone who really had this syndrome. If I were real scientist or professor, I would conduct a research with the special neurological purposes in order to know how the syndrome influence on person's brain and his neurons. To reiterate, topic has very prospective background, which should be realized in sooner future.

Helpfulness of further research

Conducting research with professional scientists and the special neurological purposes will help to understand influence on person's brain and his neurons, it means that it would be helpful for medicine to add this syndrome to the official list of all medical disease, also it can be beneficial to this research paper because it might change the mindset of people who do not take this issue seriously.

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COMBINATION OF WORK WITH THE STUDYING PROCESS

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Abstract

Some students doubt having a job while also pursuing higher education; however, there are numerous occasions of students, who get valuable experience of combining work and study. The purpose of this research is to reveal ways of successful study-work combination and to find out the possible challenges that can occur. Five students of School of Liberal Arts (SLA) from KAZGUU University were interviewed to learn about the experiences of working students as well as to determine what the reasons behind students' decision to work are. The outcomes of the research revealed that the students' ability to manage their time and finding a balance between hours spent for study and work is of considerable relevance. It was also argued that work should either have a free schedule or be flexible enough to suit the students' schedule in university; hence, each student worked part-time. Several possible hardships like health issues, lower grades and lack of communication were mentioned by interviewed research participants. Every participant had his or her own personal reasons for starting to work: need for money, desire to gain new experiences for the future and the enjoyment they get from working.

Introduction

At some point in their lives, most university students start thinking about beginning to work. Some learners need money to pay for education fees, some want to be financially independent from their parents, others just have a desire to try their future job out to see whether it is good for them as well as to gain experience in their fields. Nevertheless, they are still students, whose priority is learning, thus there is a need for them to successfully combine both processes, which, as a result, becomes a real challenge for some. Some students are worried about their grades, time and other factors, and this anxiety prevents them from even trying this combination out.

The presented study aims to reveal ways of successful study-work combination and to find out the possible challenges that can occur, therefore all the doubting students, while reading this paper, are able to look at this situation from different perspectives, see both possible obstacles and ways out of them and finally decide if it is worth trying.

To meet the purpose of this research the following research questions were asked:

Overarching research question:

What are the experiences of SLA KAZGUU students, who combine part-time jobs, while maintaining average academic performance?

Subsidiary research questions:

Why do students combine work and study?

What are the difficulties that students face?

What advice can be given to students who want to combine work and study?

The findings, which appeared as a result of using a basic qualitative research method, allow us to look at the overall experience of working students and consider this procedure from different angles. It is worth noticing, while looking for literature on a similar topic, no Kazakhstan-based research papers were found, and thus our study helps to shed a light to this problem within the Kazakhstani context.

Literature Review

Keeping grades at a higher level might become more difficult for a student who is employed. A study by Jonkman et al. (2016) suggests that the number of hours dedicated for working should depend on the course's difficulty; therefore, if a student wants higher grades, he or she should work less. Roshchin and Rudakov (2014) also quoted that students' employment was moderate, indicating that they worked part-time to simultaneously gain the experience from work and maintain good formal education. All employed students have different reasons upon deciding to work while studying, but a research on Hungarian students made by Pusztai and Kocsis (2019) revealed that the majority of employed students worked to be financially independent and to relieve financial burden from their families. Gaining a valuable experience also was mentioned, which also led to the idea that the best way to keep balance between work and education is to have a job related to the study field. The research findings, revealed by Polidano and Zakirova (2011), strengthen the idea that it is more beneficial to have a job related to your major as this study revealed that part-time job outside the specialty field was rather disadvantageous, since it had a negative influence on students' academic performance. As possible pressure or dissatisfaction may arise from trying to work while studying, it was found out that part-time jobs may not always be detrimental for students' grades and satisfaction. A study stated that students working no more than 10 hours saw a positive result from working, while those who worked 11 and more hours, as a result, had their GPA lowered as well as the overall satisfaction (Tessema et al., 2014).

Despite the significant findings revealed by several researchers on the topic of combining work and study, all the analyzed past research was either focused on students' in more technical fields like engineering and economics or they were general without specifying a particular major. This research, however, focuses primarily on Liberal Art students, who undoubtedly have different experiences pursuing this combination. Apparently, there is also no study on this topic in Kazakhstan at the moment, which shows the importance and uniqueness of our research.

Methodology

This research was conducted through the qualitative research method to derive a detailed description of the research participants' experience in working while studying. That led us to conducting basic qualitative research, since the study aims to interpret the experiences and to understand how students make sense of their lives. Five research participants were chosen through

purposeful sampling due to the need for particular people with certain experience - SLA KAZGUU students who combine work with studying. The data was collected through semi-structured interviews, with the allowance of changing and adding new interview questions depending on the content of the answers. The research questions aimed to find out students' academic and working experiences, as well as the overall experience and consequences of this combination.

Findings

After conducting, audiotaping and transcribing the interviews in the coding table, we were able to identify 211 axial codes that helped us to narrow them to 3 thematic codes that corresponded with the answers from all 5 interviews and there were 86 remaining extra axial codes. The identified three themes were time-management, flexible part-time jobs and possible difficulties.

Time-management. Each of the previously mentioned participants at a bigger or smaller extent talked about the ability of taking advantage of time and managing it in the right way. Overall, this theme consists of precisely 32 axial codes.

Firstly, our participants suggested organizing the following day in the morning as a significant advantage to contribute to time-management. Participant 2 said:

...first of all, you should have good schedule, you should organize your day before waking up yeah uh, and I plan my work for days that I don't have so many subjects, lectures, so and the such schedule help me to combine work and studying.

Secondly, the important aspect of successful combination is spending the approximately equal time on both things, nonetheless, prioritizing studying. Participant 3 shared: "...my study is my priority so that's why I go here. I'm going to my work if only I have good marks..." This student also mentioned: "... the first part of the day is for study and the second half of the day is for work, but if this second half has the time after the work I like also do my studies homework..."

Thirdly, everyone hinted at the importance of working only on days when the schedule is free to avoid the overlap of these two activities, which can be seen from the response of the Participant 1, who says that she does not combine purposefully, but it just happens naturally:

...I don't actually combine it, because I don't know how it goes, but it is so perfectly the timing, like I have classes in the morning mostly until the lunch and all the work always goes in the evening.

It leads us to the second finding, shown below.

Flexible part-time jobs. It is universally accepted that the only way to ensure an effective combination is to opt for the part-time job, rather than working full-time. There were 48 appropriate axial codes used to form this theme, which draws up the biggest number amongst all the topics.

At first, it is undeniable that the working schedule has to suit the university time-table for obvious reasons as it can be seen from our 4th Participant's response: "...As I already said the work place must have free schedule than it's perfect for students..."

At second, to achieve the perfection in the study-work combination, the working days themselves should not last for too long, just like Participant 3 suggested: "...you don't have to stay for like 6 hours in a shop and sell something..." The Participant 2 supports this opinion by saying: "...part time job, it will not take so many hours a day, so they can work for about two or three hours, it will be okay..."

At third, another aspiring drawback of this process is the loss of communication with family and friends. It may happen as a result of a student spending the whole day studying and working; therefore, there is basically no time for anything else, which is clear from the 1st Participant's voice: "...and also communicating with friends from whom you lose, uh, communication with your friends and it's not maybe very good for your community..."

Our Participant 4 also said: "...If both will take your time then you won't have any time to live, you will always have a paradise where life is wasted and full of disappointment..."

Possible difficulties. It was also revealed that part-time employment of full-time students may have negative consequences, such as skipping classes or the GPA decrease.

There are 3 possible difficulties, which occur among students who combine study and work.

Firstly, there are health issues due to the lack of physical activity as well as lack of time to rest and, most importantly, sleeping issues, which may lead to health deterioration. Participant 1 shared:

...you just work, you go study, you work, and it's just for the money and then you have no time for rest and that's bad, I think that's bad, very bad for the health, because you don't sleep, you don't eat normally, you're always on your legs, you always move...

Secondly, students who combine study and work may have their grades leveled down or have problems during the learning process as it can be seen from the 1st Participant's speech:

...And, uh (pause) maybe it impacts on study also if you work too hard and if you don't bring enough attention for studies your grades are gonna get bad, you're gonna lose good grades, good marks...

Thirdly, while spending a lot of time at work, it turned out that it is possible to lose the connection between family and friends: "...and also communicating with friends from whom you lose, uh, communication with your friends and it's not maybe very good for your community..." (Participant 2).

Conclusion

To sum up, all the provided data in the given research reflects that students' successful experience in study-work combination is based on excellent time-management with the condition of working only part-time, but bearing in mind the emergence of possible difficulties. Every participant decided to work for different reasons, some students needed money and wanted to be

financially independent, while some worked because they are truly enjoying or gaining experience, bearing in mind their future perspectives. Certainly, this choice was accompanied by sacrifices for something in their lives. Lack of communication with friends and family, the possible emergence of mental or physical health issues and GPA reduction were discovered to be potential difficulties, which might be faced. Speaking of advice for students, who want to combine education and employment, each research participant advised to work part-time or have a job with a free schedule; some of the participants suggested organizing days beforehand for better time-management. Last but not least, there is a responsibility needed not to miss any deadlines and do everything on time.

The findings of the research are welcomed to be considered by all of the students who desire to combine work and study.

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LITERATURE Reviews

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RECOMMENDATIONS ON HOW WE CAN IMPROVE THE PROTECTION AND PRESERVATION OF UNESCO WORLD HERITAGE SITES IN KAZAKHSTAN

Kabyken A.

Nowadays preserving cultural heritage has become an urgent issue. Wars, natural disasters, pollution, the negative influence of human activities such as tourism or agriculture, looting of objects, logging, poverty, climate change, and many other factors which contribute to the loss or destruction of historical and cultural heritage sites around the globe. Recently, these types of threats raised enormous issues regarding safeguarding historical buildings and objects. For instance, Afghanistan was attractive to Chinese mining companies but led to the destruction of the ancient Buddhist site of Mes Aynak. In 2011 the ancient city of Ayutthaya located in Thailand was threatened by disastrous floods. In the Syria conflict, ISIS damaged up to 70% of the ancient city of Aleppo included in the UNESCO World Heritage Site (Bahrani, 2008). UNESCO tries to tackle the issues through international efforts. All heritage sites are carefully preserved not only to develop tourism, increase revenue from tourist flow but also as stated by UNESCO, because it encourages local people to enjoy their social and cultural life, showing the uniqueness and importance of the cultural and natural heritage (Bernard and Jokilehto, 1993). Heritage sites as well as UNESCO's sites in Kazakhstan play a big role in developing the tourism industry and attracting new tourists all over the world. However, there are problems concerning the preservation sites. The given report will provide comprehensive knowledge about the current situation with historical objects in Kazakhstan, recommendations, and strategies for preservation based on Thailand's best experience and the World Heritage Committee.

As was described in the previous work, Thailand also experiences problems in the preservation of cultural and natural properties such as the Historic City of Ayutthaya, Historic Town of Sukhothai, Thungyai-Huai Kha Khaeng Wildlife Sanctuaries, and others. The main issues the Ministry of Culture of Thailand, The Fine Arts Department of Bangkok, and local government face are organizational regarding the centralized administration, inappropriate selection of properties by its value, environmental problems like floods, human issues concerning qualified human resources with comprehensive knowledge and skills, technical issues about financial support from the government and related responsible bodies and lack of information about traditional building materials and their composition.

On UNESCO's 40th session that proceeded in Istanbul in 2016, the World Heritage Committee in Decision 41 COM 7B.98 gave the recommendations on the management and preservation measures with regard to the Ayutthaya city for The Fine Arts Department (FAD), Ministry of Culture of Thailand. According to the State of Conservation Report on the Historic City of Ayutthaya (2018), curriculum development and training on the basis of conservation guidelines and strategies and information about ancient materials used and skills have been implemented with capacity-building activities. In 2017 the project "Thai Traditional Building Craftsmanship for the Conservation of World Heritage Site" was launched by the collaboration of UNESCO Bangkok and the FAD that aims to increase qualified human resources. Initially, two workshops for the preservation of a long-term training program "School of Conservation" were created which targeted experts and professionals from architects, engineers, archaeologists, craftspeople to executives and stakeholders. The main advantage of this project is it can be applied to other heritage sites for improvement purposes both the site and in-house personnel.

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After that, at a pilot archaeological site Wat Krachee, on-site practical approaches were established. 104 practitioners including experts and professionals were trained for brick monuments conservation. In the training program participants used modern technologies like 3D scanning, penetration radar, chemical and physical analysis of age-old materials besides traditional materials like lime and brick. In addition, the FAD created a Master Plan for safeguarding and advancement of the Historic City of Ayutthaya. It is a board management framework that covers sub-topics such as 1) deep research of the area that has not been investigated yet; 2) management of the land and community agreement; 3) research on existing monuments and their conservation. Moreover, in Dong Phrayayen Kao Yai Forest Complex World Heritage site there is a problem of poaching of Siamese Rosewood. Since the forest complex is home to the tiger, the clouded leopard, the marbled cat, Asian elephants, and the Malayan sun bear, the Rapid Response Facility (RRF) assists to tackle the issue. The organization provided expert volunteers to figure out the potential impact and then granted \$30000 for the training of park rangers, for advanced equipment, to enhance the cooperation of the government agencies with the park administration, providing additional safeguards and the Royal Thai Army to control the situation.

Kazakhstan has 5 UNESCO Heritage Sites: 3 cultural namely Mausoleum of Khoja Ahmed Yasawi, Petroglyphs of the Archaeological Landscape of Tanbaly, Silk Roads: the Routes Network of Chang'an-Tianshan Corridor, and 2 natural namely Saryarka – Steppe and Lakes of Northern Kazakhstan and Western Tien-Shan (2016). Also, 14 more sites are on the Tentative List. In 2021 held the Extended [44th session of the World Heritage Committee](#) where the current issues regarding preservation of heritage sites in Kazakhstan were noted. In general, Kazakhstan has progressed with the research of the properties, involvement of stakeholders, monitoring the sites, responsible bodies participating in empowering laws and regulation, and creation of Management Plans. On the other hand, the heritage sites in Kazakhstan have several common threats from human activity. 1) most people violate the rules for safeguarding the sites established by the State parties; 2) violate the condition of objects when climbing on the monuments or drawing graffiti; 3) logging or illegal movement of artifacts and valuable objects; 4) lack of research has been done on cultural heritage; 5) infrastructure and tourism industry.

Tian Shan is located on the territory of three countries, such as Kazakhstan, Uzbekistan and Kyrgyzstan. Each of the countries has its own system for monitoring and protecting the territory of the Tien Shan. Based on the IUCN reports, it became clear that the three countries do not pay due attention to the development of mutual mechanisms. In May 2016, representatives of all three countries expressed their readiness to create a joint management system, however even with a sufficient budget none of the countries has been allocated additional funding for the creation of a joint management system. Moreover, after communicating with employees working in the territory of Tien Shan, it became clear that almost no attention was paid to educational programs and awareness-raising in the direction of Outstanding Universal Value. A number of Tien Shan lands have suffered from intensive use, especially due to cattle grazing. For example, in the 1990s, cattle grazing and logging caused damage to the Karatau lands. Also, hay harvesting is allowed in some places, the exact division of the permitted zones is still not clear. According to the IUCN report, Siberian ibex, bear, wild boar, argali, porcupine and badger have become poached in Kazakhstan.

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In 2018 the Mausoleum of Khoja Ahmed Yasawi in Turkestan received \$47111 from the UNESCO/Netherlands Funds-in-Trust for technical provision purposes. But the issues of structure movement and water ingress are contemporary problems. The problem of moisture arises due to the frequent visits of people to the mausoleum, as the number of visitors increases every year, this problem will receive a huge amount of attention at the moment. In addition, since the area is developing near the Mausoleum of Khoja Ahmed Yasawi, new projects have begun to be built that in the future may negatively affect the mausoleum and its OUV itself. For example, the high-rise building of the amphitheater, which reaches almost 21 meters in height, when the height of the mausoleum reaches 26 meters, therefore, the building of the amphitheater moves the main attention of people from the sacred mausoleum of Khoja Ahmet Yassawi to itself and thereby negatively affects its appearance. Also, lack of national workshops results in ineffective management of human resources.

Three participating countries such as Kazakhstan, China, and Kyrgyzstan cooperate in order to work, preserve and protect the Silk Road. At the moment, work on updating the law on the use and protection of historical heritage sites has not yet been completed. In addition, the decision to dismantle the bridge in Talgar has not been made, which was partially built over the Talgar River, but according to plans, its construction will bypass the protective zones of Kayalik and Talgar. Moreover, an asphalt road was built on the territory of the buffer zones of Akyrta, which negatively affects the heritage. All three participating countries are working together on management plans, development of laws and acts. But Kazakhstan has not completed the management plans for the plots and their landscape settings.

The situation in Saryarka is quite pleasant. According to the Association for the Conservation of Biodiversity of Kazakhstan, in 2019 the number of saiga inhabiting Betpak Dala, Ural and Ustyurt reached 334000. Since the enlargement of the boundaries of the Korgalzhyn State Nature Reserve, the steppe ecosystem has improved. The responsible bodies undertake the issue of water rise, water and soil quality, and the monitoring of flora and fauna. Although poaching and hunting, a present-day issues.

In order to eliminate threats and risks, the recommendations below are considered essential.

Respecting financial support and technical research:

- allocation of additional budget for reconstruction works, controlling the areas from logging, infrastructure and investigation work, documentation.
- New technologies are needed to monitor the objects properly, also recommended collaboration with the International Centre on Space Technologies for Natural and Cultural Heritage (HIST) to utilize space technologies to observe the conservation of the sites.
- Intensive use of digital technologies in geoinformation, geovisualisation, digital monitoring, and GIS systems to assess the current condition of the sites and for mapping.
- research on Kazakh culture, in particular, learning materials of the cultural, historic archeological heritage study with the focus on property's authenticity help to create and establish Master Plans for on-site development and safeguarding. The research addresses the main problems of conservation and appropriate principles and measures;

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Respecting organizational issues:

- focus on management in particular planning, leading, organizing, and evaluating. Beforehand it requires specific management objectives, threat analysis, the current condition of the protected area, prioritizing zones that need the most facilitated management regimes, and evaluation of sites that have the potential to be developed require. Also, management plans should describe the process of repairing works, reconstruction, the management system, and future development (Adrian, 2001).
- Three participating countries such as Kyrgyzstan, China, and Kazakhstan should start working together to develop, preserve and protect the territory of the Tien Shan. Since all three countries have their own representation in the protection and monitoring of the territory, problems may arise in the quality of work. Moreover, the joint development of plans and laws on the territory of the Tien Shan can strengthen political relations between the countries, gain new experience in the field of protection and monitoring of the zone. Also in the future, if a problem arises, the participating countries can come to each other's aid, since they have a common management system, thereby minimizing damage;
- to control illegal poaching and logging in protected areas highly recommended to establish an additional unit or group that collaborates with the governmental agencies. The personnel has to be well trained, advanced with new tracking technologies, and provide an updated report on work done. Also, addressing to the Rapid Response Faculty is advised to be granted with sufficient budget;
- law enforcement and prosecutions especially in areas where the rules and laws are violated by local people. Mainly in Saryarka Steppe and the Tian Shan to regulate poaching and logging;

Regarding human issues:

- The need for reconstruction, repairing works of heritage sites and objects. Conservation allows intervention with architectural and historical interest so in order to utilize roof tiles used to build the Mausoleum at that time or to draw the correct direction of the Silk Road qualified people are required. The conservation process requires professionals with deep knowledge and set skills to apply correct techniques and use correct traditional materials. According to the experience of Thailand, it is important to implement curriculum development, training, and capacity-building activities based on conservation policies;
- Raising awareness and community involvement through educational programs and interpretation because active conservation depends on public support (Roger and Gordon, 2020).

In conclusion, the very first challenge almost every heritage site face is giving benefit to visitors. In conservation fulfilling the gap between comprehensive, deep research and preservation strategies is important to maximize the use, understand the outstanding value of cultural heritage which later result in an effective management system. Evaluation of the threats and risks and immediate response to tackle the issues in proper ways are required. Also, the government and responsible agencies and groups have to enhance communication with each

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other and integration work with international organizations too. As all sites experience the same issue of lacking personnel with appropriate knowledge, training works, and Master Plans have to be realized.

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IS CURRENT (CONTINUOUS) ASSESSMENT HELPFUL AT UNIVERSITIES?

Yelizaveta Frolova

Should anyone attempt to enter the combination of words “assessment” and “strike” into the string of any search engine, the net will automatically portray approximately two hundred thousand results concerning the debates about evaluation approaches. Nowadays, the educational assessment becomes the point of contention because it is defined as not only the statement about the academic performance but also the system that regulates learning outcomes and general awareness of a subject (Dejene, 2019, p. 3). More specifically, since the realm of education obtained far-reaching impact upon subsequent success of an individual, the relevance of various assessment types for the designation of academic achievements has been called into question. While some stakeholders advocate for the considerable usefulness of ongoing assessment in terms of mental resourcefulness, the efficacy of the studying process, and compliance with the personal features of students, there is a score of arguments that subvert these advantages and defend final exams.

To begin with, continuous assessment ensures students allot the academic strain rationally throughout the semester and, as a result, stave off woefully severe swings in psychological durability whereas exam seasons are implied to squeeze all the monitoring activities into the relatively fleeting period. Consequently, students, who are literally torn between disciplines, have to overexert themselves aiming to scrap through finals, which resulting in the total feeling of hopelessness. This insight derives from the recent studies of Scrivner (2016), who accentuates that the more significant the discrepancy between students’ anticipations and the complication of an exam is, the more they are likely to get disenchanted and weak (p. 104). On the other hand, high-volume assignments, which regular evaluation entails, also take a heavy toll on the moral persistency of undergrads. To illustrate this point, according to an inquiry executed by Hernandez (2012), approximately a quarter of bachelors candidly deplore that the excessive accent on separate assignments coerces them to constantly push themselves to the limits without a chance to put a foot wrong or skip something safely (p. 495). Accordingly, as Vahed, Valters, and Ross (2021) highlight, those pressing matters form an initial premise for restlessness and hectic behavior (p. 5). Thus, unrelenting work in conjunction with rigorous constraints brings students down.

Another substantial point that confers an edge over exams to cumulative assessment is extraordinarily favorable effects on studying accomplishments. This observation has been accurately reflected in statistics collected by Carrillo-de-la-Pena and Perez (2012), who outline that some four-fifths of participants subjected to so-called “portioned” estimation stand out from others owing to comparatively high retention rates, self-fulfillment, and digestion of the material (p. 46). Apparently, it is clarified that the comparatively superior output of the aforementioned system can be mainly attributable to a well-orchestrated curriculum, which guides learners to go from strength to strength sequentially compared to the end-of-term finals strategy that leaves students into “free float”. For instance, based on the data contributed by Isaakson (2007), it gets conspicuous that in the scarce of recurring academic compression undergrads are tempted to turn a blind eye on the course requirements until examination season (p. 2). That is, they flounder and hold back all the responsibilities, usually ending up with slapdash work.

LITERATURE REVIEWS

Nevertheless, meticulously designed patterns of divided evaluation cannot be flawlessly deployed to boost students' productiveness on account of its linkage to the barrage of papers for tutors to check. For example, lecturers from two seemingly disparate experimental studies unanimously confirm that the acute shift to multifarious assessments has turned out into a wild goose chase to scrutinize and comment on a countless number of works, the analysis of which is getting outrightly dwindled (Hernandez, 2012; Vahed et.al, 2021). In other words, many a professor swamped under the avalanche of assignments to be reviewed comes up against a predicament as to whether sacrifice the extendedness of feedback for the sake of time limits or vice versa. Therefore, such lopsidedness reverses the progress and drags the academic tempo down.

The ultimate nuance to be brought up in defense of continuous evaluation is its versatility concomitantly with suitability to some peculiar personality temperaments that are virtually consolidated by possessing far-sightedness, diligence, and steadfastness. As Richardson, Abraham, and Bond (2012) investigates, those qualities are corresponding due to the endeavor to painstakingly grind away studies, which will pay dividends afterward, especially in the long-lasting assessments (p. 39). Namely, the dedication to work double tides embodies a benchmark to master the field, which is enhanced by "solidifying knowledge layer by layer" in sequential assessment. Furthermore, leaning on the surmises of Franke (2018), those students who have already reaped the rewards in the form of exponentially high scores should not be additionally bothered by examinations (p. 100). By contrast, the multitude of characteristics is not ceased on those indicated above. Hence, the spotlight has to be put on a substantial number of individuals who perceive the comprehensive picture of assignments as something looming and get perplexed. In the unprecedented survey of Chu and Choi (2005), they are more narrowly categorized as "active procrastinators" whose mentality can get up to speed with the contour of things succinctly and act more decisively solely by grappling with tight cutoff dates (p. 247). For this reason, close cramming before finals appears to be more fruitful for them to cast their mind back rather than routine refreshment with grading.

All things considered, the inception, substitution, or rejection of continuous assessment should be inextricably bound up to the extrapolated task congestion, incontrovertibly positive repercussions of learning blueprint, and the adjustability to the manner of confronting duties. Briefly, mediated by a plethora of minutiae stressed above, ongoing evaluation can be conceived as both the brunt to bear and the "airbag" to mitigate the pernicious impact of finals. Above all, the intervening resolution is to juggle semester activities with end-of-term monitoring by dissipating them throughout quarters.

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Students' essays

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IS IT BETTER TO BE IN THE FRIEND ZONE OR STAY ALONE?

Kuanysheva Ayana

Nowadays, people are not surprised that a man and a woman can be good friends. If 100 years ago the friendship of opposite sexes was not so obvious, then now this kind of friendship is taken for granted. However, it is often a phenomenon that in a friendly relationship between a man and a woman, one of them feels something more than just a friendly interest. In such cases, it is difficult to understand which solution will be the best: to forget about feelings and remain friends, or to stop communicating and be alone? In the first case, a person goes to his detriment, often sacrificing his resources but feeding his feelings over and over again, whereas in the second case, a person chooses, first of all, himself and his mental health. Despite the benefits of a lonely journey, being in a friend zone in a relationship is the best decision for three reasons: having a shoulder to cry on, exploring your preferences in a partner, and the possibility of a romantic relationship with this person in the future.

Oftentimes, people cannot openly show their feelings to those they love romantically, as they do not want to appear weak in their eyes. To demonstrate such revelations, there are friends on whom they can always rely: cry on the shoulder, complain and be vulnerable. Bruckner and Knaup (1993) write in their article about friendship: "Friendship relations are not only concerned with sociability, but they also contribute to our sense of identity and provide various kinds of support, and as such, they represent important resources for the individual". The presence of such a friend in a person's life makes his life much easier because first of all, a person has another person who is always ready to be there, support, and listen. They can say anything to each other without fear of being judged or disliked by the other person. Therefore, even if a person is in the friend zone, he gets real friendship, which is necessary for any person.

Spending a lot of time with a member of the opposite sex (or his own) becomes more understandable human psychology. Since a friend has only a platonic relationship concerning this person and communicates without false masks, a person realizes what kind of person he is and the image of the person he would like to see next to him is created. Marie thinks (2016) that everything is learned in comparison with a friend: he studies what qualities of his attract him and what he wants his partner to have in the future.

There is still debate about the existence of a friendship between a man and a woman, so there is always the possibility that the friendship will grow into something more. The more friends learn about each other and open their souls, the more they become attracted to each other because of the sincerity and understanding between them. According to Scientific American (2012), men find it more difficult to be just friends with women, and they tend to romanticize their platonic relationship with a girlfriend. It's great if a woman is in love with her male friend because the most likely fact is that a man also does not see only friendship in this friendship.

In this relationship, someone will be hurt: it will be unpleasant to hear the details of a friend's personal life, but person cannot say that it breaks his heart every time. Throughout the friendship, a person will have to hide and suppress his feelings so as not to betray himself and not close friendship due to possible non-reciprocity. However, based on the third argument, it should be remembered that there is always a chance that the opposite side also has feelings and that the friend hides what is inside him. Hansen (2021) believes that it is important to consider that the relationships that emerged because people were originally excellent friends are much stronger than those that were built on a physical attraction at the very beginning of the acquaintance.

In conclusion, it becomes clear that being in the friend zone is not as bad as it could be: there are always good and bad sides to this kind of relationship. Nevertheless, it is believed that a friend zone is better than nothing, because friendship will remain, and there is still a small chance that it will move to a new level - a romantic relationship. In this scenario, a temporary stay in the friend zone becomes an insignificant event, because eventually, everything turns out in the best way for the person.

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**REFLECTION OF THE CHAPTER «KAZAKH: WORD AND ETHNONYM»
KLYASHTORNY S.G., SULTANOV T.I. «CHRONICLE OF THREE MILLENNIA»**

Aitmukhambetova B.D.

The chapter titled «Kazakh: Word and Ethnonym» is part of the book Klyashtorny S.G., Sultanov T.I. «Chronicle of three millennia». This chapter focuses on the definition of the words «Kazakh», «Uzbek» in historical and contemporary literature. The chapter addresses the question of who can call himself a Kazakh and determines the meaning of the term, which raises the problem of the fundamental principle of the formation of the Kazakh nation. The authors define the variety of applications of the word «Kazakh» and identify the word stem. It also covers the first stage of the establishment of Kazakh statehood: the impact of the relocation of Kerey and Zhanibek on the future of the ethnic society and the beginning of the formation of the Kazakh nation.

What is the origin of the word «Kazakh»? Various explanations of its formation are considered in this chapter: from the Turkic verb «kaz», «kez», «kach»; from the Mongolian term «kasak-tergen». However, after the authors' reasoning, it can be understood that whatever the first word is, the word «Kazakh» has one meaning - it is a person in a state of freedom. A Turkic-Arabic dictionary published in Leiden in 1894, containing Muslim writings may be cited as proof of this conclusion, in which the word «Kazakh» is defined as one of the first uses of the term. In the dictionary, it is defined as «homeless», «wanderer» in support of the authors' statement. It can also be noticed that all categories of education of the word «Kazakh» are connected by two main elements: nomad and Steppe because in any explanation of the origin of the word «Kazakh», there is a close connection and interaction of the nomad with Steppe. Thus, according to the analysis of the authors, it can be determined that the word «Kazakh» originally in the history of the Great Steppe had neither political nor ethnic meaning, but, on the contrary, social meaning. After all, the Kazakh was called any free and humble person who stood apart from his society. He wandered around the Steppe in search of new adventures and lived modestly without luxury («living like a Kazakh»). For example, this word has been widely used in Ancient Rus since the end of the 17th century to describe the social way of life of a person who did not have his permanent refuge and freely wandered around the unknown Steppe unaccompanied. Thus, a Kazakh could become any person of another nationality speaking another language. For example, the article compares historical figures as Jalal al-Din, Shibanid Abu al-Khayr, Muhammad Sheibani, and others during their Kazakh period. Any person who shared the path with a Kazakh became for him a Kazakh in the meaning of «comrade». A community of Kazakhs could have formed which, having separated from their state, was in a state of war with it. On the basis of these arguments, one cannot but agree with the fact that the society that separated from the Uzbek ulus towards Semirech in 1459 was led by Kerey and Zhanibek. This group of people received the title of «Uzbek-Kazakhs».

What role in the history of the formation of the Kazakh nation was played by the breakaway of the Uzbek-Kazakhs led by Kerey and Zhanibek? The problem with this issue is that many consider this event to be the first step towards the building of Kazakh ethnogenesis. However, it is neither the beginning nor the end of its formation. In fact, Kazakh society already existed within the Uzbek Ulus as an association of clans and tribes. According to the authors' reasoning, it can be revealed that the breakaway of Kerey and Zhanibek only accelerated the process of education not of the people, but the modern name of the Uzbek-Kazakh people - «Kazakh people». After the death of Abu-l-Khair-khan, the Kazakhs returned to Desht-i-Kypchak. After the Shibanids left the

province and settled in Central Asia, there were cultural differences between the Kazakhs of Desht-i-Kypchak (Uzbek-Kazakhs) and Uzbeks of Central Asia.

To conclude, we should recognize the fact that the authors raise the question of the origin of the word «Kazakh» and address the events that played an important role in the formation of the modern name of the Kazakh statehood. As K. Zhubatkanov (2018) said, «It is important for a person to know from what state his society has emerged, and what historical path it has gone through, in order to identify the next step towards its progress». It is very important for us to know the fundamental principle of our origin in order to clearly see the image of our Steppe memory. For this reason, the chapter «Kazakh: Word and Ethnonym» of the book Klyashtorny S.G., Sultanov T.I. «Chronicle of three millennia» will be cognitive to a wide range of readers who are interested in the history of the emergence of the modern name of the Kazakh nation.

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KAZAKH PHILOSOPHER ABAY KUNANBAYEV'S MORAL FORMULA "ADAM BOL" ("BE HUMAN") IN THE SYSTEM OF VALUES OF YOUNG PEOPLE TODAY

Kazhgaliyev S.T.

In the face of the global reality of consumerism, the cult of consumption, egoism, benefit seeking and contempt, it is important to disseminate Abay Kunanbaev's hortative and edifying advice. His lively formula "Adam bol" gives an answer to eternal moral problems, where "humanity-inhumanity", "good-evil", "work-lazy", "knowledge-ignorance" collide. Human being does not always choose truth and inner goods, so he wastes himself as a person. That is why Abay's heritage is not just an ethical ideal for the whole humankind and young generation but also the answer to "How to Stay Human?" and be humane in life situations. Abay's wise saying "Be Human" runs through every word as an example of moral behavior through such values as knowledge, goodness, mercy, conscience, and will.

First, it is safe to say that in the "Be Human" formula there is the main benefit for the young generation that laid in twenty fifth word, where Abay urges us to learn Arabic, Persian, and Russian. Integrating the wisdom of Hakim Abay into our time, it is important to know Kazakh and English. The more languages you know, the more opportunities for realization. As the author notes, knowledge and enlightenment are useful, it offers the way to world culture, spiritual wealth and art. The path to knowledge is difficult; only by honest and reasonable work can one reach the goal. At the same time, Abay shows the other side of human nature, which is laziness as a vice that slows the process of gaining knowledge, which is hard to disagree with. Some members of the current generation are influenced by laziness in the context of conformism and social networks. There is a truth in the thirty-eighth word that shows the immorality of laziness as an evil that breeds sloth, shamelessness, aimlessness, and poverty. If you do not fight against laziness as ignorance, you will not be able to realize yourself as a person, a specialist, and therefore you will not fulfill your duty as a citizen of the country. The desire of young people to become a competent specialist and benefit society encourages them to take decisive action. Now, many students and pupils are studying online, but it does not prevent them from concentrating on gaining knowledge, the same as enrolling in language courses. To become a human being you have to learn, and that is the usefulness of youth for the nation and the country.

Secondly, the inner world of the youth of our time includes simple, human virtues: goodness, kindness, and conscience. In the thirty-seventh word, the rule of worth living is that a person should be judged by how he or she began the deed, not by the result. The most important thing is that your deeds and actions bring benefit to people. Doing well is everyone's moral duty. There is an example of active youth participation in volunteering through Youth International (YAP), United Nations Volunteers (UNV), and Volunteers International (CSI). Representatives of youth organizations "United Children and Youth Organization "Zhas Ulan", "Volunteers of Victory", "Volunteers-Medics", "Medical Youth of Kazakhstan" actively create new projects and also put them into practice. Volunteers implement the moral rules of "Be Human" by working with nursing homes, with children in difficult situations, and restoring the cultural and historical heritage of the country.

Third, in Abay's formula of humanity an important substance is the will, the seventeenth word. This quality is characterized by spiritual strength, which any human being must possess. In a difficult moment, it helps renounce the pernicious influence of such sins as lying, anger, pride, egoism, and ambition for power. The will is an active component in the concept of values of today's youth. Showing respect for elders, striving for knowledge, love and care for your loved ones, and

longing for the realization of justice are important consequences of a young person's free choice. I am also a representative of the youth of the twenty-first century and try to implement the main principles of Abay Kunanbaev's moral formula, especially the will, because it prompts action and gives freedom of choice. There are no limits to self-development, improvement of personal qualities, and implementation of new ideas. As a representative of the youth charity organization "Zhan Shuak," I am actively involved in volunteer activities, helping to deliver food to boarding houses and orphanages at the expense of well-wishers. In all of this, I see a manifestation of the will, a spiritual force that realizes the entire moral potential of the younger generation.

To conclude, the younger generation is actively using the foundation of Abay Kunanbaev's steppe ethics, perhaps without even being aware of it. Not all of his advice is outdated; it reflects the moral problems faced by today's youth. Therefore, the moral formula "Be Human" helps young people to live properly, to follow humane values, to be a worthy man of their family, society and country.



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