

Торайғыров университетінің
ҒЫЛЫМИ ЖУРНАЛЫ

НАУЧНЫЙ ЖУРНАЛ
Торайғыров университета

**ТОРАЙҒЫРОВ
УНИВЕРСИТЕТІНІҢ
ХАБАРШЫСЫ**

Филологиялық серия
1997 жылдан бастап шығады



**ВЕСТНИК
ТОРАЙҒЫРОВ
УНИВЕРСИТЕТА**

Филологическая серия
Издается с 1997 года

ISSN 2710-3528

№ 2 (2023)

Павлодар

**НАУЧНЫЙ ЖУРНАЛ
ТОРАЙГЫРОВ УНИВЕРСИТЕТА**

Филологическая серия
выходит 4 раза в год

СВИДЕТЕЛЬСТВО

О постановке на переучет периодического печатного издания,
информационного агентства и сетевого издания

№ KZ30VPY00029268

выдано

Министерством информации и общественного развития
Республики Казахстан

Тематическая направленность
публикация материалов в области филологии

Подписной индекс – 76132

<https://doi.org/10.48081/EIWC1999>

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При использовании материалов журнала ссылка на «Вестник Торайгыров университета» обязательна

<https://doi.org/10.48081/KQJU3909>

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STUDYING THE PECULIARITIES OF NATIONAL VOCABULARY IN TEACHING THE KAZAKH LANGUAGE

The article discusses effective methods for the formation of students' vocabulary at the lessons of the Kazakh language. The author starts by telling about the importance of preserving the verbal wealth of the Kazakh language and passing on the latter to the younger generation of the country since a language is the national spiritual-cultural code that reflects the uniqueness of every nation. The article goes on to say that using words in terms of the Kazakh national tradition implies observation of the principle of moral, ethical and aesthetic values. The author points out that the norms of literary language and national speech etiquette are among the priorities when teaching the Kazakh language. The article presents some results which illustrate efficient didactic strategies of teaching schoolchildren the peculiarities of national vocabulary in the Kazakh language classroom. The author comes to conclusion that introducing the national vocabulary to schoolchildren contributes to the formation of national self-consciousness, and the realization of cognitive, cultural, emotional, intellectual, social, personal, and spiritual development.

Keywords: language, culture, vocabulary, word usage features, speech act, linguistic relations, the linguistic norm.

Introduction

Today, the actual problem of the Kazakh language, by the status of the state language, is its historical preservation. The preservation of the national language is a struggle to prevent the disappearance of the Kazakh people and the Kazakh nation, since language is a national-spiritual and cultural code that reflects the individuality of each nation.

Language is not only a means of communication. Thanks to the knowledge of the language, a person becomes a full-fledged representative of the nation.

Language is a way that corrects the national consciousness. In this context, we understand that the actual goal today is not only “safely” to pass on the Kazakh language to the next generations of our country, but also to preserve the verbal wealth accumulated over the centuries, sound harmony, and grammatical consistency [1, 4].

A. Potebnya calls language «a cultural, social initiative of the speech act» [2, 133].

The only task in education today is to teach the younger generation to compose and pronounce words correctly and observe the culture of speech. Although the norms of the language are generally accepted, everyone’s speech is different. During linguistic communication, each person chooses certain words and formulates a sentence. Therefore, one person’s speech may differ from another’s.

The main goal of speech communication is the exchange of information. From time immemorial, the Kazakh people have attached great importance to every word. This is evidenced by proverbs: «A quiet conscience sleeps in thunder», «Speech is silver but silence is gold», «Good words without deeds are rushes and reed», «Deed, not words» etc. According to the ability to express one’s thoughts, and the ability to speak, one can determine not only the social status of a person but also his character.

According to the scholar-researcher of linguistic culture Uali, the Kazakh national tradition of using words is subject to the principles of universal values, such as morality, honor, responsibility, duty, virtue, kindness, justice, honesty, and truth. In language communication, these principles underlie the speaker’s speech.

According to national traditions, expressions such as respect elders; do not interrupt the speaker, do not neglect the speaker, behave with restraint, etc., are included in the concept of speech etiquette. And the rules of speech etiquette are based on the principles of politeness [3].

Materials and methods

Methods of analysis, comparison, compilation, and experimental methods were applied in the research.

Having analyzed the peculiarities of the national vocabulary we proved that teaching those ones at Kazakh lessons should be realized with taking into consideration the national traditions of the Kazakh people, namely, observation of politeness, respectfulness, and kindness.

Having experimented through designing and conducting lessons of the Kazakh language in a secondary school we state that when teaching children the peculiarities of the national vocabulary, one should take into account the norms of literary language and national speech etiquette, for example, such speech acts as raising the tone of the voice and switching to shouting in language communication are not acceptable.

Results and discussion

One of the main goals in the formation of word usage skills is to teach students to speak without mistakes. Scholars believe that «the level of mistake probability is determined by the forms of speech: in oral form, the probability of mistakes is higher than in writing due to the simultaneous implementation of the moment of reasoning and expression of thought. Because here a person has the opportunity to differentiate, systematize their thoughts and speak without mistakes [4, 4]. Therefore, when choosing the types of work with students, special attention should be paid to writing and oral speech. Students often make mistakes in speech. Especially often they are found in oral speech. For example, mistakes in words and even incorrect use of words in a sentence.

Incorrect speech by schoolchildren often occurs due to incomplete assimilation of the norms of the literary language, careless attitude to language traditions, misunderstanding or even unwillingness to understand the semantic nature of some words, and also due to excessive and inappropriate use of jargon. This indicates the impossibility of distinguishing linguistic features, and the low level of development of the culture of speech.

Therefore, it is necessary to teach students to work systematically with language units, that is, to correctly determine their form and combination with other words, revealing the meaning of words. To do this, while working with the text in the Kazakh language lesson, one should use such methods as determining the meaning of words and working with unfamiliar words [5, 45].

Some researchers emphasizing the practical significance of spelling say that «culture and literacy are not only in the correct spelling but also in the transfer of the magical music of the native language in such a way that it is pleasant to the ear and does not violate its natural state. Since language is a means of communication in society, its social function is realized only at its level, it serves as a means of communication for everyone. At the same time, she emphasized that for children whose speech is just being formed, «it is important that the kindergartener's speech is perfect, as children learn to speak from adults. In the future, difficulties may arise in their correction. Therefore, there should be no mistakes in the speech of people working in kindergarten. Only then will it be possible to learn to speak correctly? Thus, the competent speech of the kindergartener will be the first alphabet for teaching children the native language» [6, 36–37]. In our opinion, the ability of school teachers to correctly use words is an example for students. Students imitate the teacher. Therefore, the teacher should observe the language norms and culture of speech.

When forming the students' word usage skills, the teacher should, first of all, determine what mistakes students face and their causes. These mistakes need to be corrected and clarified to prevent them from happening again.

The mistakes of modern schoolchildren most often arise based on the interaction of elements of the language system in a bilingual situation. This phenomenon in linguistics is called interference. For example, students incorrectly pronounce Kazakh words according to the orthoepic rules of the Russian language. For example, the surname *Osпанov* is pronounced like *Asпанov*, and *Oмарov* is pronounced like *Aмарov*. *Сіз білесің бе? Екі мұғалімдер келді* and etc. In some words, one of the two vowels is omitted. For example: *келе жатыр* – *келатыр*, *айтып жатыр* – *айтыватыр* and etc. Students must know the generally established norms for the pronunciation of the literary language. Also, without knowing the lexical meaning of a word, you can use a word that is close in meaning.

For example, violation of intact correct connections when using word combinations. Also, for example, *біз сайыс қатысушылары (біз, сайысқа қатысушылар)* – this wording deviates from the topic of the narrative. This phenomenon in scientific language is called digression («deviation»). This is especially true for students studying in schools with a different language of instruction, who often have to perform tasks such as summarizing text and writing an essay in the Kazakh language class. In some cases, sounds, syllables, and even phrases are used interchangeably. For example, *қақпан* – *қапқан*, *қолған* – *қолбақ*, etc.

Especially it is necessary to correct mistakes in the written works of students (composition, essay, presentation, dictation). In this case, it is necessary to pay attention to the structure of the sentence and compliance with the grammatical rules and norms of the language.

The theme of the lesson: The culture of speech.

The goal of the lesson: teaching: to improve student's knowledge of the culture of speech; developing: to develop language culture, to teach clearly and competently to express one's thoughts; educational: teach to respect the national language, appreciate the richness and strength of the language, show the national characteristics and national dignity of the Kazakh people.

Type of lesson: Lesson on acquiring new knowledge. Methods: methods of using technical teaching aids, explanation, question-answer, explanation through visualization, use of situational tasks, and didactic games to improve cognitively-oriented competence. Visual aids: tables, handout.

The course of the lesson:

- 1 Organizational moment. Psychological preparation
- 2 Repetition of the passed material.
- 3 New topic.

Introduce students to the topic and purpose of the lesson. Repetition of knowledge about the culture of speech. Increase of interest. (Information questions) - students are divided into four groups.

Proverbs and sayings on the topics of education, morality, kindness, and friendship are repeated.

Group 1 Proverbs about upbringing. For example, A child that's born must be kept.

Group 2 Proverbs about morality: Saying is one thing and doing another.

Group 3. Proverbs about kindness: As fire warms the body so does good warm the heart.

Group 4 The proverb about friendship: Faithful friend is better than gold.

The task. Family. School. Friends. In the store. (Each group chooses a topic and makes up a dialogue between two or three interlocutors. The expressions of Kazakh speech etiquette should be used in the dialogue. The volume should consist of 100–150 words.) Make sentences and compare them.

4 Repetition.

5 Gallery visit strategy. Making up a conversation

6 Group strategy.

7 Summing up the lesson: What have we learned? Discussion. Homework: Write an essay about the use of national vocabulary.

The main task of educational organizations is to assess the knowledge and activity of students in the modern era of the development of science and technology, increase the flow of information, the formation of mental abilities, and the development of human abilities and talents [7].

It is planned to use modern teaching methods and all types of communication during the lesson. To achieve the goal of learning, and obtaining new knowledge, one should use communicative-mediated visual perception with the audience (slides, pictures, flipchart records, video presentations), as well as audio (the word of the teacher, musical accompaniment, timer-signal), and cinematic aesthetic (construction of situations, it is possible to work out active exercises, team-building tasks).

To increase the activity of students in the performance of analytical work, it is possible to use interactive methods and perform it in the form of work in pairs or groups. In the course of the formative experiment, this work was carried out in a group form. Its result was more productive compared to independent work in the control class, and at the same time, students' motivation for classes increased. First, students read the text and distinguish which type of speech it belongs to and prove the game. Next, the purpose of the author is determined by making dictionary activities, and content analysis. Then they evaluate the role of words written in bold in conveying thoughts. Students replace the words by synonyms and express opinions depending on the use of words. They write the introductory and final sections following the content of this text. Then students draw up a plan for the content of the text. At the very end, students put a title in the text. Then the

most successful topic is defined by the whole class. In the homework assignment, students were given to write a reasoning text about their native land, taking this exact text as a basis and modeling it. The effectiveness of this work is that the students not only analyzed the finished sample. They also do their research, practical writing work, supplementing and differentiating the text. Students listen others' answers and asses each other. Where there is an assessment, there is work on self-improvement [8, 24].

It is also methodically rational to transform tasks for distinguishing between speech types as narrative, descriptive, and reasoning. In a language lesson connected with a comprehensive analysis of texts, students learn the importance of orthoepic, grammatical, and stylistic literary norms in conveying thoughts, as well as learn to correctly perceive them, and understand the reason for reasonable deviations from the norm. Because «depending on the purpose of speech activity, deviations from the norm will be motivated and unmotivated. Errors that occur due to the illiteracy of the speaker and ignorance of the established norms in the language are unprovoked deviations. And a mistake made consciously, pursuing a specific goal on the part of the speaker, is a motivational mistake» [9, 8].

As a result of the discourse, through communication students enrich their active vocabulary and get acquainted with the methods of creating synonymous diversity. Thus, they learn to correctly use semantic groups of words (synonyms, antonyms, and homonyms), catchphrases, and phraseological expressions, master the laws of correct sentence construction, and recognize the quality of words. This, in turn, increases the students' knowledge of the language and develops practical speech skills. Unfortunately, the teaching of natural speech is now flawed in school practice. Therefore, children should be allowed to discuss, share ideas, and argue through interactive methods when performing these tasks.

Conclusion

The technology for the development of critical thinking helps to increase the cognitive activity of the child, independence in learning, creativity, and at the same time, such activities are interesting and accessible to students; they learn to work in a team, the depth and thoroughness of knowledge increases [10, 4]. It is necessary to emphasize the importance of methods of joint group work: they are an effective means of knowing oneself and other people, forming a worldview, promoting the self-development of a person, and understanding other people's actions and their causes. Group work ensures the active participation of all students. In such work, students work out their communication skills (listening skills, making joint decisions, avoiding conflicts).

Thus, introducing schoolchildren to the traditions of using national vocabulary contributes to the formation of national self-consciousness, reflected through the

language, and contributes to the implementation of cognitive, cultural, emotional, intellectual, social, personal, and spiritual development.

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Material received on 09.06.23.

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Қазақстан Республикасы, Түркістан қ.
Материал 09.06.23 баспаға түсті.

ҚАЗАҚ ТІЛІН ОҚЫТУДА ҰЛТТЫҚ ЛЕКСИКАНЫҢ ЕРЕКШЕЛІКТЕРІН ЗЕРДЕЛЕУ

Мақалада қазақ тілі сабақтарында оқушылардың сөздік қорын қалыптастырудың тиімді әдістері қарастырылады. Егер тіл қарым - қатынас құралы болса, онда сөйлеу – бұл тіл арқылы қарым-қатынас процесі, тілді жүзеге асыру, тілдің белгілі бір бірліктерін қолдану процесі. Әлеуметтік коммуникацияның негізі күнделікті әңгімелер ғана емес, сонымен қатар іскерлік қарым-қатынас және бұқаралық ақпарат құралдарында сөйлеу болып табылады. Әрбір адам қоғам мүшесі бола отырып, қоғамда қабылданған белгілі бір нормаларды сақтауға міндетті. Қазақ халқы

әрқашан сөздің күшіне ерекше мән берген. Ұлттық лексиканың өзіндік ерекшелігі ретінде біз тілдік қарым-қатынаста ұлттық тіліміздің тиісті түрін қолдануды, тілдік нормаларды сақтауды, сөйлеу мәдениетінің принциптерін ескеруді айтамыз. Мақалада жалпы білім беретін мектептерде қазақ тілін оқыту кезінде оқушыларды ұлттық лексиканың ерекшеліктеріне үйрету тәсілдері келтірілген. Мақалада талдау, салыстыру, материалдар жинақтау, эксперименттік әдістер қолданылады.

Кілтті сөздер: тіл, мәдениет, лексика, сөз қолдану ерекшеліктері, сөйлеу әрекеті, тілдік қатынастар, тілдік норма.

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Материал поступил в редакцию 09.06.23.

ИЗУЧЕНИЕ ОСОБЕННОСТЕЙ НАЦИОНАЛЬНОЙ ЛЕКСИКИ ПРИ ОБУЧЕНИИ КАЗАХСКОМУ ЯЗЫКУ

В статье рассматриваются эффективные методы формирования словарного запаса учащихся на уроках казахского языка. Если язык – это средство коммуникации, то речь – это процесс общения посредством языка, реализация языка, процесс использования определенных единиц языка. Основой социальной коммуникации являются не только повседневные разговоры, но и деловое общение и речь в средствах массовой информации. Каждый человек, будучи членом общества, обязан соблюдать определенные нормы, принятые в обществе. Казахский народ всегда придавал особое значение силе слова. Под оригинальностью национальной лексики мы подразумеваем использование соответствующей формы нашего национального языка в языковом общении, соблюдение языковых норм, учет принципов культуры речи. В статье представлены способы обучения учащихся особенностям национальной лексики при преподавании казахского языка в общеобразовательных школах. В статье использованы методы анализа, сравнения, экспериментальные методы.

Ключевые слова: язык, культура, лексика, особенности словоупотребления, речевой акт, языковые отношения, языковая норма.

Теруге 09.06.2023 ж. жіберілді. Басуға 30.06.2023 ж. қол қойылды.

Электронды баспа

3,18 МБ RAM

Шартты баспа табағы 22,79. Таралымы 300 дана. Бағасы келісім бойынша.

Компьютерде беттеген: А. К. Темиргалинова

Корректорлар: А. Р. Омарова, Д. А. Кожас

Тапсырыс № 4100

Сдано в набор 09.06.2023 г. Подписано в печать 30.06.2023 г.

Электронное издание

3,18 МБ RAM

Усл. печ. л. 22,79. Тираж 300 экз. Цена договорная.

Компьютерная верстка: А. К. Темиргалинова

Корректоры: А. Р. Омарова, Д. А. Кожас

Заказ № 4100

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