

*Nabidullin A.1**1PhD student**Ersultanova G.2**2PhD student**Ordabayev Ch.3**3M.H.S.*

METHODOLOGICAL PROBLEMS OF LEARNING THE STATE LANGUAGE: ANALYSIS AND CLASSIFICATION

МЕТОДОЛОГИЧЕСКИЕ ПРОБЛЕМЫ ОБУЧЕНИЯ ГОСУДАРСТВЕННОМУ ЯЗЫКУ: АНАЛИЗ И КЛАССИФИКАЦИЯ

Summary. Nowadays we have a certain problems regarding the learning and teaching of a state language. The modern Kazakhstan language policy is centralized by the state. It is also characterized as promising, since it is aimed at changing the existing language situation. Politics takes into account the interests of the masses and therefore it can be called democratic. Of course, it is necessary to emphasize the international nature of the language policy, since, despite the fact that priority is primarily given to the development of the Kazakh language, maximum attention is paid to the development of the Russian language and languages of all other ethnic groups of the country. Despite all the attempts of current language policy many linguists say that there are a lot of issues regarding methods of teaching Kazakh language in our state. In this article we made an attempt to analyze and determine the main features of the language situation in the Republic of Kazakhstan at the present stage, focusing on the ongoing language policy.

Аннотация. В настоящее время у нас есть определенные проблемы с изучением и преподаванием государственного языка. Современная казахстанская языковая политика централизована государством и считается как многообещающая, поскольку направлена на изменение существующей языковой ситуации. Политика учитывает интересы масс и поэтому ее можно назвать демократической. Конечно, необходимо подчеркнуть международный характер языковой политики, поскольку, несмотря на то, что приоритет отдается в первую очередь развитию казахского языка, максимальное внимание уделяется развитию русского языка и языков всех других языков этнических групп страны. Несмотря на все попытки современной языковой политики, многие лингвисты говорят, что в нашем государстве существует много проблем, касающихся методов преподавания казахского языка. В данной статье мы предприняли попытку проанализировать и определить основные особенности и проблемы языковой ситуации в Республике Казахстан на современном этапе, ориентируясь на проводимую языковую политику а также методику обучения государственного языка.

Key words: State language, language policy, teaching methods, trilingualism, issues of teaching languages

Ключевые слова: государственный язык, языковая политика, методика обучения, трехязычие, проблемы преподавания языков

INTRODUCTION

As noted by the First President N.A. Nazarbayev at the XIII session of the Assembly of the People of Kazakhstan: "We must make every effort to further develop the Kazakh language, which is the main factor in the unification of all Kazakhstan people. At the same time, it is necessary to create favorable conditions for representatives of all nationalities living in the country to speak, study in native language, and to develop it."

In the Doctrine of National Unity, the state language is defined as a key priority, the main factor in spiritual and national unity. Mastering state language should be the duty and obligation of every citizen of Kazakhstan, an incentive that determines personal competitiveness and active participation in public life.

Despite all kinds of work aimed at the state language and the established methodology of its teaching, there is an uneven level of proficiency in the state language in society. In the state policy of Kazakhstan, the linguistic aspect occupies an important place. Since Kazakhstan gained its independence, language processes have become the subject of sharp controversy in all spheres of life.

MAIN PART

In the Republic of Kazakhstan, knowledge and level of proficiency in the state language are inextricably linked with ethnic identity. This connection is especially evident among Kazakh youth. Not knowing the Kazakh language, they mark it as their native language. According to a sociological study conducted by the Alternative Research Center with the assistance of the Open Society International Institute for Regional Studies in August 2008, it was revealed that 98.4% of Kazakhs noted Kazakh as their native, although out of a hundred percent 74, 7%; are fluent in it, 14.4% - speak, but do not write; 6.2% - understand and can explain themselves; 2.9% - can barely understand and 2% - do not own at all. [4].

There are regions in Kazakhstan in which the Kazakh language is not widespread. At the same time, there are regions in which Russian is inferior to Kazakh, for example, in the south and west of Kazakhstan.

Nowadays, knowledge of the Kazakh language is a prerequisite for working in the public service. On June 1st, 2006, a presidential decree was published,

according to which, by 2010, office work in Kazakhstan was to be translated into Kazakh. The decree obligated the state authorities "to carry out work on the phased transition until 2010 of office work, maintaining accounting, statistical, financial and technical documentation in the state language." But the Soviet heritage, namely, the previously conducted linguistic and cultural Russification, played a decisive role in maintaining the high positions of the Russian language in the Republic of Kazakhstan. In industry and science, the predominant language is Russian, and in the last decade it is English.

In the preface to the brochure "The Russian language is the state-forming language of Kazakhstan", Mikhail Sytnik, political scientist, member of the RSD "Lad", notes: "The practice of social interactions of people shows that as soon as a complex technical or medical language begins, this is the end of everyday Kazakh language and then scientific Russian begins. For example, it reaches the point of absurdity when doctors don't know with what Kazakh words to designate this or that differentiated part that makes up the internal organ of a person, or when in industrial technologies specialists cannot designate details of any mechanism or technical process, because there are no such words exists in the Kazakh language. Therefore, if a person of a Kazakh nationality works in the field of complex sciences, then he is forced to use the Russian language to perceive scientific information, and the Kazakh language remains for simple everyday communication"[7].

Linguist Zhanna Umatova, believes that it is necessary to raise the prestige of the state language, and this directly depends on improving the quality of education. Once the prestige rises, she believes, many will themselves show a desire to learn the Kazakh language, but if there is no decent level of teaching, nothing will work.

Translator and linguist Samiga Salimova believes that the motivation in learning the Kazakh language proposed by the state is absolutely wrong. She is sure that the transition of office work to the Kazakh language can in no way serve as a motivation for learning the state language.

She believes that primarily in Kazakhstan the method of teaching the Kazakh language is still on a low level. As soon as the method is to be improved, according to her, there will be a desire to learn a language, logic will appear, the language will cease to seem complicated.

"For several decades we have not been able to learn the Kazakh language when English is taught in a year or two. Where are all our outstanding methodologists? You look at them, some professors have developed so many textbooks. And it's all in vain," says Salimova.

The linguist wonders how much money the state spends on "vivid pictures in books and on useless stories and translations."

"For fifty years we have the same material in books, the same texts and translations. How much can you translate this text about Kunanbaev from fifth

grade to eleventh? I was always amazed by the question, why good marks are there in the certificates of graduates of schools, but in reality, this graduate cannot connect two words?" - added Salimova.

Political scientist Dos Koshim argues that according to the laws of social linguistics, if desired, a person can learn a language in four years, being outside the language environment. Some other politicians also say that reference to an imperfect technique is another excuse. Is there really a problem in the methods we use? - says Dos Koshim.

Teacher of the Faculty of Philology and Pedagogy of the University named after Suleimen Demirel, Dr. PhD Aisulu Nurzhanova believes that if the teacher is demanding and the student is diligent, then learning the language will not be difficult.

There are two methods of teaching the Kazakh language to representatives of other nationalities: the method of studying Kazakh as a foreign language and the method of studying it as a second language. The latter differs from the methodology of training foreigners and is well suited to representatives of other nationalities living in Kazakhstan. In general, the methodology of teaching the Kazakh language is imperfect and has not yet received uniformity. However, every year the number of people who want to master the Kazakh language is growing. We have been teaching Kazakh as a second language since ancient times.

Our scientists have written many wonderful textbooks. We have such authors as Karlygash Kadasheva, Aldasheva, Suleimenov, Fauzia Orazbaeva. We are guided by their textbooks. But they also have their drawbacks. They often use two languages in parallel. These textbooks offer a methodology for teaching the Kazakh language through the Russian language. It is not right. One of the methods of teaching a language is learning a language without mixing, through conversations in the language being taught. Aisulu Nurzhanova teaches Turkish students. They divide training into five levels. Students who come to them, at first master a simple level, in two years go to the middle level and only later they can freely speak, read and write in the Kazakh language. Nevertheless, the main criterion for learning a language is not a methodology, but the desire of the learner and the individual methodology of the teacher.

For more than 70 years, a monolingual culture has existed in Kazakhstan: for all occasions, in any national environment, knowledge of one Russian language was enough. A successful career without excellent knowledge of the Russian language was previously unthinkable. In such a monolingual situation, several generations have grown in Kazakhstan. The Russian-speaking population did not need to learn a second language, and teaching foreign languages in high school and universities was often formal. For each new generation, this rejection of learning a second, third, fourth language has become a behavioral norm. Since the 90s, there was a need for knowledge of the Kazakh and English languages, but the population had problems due to the lack of a behavioral orientation to

learning languages. In our society, such educational facilities did not exist for a long time, which is why the population has difficulties in learning a second language. The other side of the problem is training programs, textbooks, and dictionaries. Often, learning is based on the assimilation of complex grammatical material. A child at school with difficulty masters the basics of the grammar of his native language, and in the lessons of the Kazakh language he is required to learn complex rules of the Kazakh language. Adults have successfully forgotten the grammatical rules of their native language from school, and the courses offer the theoretical foundations of semantics, morphology, and phonetics of the Kazakh language. That is why the results from programs using large volumes of grammatical material are few or none at all.

There is another important point that deserves mention. Many authors of textbooks and methods suggest starting teaching the Kazakh language with the works of Abay. It's incomprehensible! The prose and especially the poetry of Abay Kunanbayev is the most complex, high level of the Kazakh language. For example, Abay's "Words of edification" are not always clear even to people, who studied at the Kazakh branch of the Faculty of Philology. Speakers of the Kazakh language themselves do not understand everything in this great work, which is the quintessence of philosophical views, the pinnacle of creativity of this outstanding enlightener. [1]

The adapted grammar of the Kazakh language is successfully used in foreign-language audiences. Today, the pace of development of the educational process in many respects depends not only on the innovative technologies used, but also on the competent organization of educational work, effective qualified teaching methods and the creation of a favorable atmosphere for learning. The purpose of the proposed methodology is a comprehensive review of the possibilities of developing a methodology for teaching the Kazakh language as a foreign language, the collected materials will be examined from different angles, holistically and systematically. Linguistic teachers need to develop a critical attitude to pedagogical work and practice, to constantly improve their skills on the basis of familiarization with the educational literature and methodological experience of foreign specialists. Pedagogical creativity and mastery do not arise from scratch - it is a great work, the accumulation of experience. A language teacher should remember that any language has its own linguistic structure and system, its own imagery of reflection. Both teaching and learning the language is a multifaceted work that has wide scope for search and innovation for linguistic teachers.

The goal and main task of linguists and teachers of the Kazakh language is to create educational and methodological complexes. To create a teaching materials, changes in the existing structure of the methodology, teaching methods of the Kazakh language, the content of teaching aids, and the design of the educational process are required. In our country, educational programs correlate with language learning

and two main trends are identified: bilingual and multilingual education. That is why the teaching materials of the Kazakh language for a foreign audience are bilingual (options in Kazakh and Russian). For example, "Kazakh language" is a textbook for students of the Russian branch of the geographical faculty (Tymbolova A., 2008), "Creative Pedagogy" information and methodological magazine: (materials in Kazakh and Russian), "Exercises for the development of the language" (Zhakhina B. , 2002) "Kazakh language". Test book for preparing for UNT (Ibragimov K., 2011). The goals and objectives of these manuals, methodological recommendations, and developments are to provide practical mastery of the Kazakh language and prepare for the exam to assess the level of knowledge of the Kazakh language by the testing method. Particular attention is paid to listening, speaking and testing. However, the problem of the formation of innovative technology for the system of teaching the Kazakh language as a foreign language is still not resolved. [3]

CONCLUSION

Thus, in this article we made an attempt to determine the main features of the language situation in the Republic of Kazakhstan at the present stage, focusing on the ongoing language policy. The modern Kazakhstani language policy is centralized, as it is carried out by the state and provides for a system of compulsory measures; It is also characterized as promising, since it is aimed at changing the existing language situation. Politics takes into account the interests of the masses and therefore it can be called democratic. Of course, it is necessary to emphasize the international nature of the language policy, since, despite the fact that priority is primarily given to the development of the Kazakh language, maximum attention is paid to the development of the Russian language and languages of all other ethnic groups of the country.

The most important condition for the functioning and development of languages in the region is the need to create a language environment. The efforts of a school or university are not enough; the problem is observed in the absence of a linguistic environment in family-domestic relations. The publication of books in three languages, broadcasting television programs and, most importantly, cartoons in three languages will equally allow achieving great results in promoting trilingualism in our country.

REFERENCES

1. Results of a sociological study conducted by the Alternative Research Center for Actual Research with the assistance of the Open Society International Institute for Regional Studies in August 2008 [Electronic resource]. URL: <http://www.zakon.kz/129460-neodnoznachnaja-situacija-v-jazykovojj.html> (Date of access: 08.10.2019).
2. The Russian language is the state-forming language of Kazakhstan [Electronic resource] .URL:

<http://pandia.ru/text/77/28/98081.php> (Date of access: 08.10.2019).

3. Khasanuly B. Development of the state and other languages a factor in the democratization of the Republic of Kazakhstan // Tomsk State University Journal. PSU. Ser. Sociological sciences. - 2001. - No. 1. - S. 166–176.

4. Togzhan Kaliaskarova. Five problems in learning the Kazakh language: from motivation to politics - Internet Magazine Vlast [Electronic resource]. URL:

https://vlast.kz/obsshestvo/pjat_problem_v_izuchenii_kazahskogo_jazyka_ot_motivacii_do_politiki-610.html (Date of access: 08.10.2019).

5. Kazakh language: learning without grammar. Business Kazakhstan. [Electronic resource]. URL: <http://dknews.kz/kazakhskijj-yazyk-obuchenie-bez-grammatiki/> (Date of access: 08.10.2019).

6. Kudaibergenova S. A. Methods of teaching the Kazakh language // Young scientist. - 2016. - No. 29. - S. 583-585.

Smaglii V.M.,

*Candidate of philological sciences,
associate professor,*

*head of the philology department
at the Odessa National Maritime University*

PHONEME AND MORPHEME IN THE VERBALIZED CONCEPT ORD/LANGUAGE/SPEECH

Смаглій Валерія Михайлівна,

*кандидат філологічних наук, доцент
завідувач кафедри «Філологія»*

Одеського національного морського університету

ФОНЕМА ТА МОРФЕМА У ВЕРБАЛІЗОВАНОМУ КОНЦЕПТІ ORD/LANGUAGE/SPEECH

Summary In this article, the consideration of the medial zone of the field, namely the sector of the language / speech unit, will refer to the numerical group of thematic vocabulary, which includes all existing hyponymic nominations of the linguistic unit of the format of the word. The lexical meaning of the word is explained by the attachment to a particular image or ideas expressed by the word. It should be noted that the interpretation of the lexical meaning is often carried out with reference to a single semantic complex, which, however, does not necessarily coincide with the format of a separate graphic word, this complex (image, idea) can be expressed by several graphic words, therefore, many definitions operate with such features as word or group of words, word or phrase.

Анотація В даній статті присвяченій розгляду медіальної зони поля, а саме сектору одиниці мови/мовлення, йтиметься про чисельну групу тематичної лексики, в яку увійшли всі наявні гіпонімічні номінації мовної одиниці формату слова. Лексичне значення слова пояснюється через відсилку до певного образу чи ідеї, які виражаються словом. Побіжно зазначимо, що тлумачення лексичного значення дуже часто проводиться із посиланням на єдиний смисловий комплекс, який, проте, не обов'язково збігається із форматом окремого графічного слова, цей комплекс (образ, ідея) може бути виражений кількома графічними словами, тому багато дефініційних визначень оперують такими ознаками, як слово чи група слів, слово чи фраза.

Key words: seme, vowels, consonants, toneme, allomorph, stem.

Ключові слова: сема, голосні, приголосні, тонема, аломорф, основа.

Постановка проблеми. В даній статті йтиметься про лексикографічно зареєстровані номінативні одиниці на позначення лінгвальних одиниць різного формату, а саме від фонем до морфем. Найзагальнішими номінаціями в даній підгрупі є лексеми *sign* та *linguistic/speech form*. Зокрема, фундаментальною лінгвальною одиницею словники називають *sign*: [a fundamental linguistic unit that designates an object or relation or has a purely syntactic function, e.g. words, morphemes and punctuation]. Номінація *linguistic/speech form* акцентує увагу на змістовому наповненні відповідних одиниць і додає до вищевказаного переліку слова, морфем, пунктуація ще афікси, фрази і речення [a meaningful unit of speech, language, such as an affix, a phrase or a sentence]. Синонімічною до *sign* заявлено номінативну

одиницю *seme* [a linguistic sign]. Одна із семем лексеми *idiom* уточнює значення номінативної одиниці *linguistic form* – [the syntactical, grammatical or structural form peculiar to a language].

Мета статті. Нижче аналізуватимуться номінації одиниць усної і писемної форм мови в порядку зростання їхнього формату.

Викладання основного матеріалу.

Як відомо, фонема є найменшою лінгвальною одиницею, чия провідна функція – смислорозрізнавальна. Дефініційні статті в усіх словниках експлікують це, наводячи відповідні ознаки: *phoneme* [the smallest unit of speech that can be used to make one word different from another word; any of the perceptually distinct units of sound in a specified language that distinguish one word from another; the smallest phonetic unit in a language that is