Abstract—The objectification of the Russian and Kazakh concepts, identify significant national identity, which reflects the cultural and social interpersonal are discussed in this article.

Keywords—Concept, national identity, linguistic objectification, the category of picture of the world, cognitive symptoms, linguistic objectification.

I. INTRODUCTION

QUESTIONS about the relationship of language and thought, language and history, language and culture, language and national identity, relevant for more than a decade in modern linguistics, contributed to the emergence of such concepts in linguistics, as a picture of the world, a national picture of the world, concept, language world, cultural identity, etc. In Kazakhstan and foreign linguistics these issues are studied by such linguists as: Z.D. Popova [1], I.A. Sternin [2], A. Wierzbicki [3], V.I. Carasica [4], O.A. Kornilova [5], E.D. Suleimenova [6], N.J. Shaimerdenova, R.A. Avakova [7], G.B. Madieva, B.I. Nurdauletovoy, G.E. Utibalievoi etc.

The development of contrastive studies, activation problems "language and culture" ... the expansion of cognitive, ethno-linguistic observations in the modern science of language, the development of experimental and psycholinguistic research in the ratio of national languages and national consciousness, the theoretical development of new concepts .., research in linguistics and intercultural communication - all this has led to a significant increase in researchers' attention to the problem of the "national language and a national picture of the world [7, p.3-4].

The Category picture of the world has a lot of definitions, depending on the discipline in line with what it is considered: in psycholinguistics has its own view of the world, as well as linguistics, ethno psycholinguistics or cognitive linguistics. In our research, picture of the world will be considered in the light of cognitive linguistics. According to Z.D. Popova, there is a direct and indirect picture of the world. Direct view of the world is a representation of a native speaker about the world, associated with historical, cultural patterns, traditions, i.e. connected with ideology or worldview, and there in the national consciousness of man. In addition to the picture of the world there is the notion of cognitive linguistics concept - "mental pictures of language, representing the cognitive structures that represent the external characteristics of objects of reality - their color palette, specific configuration, other external signs" [1, p.14]. Concepts together form a language concept sphere - a set of concepts of different types of mental images, charts, frames, and scripts [7, p.23]. An important way in studying the content of the concept is experimental study by the methods of psycholinguistics, the most informative of which is the method of the association (associative) experiment.

The object of this study is the concept of linguistic objectification "student" in the Russian and Kazakh language consciousness among students from 19 to 22 years revealed by the association (associative) experiment. According to this method was carried out surveys in which students were asked to answer two questions from a stimulus-word "student", "What is a student?" and "What does a student do? ".

On the basis of experimental results processing associative fields of the stimulus word "student" in these languages were compiled.

In the Russian-speaking audience all received 448 associations in Kazakh-speaking audience received 360 associations. If you compare the answers, it turns out that in both classrooms, students describe themselves with positive and negative sides. Among the obtained associations in the student audience of the Russian branch dominated by the positive qualities, such as studying, working, playing sports, intelligent, beautiful, etc. Among the negative features dominated lazy, cunning, audacity. Such quality of stupidity is among the isolated cases of use, i.e. students recognize in student life laziness than stupidity. In the Kazakh-speaking audience dominate the quality is good, educated, respectable family, religious, beautiful, and a liar, unscrupulous, boorish, uneducated, playboy trickster.

Among the proposed respondent associations there are many synonyms and antonymous groups of words. As an example, the following: the Russian language are synonymous

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Among the proposed respondent associations there are many synonyms and antonymous groups of words. As an example, the following: the Russian language are synonymous...
- responsible - punctual, mandatory, executive, studious - hard-working, diligent, determined, stubborn, beautiful - a nice, charming, sensible - sensible, irresponsible - non-punctual, etc.; antonymous - smart - stupid, responsible - irresponsible, smart - stupid, hardworking - lazy, lazy - work, etc., in the Kazakh: еріншек, жалқау - декевер едемі, тәрбие, тәртіппі - бред, акқөңіл, сенғіш - тәртіп, айлықтар, - күс, - аққөңіл.

Recognizes adult life, does nothing, provides a family, a world, performing tasks with the help of internet, loves, smokes, sleeping in class, skips class, often sitting in the Internet, thinking, etc.

In the concept "student" of the Russian language 108 respondents in Russian antonymous pairs are represented: excellent, cunning, arrogant, hard-working, a young, normal, learning, loving, resting, walking, having fun, talking, sitting in the library, going to school, studying science, reading, eating, writing, thinking, etc.

In order to get cognitive data from association (associative) experiment it is necessary to carry out the cognitive interpretation of the results [1, p.42].

1. Image: visual image: beautiful, cute, pretty, fashionable; sound image: sings, plays the piano.
2. Encyclopedic content: differential zone: resourceful, hardworking, determined, committed to self-improvement, going to school, getting ready for the session; descriptive zone: playing sports, walking exercises.
3. Interpretative field: estimated area: smart, skilled, talented, sleepy, hungry, cold, forever dissatisfied, talented, aggressive, arrogant, responsible, versatile, promising; utilitarian area: has a family, making plans for the future, seeking education, knows adulthood.

As the results of the study show, in both the classrooms positive qualities are dominate in the core.

Thus, the field structure of the concept "student" in the considered languages allows you to see the order of decrease represented associations, among which are the positive and negative qualities.

The next step in the modeling of the concept is to determine its macrostructure, which includes identification of key macro-structural components - image, encyclopedic content and interpretive field [8, p.8]. Let us try to examine in detail the macrostructure of the concept "student" in Russian.

Core: сабағына барады, акқөңіл.

Nearest Peripherals: күнөйтіпайды, ұжымы істеіді.

Far periphery: агентте отырды, тәртіппі, спортмен, ку, құза барады, таланты, мұзыка түндайдым, сабырлығы, спортыны.

Extreme periphery: қоңіл, кедей, қызғаныш, мейлсіз, көп жайғы мен, индее, жазылын сүйеіді, іногда ненормальній, супер, түндеідым, ұжымы ірідей, ауданын акш алу, кутеді, стыпендін кутеді, барахоқлыға барады.

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1. Image: visual image: beautiful, cute, pretty, fashionable; sound image: sings, plays the piano.
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1. Nonevaluative layer: a young, normal, learning, loving, resting, walking, having fun, talking, sitting in the library, going to school, studying science, reading, eating, writing, thinking, etc.
2. Evaluative layer:
   a. Positive-evaluation: a joyful, happy, active, intelligent, beautiful, good, responsible, punctual, work has a family to think about the future, to prepare for lessons, playing the piano, singing, playing sports, etc.
   b. negative-evaluation: arrogant, lazy, cunning, silly, crazy, bad, swift, unscrupulous, smokes, skips class, sleeping in class, drinking, not doing anything serious, etc.

Modeling of the concept "student" in the Kazakh language has led to the following results:

2. Encyclopedic content: differential zone: сабаққа барады, қоқысы, қітапханага барады, жұмыс ұйынайды, қітапқа жойайды.
3. Interpretative field:

estimated area: акылды, талантты, ұйқабас, пысық, қу, акқөңіл, саяйты, ғалым, талапты, байсаңды, білімсі.
utilitarian zone: жұмыс істеіді, болашаққа ұмытқылады.
In the concept "student" of the Kazakh language identified the following cognitive layers:

1. Neotsenochny layer normal, окыйды, сабаққа бардық, құйды, қызға, баясы, жақсы, ғалым, сабаққа кетеді.
2. Evaluative layer:
   • Positive-evaluation: қу, жасқы, ғана, сауатты, білімсі, білімді, қылқыш.
   • negative-evaluation: жаман, қылымақ, ауылдар, балдар.

On the basis of the above-stated, we conclude that the responses of both languages evaluative layer dominates non-evaluative layer in the evaluative layer more positive evaluation and appraisal of words.

In addition to consideration of the cognitive field of the concept "student" in the work cognitive classification of features of the concept is defined. Cognitive symptoms presented in Russian and Kazakh languages are in descending order:

Relation to training activities: walking to the library, misses of classes, preparing for the session, preparing materials via the Internet, playing games on a cell phone in class, etc.

Emotional and volitional qualities: active, responsible, unscrupulous adventurer, lazy, active, passive, nimble, agile, always dissatisfied, etc.

Personality and behavior: a lazy, swift, hard, capable, arrogant, talented, smart, studious, binding, and the like.

Overall rating: bad, good, fine, normal, hungry, trendy, versatile, hungry, educated, happy, sleepy;

Appearance: normal, active, beautiful, great;

Atitude to work: lazy, works, provides a family;

Hobbies: playing sports, singing, playing the piano;

Mental capacity: capable, smart, crazy;

Features of communicative behavior: communicative, sociable;

Degree of attractiveness: beautiful, cute, cute;

Age features: young, adult;

Bad habits: smoking;

Social Status: poor.

In the Kazakh language cognitive symptoms are as follows and are in descending order:

Atitude to learning activities: сабаққа бардық, сабақ окыйды, білімді, адамгершілігі, жасқы, жаман, сабаққа кетеді, сабаққа кетеді.

Response (behavior, personality, assessment ку, акылды, сауатты, қылқыш, жаман, талапты, жасқы, жатады, ауылда, қылқыш, жаман, сабаққа кетеді, сабаққа кетеді, жасқы, жатады, ауылда, қылқыш, жаман, сабаққа кетеді, сабаққа кетеді.)

Appearance: жаман, талапты.

Social Status: көлді.

For elders: білімді.

Relation to faith: иманды.

In the national consciousness of Russian and Kazakh languages native speakers a similar image of a student is reflected: the desire to acquire knowledge, smart. For Russian speakers it is unusual to focus on pastime in his spare time. For native Kazakh language is typical pastime in a hostel, meet girls (goodbye), the expectation of scholarships and money to send the parents from the village [9, p.26]. Comparative analysis of this concept in the Russian and Kazakh concept sphere reflect universal understanding of human activity, a component of which is learning. On the other hand, the concept of objectification data revealed significant national identity that reflects the cultural and social aspects of interpersonal relationship.

REFERENCES