

THE METHODS OF DOMESTIC SCIENTISTS IN TEACHING THE ZERO FORMS

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Abstract. Currently, raising the status of the Kazakh language as a state language requires consideration of new methods of teaching the Kazakh language. It is especially important to teach the Kazakh language taking into account its specifics. The absence of a study of the methodology of domestic scientists who considered the zero form as an object of study indicates the importance of the article. In this connection, we consider the teaching of the zero form in the Kazakh language as a separate object of research, which is due to the relevance of research.

Although many scientists and linguists consider the zero forms in the Kazakh language, the methodology of its teaching is considered very little. By zero form we understand that the words in the sentence expressing a certain grammatical meaning without any grammatical form. Zero-form teaching in the Kazakh language has its specific features. At the same time, we consider some research works on adaptation of existing modern methods to zero forms.

The main problem of the article is that there were special features in teaching methods of the zero-forms in the Kazakh language. The practical significance of the study lies in the systematization of the teaching zero forms and the practical application of modern effective methods. In this direction, the effectiveness of teaching the zero-forms is used in teaching the Kazakh language based on the methodology of domestic scholars and the results are presented.

Key words: zero form, zero morpheme, Kazakh grammar, Kazakh language training, methodology of domestic scientists, teaching methods, modern methods, teaching technology.

Basic provisions

General description and comparative analysis of domestic scholars works on the zero forms in Kazakh language were used in the article. We also took into account some foreign research works on the analysis and adaptation of teaching methods of zero forms of language. The practical application of zero forms of Kazakh language and its effective methods were applied for the 2nd year students (total 22 students) of al-Farabi Kazakh national university in 2022 academic year. In this connection the statistical analysis of the results of lessons were used as a basis on the effectiveness of teaching zero forms at Kazakh language lessons.

Introduction

The methodology of teaching the Kazakh language belongs to one branch of pedagogic science. However, it is an independent science in itself. Because it has its own research object, content, system of concepts, research methods, methods of proof. The methodology of teaching the Kazakh language studies the laws of its teaching methods and conditions. Abilkaev A., Beisenbayovna Z. (2009) consider that

methodology of teaching the Kazakh language has its own laws. These laws are derived from practical experience and long-established theoretical principles and conclusions based on the sciences of pedagogy, psychology and linguistics. To be precise, the teaching methodology examines the following issues:

- 1) goals (why should we teach?);
- 2) content (what should be taught?);
- 4) teaching means (how should it be taught?);
- 5) problems of compatibility between the level of knowledge acquisition, mental development and upbringing of students during training [1].

Solving these problems determines the general goals and objects of teaching the Kazakh language at school. Teaching the Kazakh language has specific features according to its type. As stated by Muhamedova, Raihan (2016) “The Kazakh language belongs to agglutinative type that uses suffixes to express multiple grammatical functions (derivation and inflection). The object of teaching Kazakh in our example is zero forms, which is very complicated in teaching the lexical units [2].

The objectives of the methodology are as follows:

- 1) to determine the purpose, features, content and volume, structure, coherence and sequence of the Kazakh language subject in primary and secondary schools, to divide educational materials into classes;

- 2) research and description of the most useful, economical (saving the teacher's and the student's time and effort) and effective methods and methods of teaching (method-method options used in different situations depending on the features of the study materials and psychophysiological features of the students;

- 3) to analyze and solve the problems of the conditions for students' proper acquisition of the system of knowledge (the basis of science) in the subject of the Kazakh language. That is, to analyze the problems of the conditions of accurate perception of the material, clear understanding, and the ability to use it in practice.

As stated by Kazakh methodists, Orazbaeva F.Sh., Kasym B.K., Baltabaeva Zh.K., Orazakhova N.A., Rakhmetova R.S. (2016), the methodology of teaching the Kazakh language is the science of its content and principles, methods and methods, and the ways and conditions of learning the Kazakh language, determining the amount of knowledge, skills, and abilities to be given to students at school. Since the main object of study of the Kazakh language teaching methodology is to teach students the language, it relies primarily on linguistic knowledge. Because the material of the subject of the Kazakh language is determined on the basis of the science of linguistics. On the methodological basis, grammar and lexis are closely related to each other, and can even be said to be unified. In general, pedagogy is described as a science of the meaning, purpose, content, methods, means and types of organization of education and upbringing of young generations [3].

The method is a multi-stage phenomenon. Among the theoretical methods of research, the historical method has an appropriate place. The phenomena studied by this method are considered in terms of development and change over time. This method is also used to solve the problems of the modern language teaching methodology.

Empirical methods of research include the study of school experience and experimental methods.

Materials and methods

According to Abitova, Z., Suleimenova, Z., & Turgunov, Y. (2021) “Teaching the linguistic foundations of the language with new methods and technologies is a type of education that is not limited to the student. A student's overall development includes thinking, thinking, summarising, remembering, imagination, representations, etc. including word formation” [4]. Usually, theoretical and empirical research methods are used in close connection with each other. All these methods are carried out with the help of logical operations such as analysis, synthesis, induction, abstraction, comparison. These forms of work and abilities need to be developed through several steps and systematization of language materials according to students’ age, level and psychological characteristics.

In this connection, in language teaching, Muhamedova, Raihan (2016) the teacher's preparatory work in individual teaching offers the following step-by-step actions:

The first step is to determine the mandatory knowledge, skills and abilities, specific goals and tasks that must be mastered in the chapters, topics or topics defined in the approved course program.

The second step is to study and refine the content of all educational materials in the modular program.

The third step is to divide the main concept that carries the semantic load in the module, to find the words that hide the main information in the topic. Determining their interrelationship and interdependence.

The fourth step is to draw supporting drawings on the topic (based on the identified main concepts).

The fifth step is to create a test consisting of 15-20 tasks on the entire content of the training module.

The sixth step is to create a block of questions and tasks on the content of all the educational material in the module for a test or control work depending on the specialty of the subject.

The seventh step is the dialogue interview section. The type of classes is considered [5].

Classification of educational technology: personal-oriented educational technologies; develop teaching technologies; collective mutual learning technologies; problem learning. Among them the most preferable in teaching zero forms are F.Sh. Orazbaeva's technology of problem-based learning (Orazbaeva F.Sh., Rakhmetova R.S., 2005), A.V. Zhunisbekov and F.Shatalov's technology of intensive learning (A. Isabayev, 1993) [6]. Because they are based on sign and drawing models of educational materials. Technology of differentiated education by Karaev Zh.A. and M.M. Zhanpeyisova's modular technology or critical thinking technology (T. Abdikarimova, T. Abdigalieva, K. Shaimerdenov, 1999) [7, 8].

Currently, methodology of domestic scholars on teaching Kazakh language are shown in the table below:

Table 1 - New technologies in the development and formation of lexical skills of students

№	Methodologies and technologies	definition	Authors
1	Differentiated learning technology	It is carried out using activity-based transitions from level 1, which is dedicated to performing repetitive tasks, to higher levels, which require product activity.	Karaev Zh.A., Kobdikova Zh.U.
2	Modular learning	Designing the entire direction of education, creating the necessary pedagogical process to achieve the set goal, choosing and creating a system that can analyze and explain the results to the teacher.	Zhampeisova M.M.
3	Developmental education	General development of the student by teaching. Training should precede development.	Turgimbaev T., Elkonin D.B. Davydov V.V., Zaitsev V.
4	Problem-based learning	To teach students to search on their own, to develop their cognitive and creative abilities	Orazbaeva F.Sh., Makhmutov M.I.
5	Critical thinking	In class, while increasing the interest of students, try to freely and research your thoughts and make conclusions	Zhampeisova, M.M. Ginny, L. Steele, S. Crutis, C. Temple
6	Game technologies	The psychological mechanism of game activity is based on the individual's own requirements. It aims to reveal the educational, cognitive, creative knowledge of students.	
7	Accelerated learning	Intensive teaching the language	Zhunisbekov A. F .Shatalov
8	Concentrated and intensive training	The method of concentrated and intensive teaching is based on students' own research, discussion and planning.	Nurakhmetov N.N. Abdygaliev K.A .
9	Student-centered learning	In the technology focused on the individual, consideration of the individual characteristics of children in the educational process, providing a convenient opportunity for each student to complete the educational tasks.	B. Turganbayeva, A.V. Khutorskoi
10	Interactive learning	During the lesson, students complement each other in group work, organizing the participation of all students during the lesson.	Ya.A. Kamensky

Among the innovative technologies, one of the technologies aimed at personal development is modular training technology (Z. Beysembaeva, 2009). The purpose and meaning of the modular teaching technology is to design a whole teaching technology and create a pedagogical process aimed at achieving the set goal. All the above mentioned technologies by modern Kazakh Methodists can be effective in teaching the Kazakh language.

Results

Before defining effective methods we want to describe zero forms in Kazakh language. The zero form was considered by A. Fortunatov. The definition of zero forms was given in the Kazakh language Encyclopedia (1998). According to the definition “Zero form means that the words in the sentence have a certain grammatical meaning without a special grammatical form” [10].

Student-centered learning can be useful in teaching zero forms. In teaching zero forms they should be illustrated by examples. By giving example we use critical thinking and cognitive abilities of students. For example, Jartasqa bardım, Künde ayğay saldım. Odan da şıqtı jañğırır (Abay). Tıñda, dala, Jambıldı (Jambıl). In the examples, the verb narrator consists of several morphemes, and each part of the word has a separate grammatical meaning: bar-dy-m, (shout) sal- dy-m (come out, listen).

Critical thinking technology is also useful in teaching zero forms as we should define the main root of the words. The root morphemes as: bar, ayğay sal, şıq, tıñda (go, shout, come out, listen) mean the activities and process, and the morphemes - dy, -ty are zero forms which mean the time of action in a certain tense forms. In this case they are in Past Simple tense form. In the first sentence –m is a zero morpheme in the examples: (bardı-m, ayğay saldı-m) mean the subject of action is the doer and in the first person singular. In the third word (shykty) there is no such special grammatical form. But in view of that, it cannot be said that this word does not represent the doer (subject) of the action.

Problem-based learning can be possible in defining the parts of speech functions. Here, the subject (doer) of the verb is echo, a word in the 3rd person singular. Such Zero-partial meaning is not represented by - in the word shykty. But it represents only the past tense meaning. The 3rd-person meaning in this word is given by a special grammatical impersonal form, the 1st-2nd parts have a special person. They are: men shykty-m, sen shykty-n, siz shykty-nyz, ol shykty (I went out, you went out, you went out, he went out) mean the forms of action and doer of action.

These last meanings are also not given by special grammatical persons (forms), which is also an impersonal form. In other variations of this system, other forms are clearly visible. Such an impersonal form is called a zero form in linguistics. These types are not a person, which is the basis of the system of word transformation, but one (impersonal) within the system of transformation.

Developmental education can be used in defining the sentence construction. Teaching zero forms is related to learning the verb-noun agreement. As has been stated by Eszter Ótott-Kovács (2015) “The agreement is always marked on the headed argument clause if the subordinate and the superordinate clause’s subjects are different. For example: Bürkit knows (how to count money, how to make money and etc.) [11].

A specific, zero form is a special phenomenon in the transformation system of a certain word class, which has a special grammatical meaning, but does not have a special indicative person. The zero form is in the system of word-connecting affixes (conjunctions). Although there is no special grammatical form, it is rich in the presence of grammatical meaning known through the connection of words. Zero forms in the Kazakh language: nouns in the accusative system are the hidden form of accusative and accusative accusatives, the 3rd person in the disjunctive system, the 2nd person singular, the imperative form, and other forms in the same inflectional system (infinitive, participle, imperative). In this connection teaching zero forms need special methodology and complex exercises.

The training system will have a large place in the educational and methodological complex. Training works that consolidate the acquired knowledge, and secondly, build skills and flexibility, are effective only if they are focused on a specific educational goal and task. The system of exercises for teaching speaking ability should be created in a way that includes reading and writing taking into account the peculiarities of speaking, listening and communicative activity.

F. Sh. Orazbaeva, who raised a new issue in the Kazakh methodology, proposed a method of participation that mastered the peculiarities of all types of teaching methods. The methods of scientists-methodologists have not lost their importance to this day. They develop and continue according to the new requirements of modern education and influence the birth of methods with new content.

A set of participatory tasks performed in the teaching of the Kazakh language

- 1) work with texts;
- 2) training works;
- 3) creative works;
- 4) role-playing games;
- 5) form situational tasks.

That's why he started teaching the language not from the rules, but from the act of speaking.

Nature of natural (direct teaching) method:

1. The lesson is conducted in the language you are learning;
2. Daily used words and sentence forms are given;
3. Communication skill exercises are conducted between the teacher and the language learner, and between the language learner and the language learner;
4. Grammar is explained by inductive method;
5. Teaching by example and practice is carried out;
6. New words are introduced through illustrative materials;
7. Audition and reception are held together;

8. Emphasis is placed on the ability to use correct pronunciation and grammar during speech.

Ways to implement the method:

1. Read aloud;
2. Question and answer exercises;
3. Language learners correct their mistakes;
4. Speaking exercises;
5. Filling vacancies;
6. Dictation;
7. Write short paragraphs on different models.

A language environment is necessary for the implementation of the natural method. We often hear the saying that there is no language environment for learning the Kazakh language

According to Nurbekova G., Odanova S., Sabdenova R., Adilbekova R., Osmanova Z. (2018) “the quality of education depends on the proper and continuous use of educational software in the classroom. In the issue of determining the amount of knowledge provided by the Kazakh language and selection of specific properties of this material and their precise selection [12]. The scientific and methodological concepts are taken as a basis are: 1) students’ age; 2) student’s class; 3) student’s ability; 4) specific features of linguistic material; 5) specific features of linguistic facts”. In the language teaching methodology, there are several types of visual presentation of grammatical materials, such as tables, drawings, schemes, models. They have common similarities - all of them are implemented through training orientation, structure algorithmization. These types of visualization, which are often used in language teaching, have received their due evaluations from a scientific and methodological point of view.

At the final stage of experiment, the results of the study showed a positive trend in the growth of the experimental students' performance compared to the control groups. Based on the received data, the effectiveness of using media materials in learning Kazakh zero forms was determined.

	Pre-experiment			Post-experiment		
	high	mid	low	high	mid	low
Gaining the information	82	80	80	86	85	83
Results of lexical tests	82	81	80	85	83	82
Using zero forms in communication	83	82	80	88	86	85

Using zero forms in written speech	88	85	83	91	88	86
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(The numbers in the column represent the number of high, medium and low level language learners).

During the experiment of using innovational and tradition methods in 2 groups (EG – 11 students, CG – 11 students), the development of language skills of language learners is carried out with the help of the cognitive approaches and the organization of group work. The ultimate goal of the lesson was to develop using zero forms in both spoken and written speech with the help of developing critical thinking. It was observed that language learners actively use their previous knowledge, think independently, and solve various cognitive problems on their own. The results of experiment were verified through written handouts and tests on zero forms.

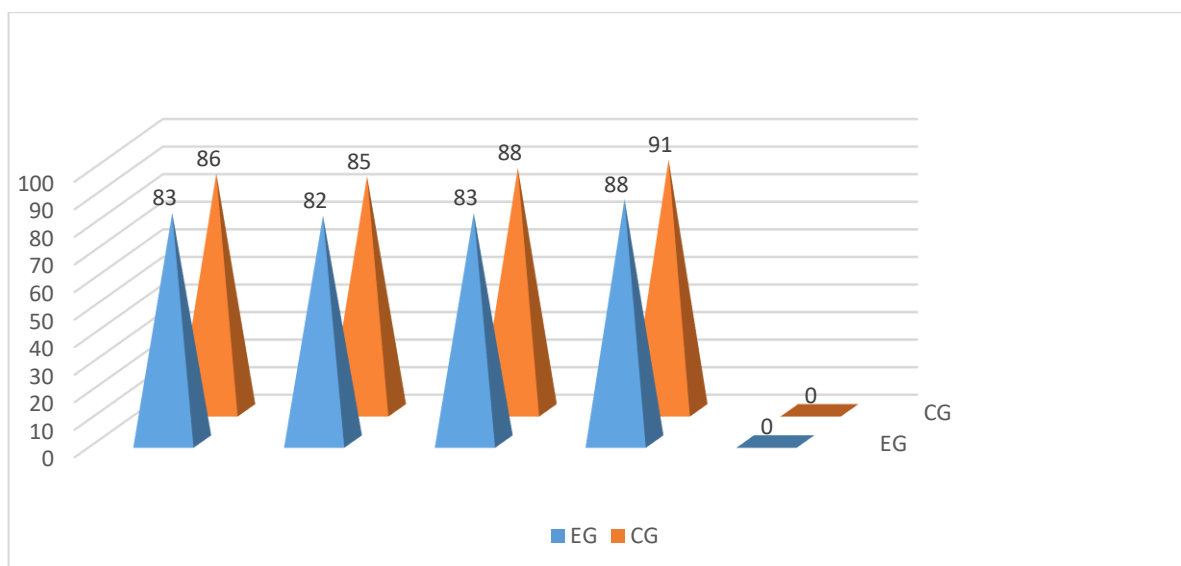


Figure 1 - Development dynamics of language learners' speaking skills during experimental work

Knowledge of language learners on zero forms was tested with the help of handouts, tests and answer sheets. Individual and small group work was conducted in the auditorium. The difference can be seen in the control group and experimental group.

Finally, according to the results of the experimental work, students of EG showed 89%, and in CG 80.4% (Figure 2).

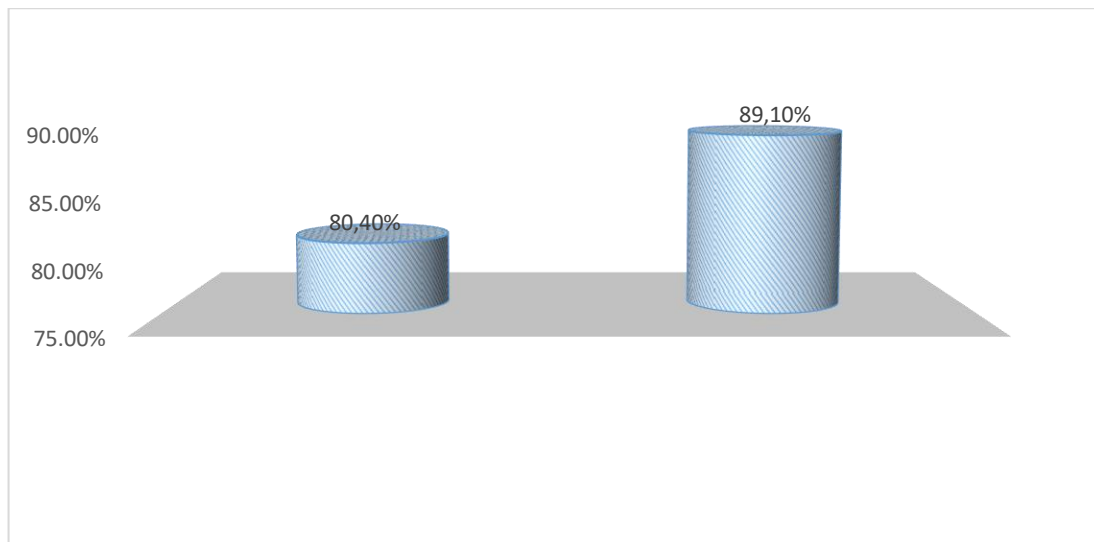


Figure 2- Results of experimental work (in groups of CG and EG)

In this figure 2, we can see the indicators of the three stages of the language learners' skill development based on the zero form materials according to the plan. The results of the experimental work confirmed the correctness of our first

The results of the interim control was aimed at the development of zero forms of Kazakh language. It has been found that the development of zero forms of language learners using modern methodologies is a never-ending process.

In conclusion, we recommend the modern methods which showed their effectiveness of teaching using zero forms of language rely on the results of the teaching process. We think the interactive methods are most effective ones.

Buribekova F.B., Zhanatbekova N.Zh. (2014) also suggested interactive methods which create an environment of learning relationships, which:

- with the interaction of the participants;
- with equality of evidence of participants;
- with joint education;
- characterized by the possibility of mutual assessment and control [13].

In the research we followed also the following methodists works, like Abilzhanov D., Mamanov Y. (1995) Isabaev A. (1993) Ustemirov K. (2007) contributed to the development kazakhs language teaching [14, 15].

We also consider interactive teaching games used in teaching zero forms as group and role-playing games depending on their type. If group games are used to form phonetic and lexical-grammatical skills, role-playing games are used to consolidate new forms of words and speech clichés. Teaching zero forms presuppose to improve the ability to engage in language communication without prior preparation in various speech situations.

In accordance with the requirements of accelerated teaching, the teacher selects and presents games according to the new topic covered in each lesson in order to increase the interest of the language learner in the Kazakh language. Games create a positive mood in the audience and contribute to the formation of comfortable language communication. The teacher pre-examines the types of games and offers them

according to the level of the learner, depending on the language material. Determines the cognitive and educational goals of the game and predicts the result in advance. It is necessary that the types of games given on the topics come in succession, complement and develop each other.

Next, we prefer situational tasks in the accelerated teaching of the Kazakh language. In using situational tasks the process of rational use of situational tasks, listening and speaking activities are actively activated. Situational tasks are different from other participation tasks in that the last complex stage of the conversational activity is carried out - the conversational activity.

Conclusion

The Kazakh language teaching methodology requires consideration of new methods and forms of work according to the requirements and its linguistic peculiarities. Teaching zero forms of the Kazakh language is one of the specifics of it. In this article, we considered the teaching of the zero form in the Kazakh language as a separate object of research. We also sort out the main technologies proposed by modern Kazakh methodists. By zero forms of language we teach not only the language and also word formation, context and structure.

In general teaching Kazakh language is focused on the development of student-centered approach and students' all necessary language skills. So, the main technologies proposed by Methodists are based on the world language teaching methodologies. Specifically, we found out that the most effective technologies are: differentiated learning, critical thinking, interactive teaching and problem-based learning. Teaching zero forms through game technologies are also preferable according to the importance of student motivation. Recently, accelerated learning and concentrated and intensive training have been productively used as teaching methods. We think they can be also useful in teaching the zero-forms in the Kazakh language, as they also showed their effectiveness of teaching Kazakh language based on the methodology of domestic scholars.

In conclusion, teaching zero forms of language is one of the complicated topics in teaching Kazakh. And we need to develop the main ways and technologies to teach them faster and effectively through language programs and multimedia technologies.

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НӨЛДІК ФОРМАНЫ ОҚЫТУДА ОТАНДЫҚ ҒАЛЫМДАРДЫҢ ӘДІСТЕРІ

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Аңдатпа. Қазіргі кезде қазақ тілінің мемлекеттік тіл ретінде мәртебесінің жоғарылауы қазақ тілін оқытудың жаңаша әдістерін қарастыруды талап етеді. Әсіресе қазақ тілін оқытуда оның спецификалық ерекшеліктерін ескере отырып оқыту маңызды. Нөлдік форманы зерттеу нысаны ретінде қарастырған отандық ғалымдардың әдістемесін зерттеулердің болмауы мақаланың маңыздылығын көрсетеді. Осы ретте, қазақ тіліндегі нөлдік форманы оқытуды жеке зерттеу нысаны ретінде қарастыруымыз, зерттеудің өзектілігіне арқау болды.

Қазақ тіліндегі нөлдік форманы көптеген тілшілер мен ғалымдар қарастырғанымен, оның оқыту әдістемесін қарастырған еңбектер өте аз. Нөлдік форма деп сөйлем ішіндегі сөздердің ешқандай грамматикалық формасынсыз-ақ белгілі грамматикалық мағына білдіруін айтамыз. Қазақ тіліндегі нөлдік форманы оқытудың өзіндік ерекшеліктері бар. Сонымен қатар қазіргі заманауи әдістерді нөлдік форманы оқытуға бейімдеуде біраз зерттеу жұмыстары талданды.

Мақаланың негізгі мәселесі – қазақ тіліндегі нөлдік форманы оқытудың ерекшеліктері мен әдістемесін қарастыруымызда. Зерттеудің практикалық маңыздылығы – нөлдік форманы оқыту әдістерін жүйелеу келе, заманауи тиімді әдістерді практика жүзінде қолданылуында. Осы бағытта қазақ тілін оқытуда нөлдік форманы оқытудың тиімділігі отандық ғалымдар әдістемелеріне сүйене отырып қолданылды және нәтижелері ұсынылды.

Тірек сөздер: нөлдік форма, нөлдік морфема, қазақ грамматикасы, отандық ғалымдар әдістемесі, қазақ тілін оқыту, оқыту әдістемесі, заманауи әдістер, оқыту технологиясы

МЕТОДЫ ОТЕЧЕСТВЕННЫХ УЧЕНЫХ В ПРЕПОДАВАНИИ НУЛЕВОЙ ФОРМЫ

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Аннотация. В настоящее время повышение статуса казахского языка как государственного требует рассмотрения новых методов обучения казахскому языку. Особенно важно преподавание казахского языка с учетом его специфики. Отсутствие исследования методики отечественных ученых, рассматривавших нулевую форму как объект исследования, свидетельствует о значимости статьи. При этом преподавание нулевой формы в казахском языке мы рассматриваем как отдельный объект исследования, что обусловлено актуальностью исследования.

Хотя нулевую форму в казахском языке рассматривают многие ученые и языковеды, тем не менее отдельная методика ее преподавания рассматривается очень мало. Под нулевой формой мы понимаем, что слова в предложении выражают определенное грамматическое значение без какой-либо грамматической формы. Обучение нулевой форме в казахском языке имеет свои особенности. В этом направлении были проанализированы некоторые исследовательские работы по адаптации существующих современных методов к нулевому обучению.

Основная проблема статьи заключается в том, что были рассмотрены особенности в методике обучения нулевой форме в казахском языке. Практическая значимость исследования заключается в систематизации методов обучения нулевой формы и практическом применении современных эффективных методик. В этом направлении использована эффективность обучения нулевой форме в обучении казахскому языку на основе методики отечественных ученых и представлены результаты.

Ключевые слова: нулевая форма, нулевая морфема, грамматика казахского языка, обучение казахскому языку, методология отечественных ученых, методика обучения, современные методы, технология обучения.

Статья поступила 16.09.2022