Methods of teaching derived words of the Kazakh language by interactive technologies

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Abstract

There are many ways to learn foreign languages taught to teachers by teachers. Analyzing language laws of branch "word formation" one can say that teaching by new technologies is of great importance. Conclusions in scientific-theoretical, methodical works, requirements in education system are a basis for drawing up the concept of training by new technologies in word formation of the Kazakh language. It is the model directed to the future. Training by new technologies is an actual problem which is implemented at each lesson of educational institution, in everyday communication, in life, deeds leading to self-improvement and self-formation of future personality.

Keywords: new technology, alternative thinking, word formation, interactive methods.

Métodos de enseñanza de las palabras derivadas del lenguaje de Kazakh mediante tecnologías interactivas

Resumen

Hay muchas maneras de aprender idiomas extranjeros enseñados a los maestros, por los maestros. Analizando las leyes del lenguaje de la rama llamada "formación de palabras" se puede decir que la enseñanza mediante nuevas tecnologías es de gran importancia. Las conclusiones en los trabajos metódicos y teórico-científicos, requerimientos en el sistema educativo, son una base para construir el concepto de entrenamiento por nuevas tecnologías en la formación de palabras de la lengua kazaja. Es el modelo dirigido al futuro. La capacitación mediante nuevas tecnologías es un problema real que se implementa en cada lección de la institución educativa, en la comunicación cotidiana, en la vida, las acciones que conducen a la auto-mejora y la auto-formación de la personalidad futura.

Palabras clave: tecnología, pensamiento alternativo, formación de palabras, métodos interactivos.

1. INTRODUCTION

Training by new technologies of linguistic bases of language subjects is the type of training which is not limited to providing knowledge in a certain amount and formation of necessary skill and abilities, it is aimed at comprehensive development of cognitive-psychological properties like general development of a learner, thinking, summarizing, remembering, imagination, representations, etc.. The importance of teaching the Kazakh language including word formation with new technologies, is as follows:

• Disclosure of internal secrets of the language, knowledge of it as an "animated" phenomenon – provides conditions for independent search, knowledge acquisition.

• Teaching the language by new technologies pays attention not only to finishing the thought, but along with it holds the content of the language personality at the center of discovery, and ability to find artistic language facilities, the enhancement of language culture, development of business search are at the forefront. Expressive-emotional content makes it possible to understand the peculiarities of using special words and author's words.

• It gives an opportunity to reveal creative abilities of an individual, to form and develop abstract and independent thinking.

• It also provides an opportunity to reveal the spiritual possibilities of each person, to form humanity and bases of a healthy lifestyle, by creating conditions for the development of each person to enrich his intellect.

As a result of in-depth study of word formation, it is observed that students receive reliable and versatile in-depth knowledge of the actions and ways of word formation, types of word formation, differences in the main root word from the root, the ratio of the derived word to word classification.

2.1. Object and methods of research

The linguistic basis of teaching the Kazakh language, more precisely the methodology of teaching derived words of the Kazakh

language with interactive technologies is connected with linguistics. Linguistics is the science about language, and the technique of teaching derived words with modular interactive technologies considers the patterns and effective ways of applying them in teaching of the Kazakh language. With such methods of teaching derived words, the communicative features of the taught language are of primarily concern. In philological specialties, derivative words are considered in the branches of linguistics, they promote to development of grammar and interactive technologies promote to the study of linguistic regularities, orders and methods of word formations. BAYTURSYNOV (1992) is the founder of method of teaching the Kazakh language. The linguist in his works "Bayanshy", "Which method is better" writes about different problems of methodology. The author in his teaching the parts of sentences offers his own principle from easy to difficult, from simple to complex. The requirements of BAYTURSYNOV (1992) in language teaching are the basis of other methodologists-linguists' works. BAYTURSYNOV (1992) noted that a student must independently acquire knowledge through experience, the teacher's duty is to give the student those tasks with which he can cope without anyone's help, and the teacher's task is that he only directs the student to his goal. The well-known scientist BAYTURSYNOV (1992) in his article "About teaching grammar" noted that during grammar teaching pupils should learn oral and written speech at the same time, for each chapter of linguistics, after studying all the material, it is necessary to carry out assignments to consolidate the past, material, so we can offer the following order of teaching the Kazakh language:

1. Materials for teaching grammar should be multilevel and systemic.

2. These materials have to follow one another and supplement each other.

3. The goals of all topics that are planned according to the plan are predetermined and explained to pupils so that they can make sure of usefulness of all the prepared topics.

4. The materials of the prepared topics on grammar do not end with explanations only. This knowledge is immediately applied in practice where students work independently using these grammar materials.

5. According to the materials, it becomes clear that the language is a legitimate linguistic phenomenon.

6. It is necessary to find a common, close connection between the names (phonetics, vocabulary, syntax, punctuation), which until today is not completely defined.

7. It is necessary to define the auxiliary function of grammar and artwork. By means of the work of art, students need to develop reading and speaking skills. It is necessary to teach them to write correctly and freely, correctly express their thoughts in writing. "Students have to make sure of usefulness of the upcoming topics." The advice of coincides with the actual problem of our research topic. But we know, today this issue has not found its full answer in educational sphere. Therefore, in training of language facts it is

mandatory to disclose their respective sides, so that students can effectively use it in the educational process without difficulty. It is necessary to explain students what the dialogue is and how it is made up. For example, on a forthcoming new topic there are conversations between two or more people, and this conversation is called a dialogue. During the dialogue the words of each of them begin with a new line and through a dash. We have to explain a new theme using interactive technologies, then our lesson will be interesting, we should make it clear to students that this method of instruction is the best and necessary method in communication. Assertions of BASYMOV (1993) indicate that the technique of teaching derived words with interactive technologies is the main task in study of derived words. Therefore, if teachers use interactive technologies in conducting Kazakh language lessons, then in the course of independent work students will have interest in learning the language. Language information will be transmitted through interactive technologies from simple to complex, which will not make it difficult for students to understand the speech. It is provided to control teaching of lexical topics with interactive technologies and ability to use them in adjustable branches of linguistics. AKHANOV (2002) noticed: "Until we distinguish the concept of origin from the concept of version, it will not be easy for us to teach students, these concepts in textbooks go as a single whole, first we have to figure out where the single and where the general thing is and teach students to distinguish general from the single thing". ZHUBANOV (1995) in his work "Researches of the Kazakh language" says that in order to produce a new word, we can not only take the root of the word and add the ending to it but

also add the root itself or a derivative word and get a new word with additional meaning. For example: bala-shaga (children and someone), ulkendi-kishili (large and small), kozbe-koz (eye to eye), etc. These words are called double, threefold words. They are still divided into five types: tendes kosar (equal object) (aga-ini (brother-younger brother)), sozdes kosar (verbal object) (uzyn-uzyn (very long)), matauly kosar (related object) (uime-ui (house by house)), tirkeuli kosar (subordinate object) (et-met (meat and something else)), kosakty kosar (combined object) (ap-ademi (very beautiful)). KALIEV (1994) in his article "Production of the word is a new sphere of the Kazakh language" and in the monograph "Dialectal production of a word in Kazakh dialects" touches upon the issue of word formation for the first time as a separate branch of the modern Kazakh language. It says about the need to study word formation as a separate branch of linguistics and necessity to determine the place and role in science as a separate branch in the language system. There are a number of scientific works of well-known scientists of our country about this problem: the textbook by N. Oralbaeva "Word formation in the language system", the article by E.Zhanpeisov, S.Nurkhanov "Word formation of the modern Kazakh language", N.Orbayeva's monograph "Word formation of the Kazakh language" and several textbooks of B. Kasym «Word formation of the Kazakh language». Nowadays these works have become the direction for a versatile research on word formation. As a result, scientific research works of our compatriots such as S.Isayev, G.Shakenov, G.Kaliyev, A.Salkynbay, B.Kasym, M.Atabaeva, K. Kurmanaliev, Zh.

Sarbalaev, Zh.Otarbekova, B.Esimseitov, N.Kokysheva, S.Samenova, etc. saw the light (BAYTURSYNOV, 1992).

Analyzing the language laws of word formation, determining the nature of linguistic themes in teaching of new technologies, the technology of developing teaching is of great importance. Training new technologies is an urgent problem that is realized at every lesson of an educational institution, in everyday communication, in life, actions leading to self-improvement, self-formation of the future personality. Although this is a single thread of traditional and innovative pedagogical technology, this does not mean that they need to be separated from each other. Along with their inherent characteristics, they have common interrelated properties. The teacher as a whole should understand the content of interconnected application of pedagogical technologies for successful implementation of educational goals and objectives taking into account their characteristics. Differences between traditional methods and innovative technologies. Individual features of traditional methods and innovative technologies and methods of explanatory and illustrative teaching, teaching methods, pedagogical pedagogical ways. Inherent in various options of techniques aimed at activation and development of students' cogitative activity: problematic issues, heuristic stories, trainings, interactive methods, business games, training, in-depth training, etc.

MODULAR COMPONENT OF TEACHING

The teacher forms his work adapting it to students. The main source of teaching is the textbook and teacher's lecture. Additional literature, new sources of information, audiovisual means are used.

Training is organized on the basis of creativity, formation of a direct link with the student, feedback creation of the acquired material.

ORGANIZATIONAL COMPONENT

The teacher forms his work adapting it to the student. The main source of teaching is the textbook and teacher's lecture. Additional literature, new sources of information, audiovisual means are used. Training is organized on the basis of creativity, formation of a direct connection with the student, feedback creation of the acquired material. Application in practice of traditional technologies, innovative technologies in combinations of continuity of its success, requirements of an era, and a current of time answering to inquiries of today's need shows the necessity of their use in educational process. In educational process new technologies are carried out on the basis of updating traditional methods, creation of bilateral relations, an activation of students' activity. Each technology differs in *independent new methods and ways*. It is advisable to teach by new technologies, to think critically about word formation topics. The data specified from the scientific point of view obtained on the basis of the training strategy to think critically have a new approach and new characteristics. Students' ability of searching and thinking systematically increases, there are abilities of finishing systematized thoughts, their literacy increases and vocabulary is enriched as well. In this direction their efficiency show: a) selection of ***new names, difficult names*** (compound words) revealing a theoretical basis of one exact language theme; b) practice of their opinions and views from a critical point of view on one exact language theme; to teach to continue

writing the thought of a previous student, that is, to teach to continue the content, etc.

Aims and problems of teaching to word formation: to explain laws of word formation thoroughly: 1. On the basis of training word-formation themes by new technologies it is effective to use the educational module creating conditions for development of abstract thinking and students' creativity. 2. In profound teaching to word formation from a theoretical point to use effective methods-ways and experience applied in education system. 3. In teaching to word-formation themes   use new effective technologies. 4. Adherence of features of word-formation themes in compliance of programs and textbooks explain in comparison a specific difference and signs of language themes. 5. In the course of training of word-formation topics ability use the growth of students' reflective and cognitive activity, develop their vocabulary, theoretical knowledge, contents, mastering, numerical and high-quality changes in practice and life. Word formation of the Kazakh language is created from the systems of exact language subjects and language concepts. Its content and development of specific features is a difficult psychological process. It can be observed how students master word formation rules and laws, know and correctly use their specific features. To understand means to realize the content of unfamiliar language material, mastering the maintenance of educational material.

The scientific basis for teaching language topics from a theoretical point of view is, firstly, advantageous to use visual aids in educational process in accordance with the lesson topics. As students learn how to directly perceive questions of word formation through diagrams, tables, and support schemes. Secondly, the method-ways used in the learning

process must correspond to the objectives of the lesson. This is the basis for formation of precise educational skills in the process of teaching word-formation topics. The role of the effective organization of educational training process by new technologies of word formation of the Kazakh language is great. In order to determine the similarity and difference of linguistic themes systematized from the subject "Word formation", its connection with the branches of language levels can be represented by a set of ***exercises, level tasks***. The volume and content of educational materials, word-formation topics, competence in educational content of word formation sector, system of exercises devoted to the formation of skills, level tasks, types of creative work, exercises devoted to critical thinking, types of tasks are systematized on the basis of teaching methods position. Through taking into account the characteristics of students, it is possible to disclose their individual abilities. In accordance with this, the system of impact on formation of topic knowledge on the subject of word formation, knowledge of each student is taken into account.

The linguistic themes of word formation are closely connected with the teaching of new technologies and are implemented through a modular system. Word formation themes require that the problem position was in the problem nature of educational process content, methods, forms of organization. Problem of education does not provide knowledge in a ready form, it is aimed at developing of search by students, independence, creative thinking. In this regard, in teaching of "Word formation" branch its difference with other branches of the language is performed on the basis of these positions: the specific features of word-formation themes, word-building analysis, analysis, the difference in research from morphological analysis, the system of references to word-formation

topics, data in the textbook and its processing. Through integration position, it is possible to determine the content knowledge of the word formation subject, work out SIW (students' independent work) and SIWT (students' independent work with the teacher) educational programs, and determine the connection between the chapters and sections of the language topics close to each other.

Content of knowledge on "Word formation" subject. The Kazakh language textbook and the Kazakh language training program are the main document determining the goals and objectives of the Kazakh language. The aim of providing knowledge on word formation of the Kazakh language, competent skills from the practical point of view is set. Basing of Kazakh language textbooks on the main state standards, coherence of the provided knowledge in main linguistic branches for realization of communication between theoretical materials and exercises in relation to word formation, exercises and tasks for formation of cognitive level of students, linguistic knowledge have to be formed on these theoretical bases.

3. RESULTS

The development of information and communication technology in educational programs is an effective and lasting step which has been able to crea te qualitative changes in goals, plans, methods and practices and, as a result, the effectiveness of education. It can be characterized by the development of ideas, longstanding dreams and unsolved problems, such as the application of education, the focus on the learner's abilities and

needs, the institutionalization of student-centered, and the change of teacher's role as a guide, and finally the realization of lifelong learning to be realized. The methodological basis of teaching new technologies of word-formation topics by new technologies should be formed on consistency and continuity. It is necessary to feel that in the program of the Kazakh language, compiled on the basis of the educational state standard, the subject of word formation and morphology of the Kazakh language consists not only of grammar rules, but exercises and tasks which develop students' thinking, moreover they are the source of national cultural heritage of the language, the core of existence, knowledge. It will be realized when forming the internal connection of a training material, the general educational content and linking the work of students in creative direction. To give an opportunity for thinking formation to the future personality, his world outlook and creative work. The comprehensive development of any scientific subject, the main branches of that subject lead to problems of teaching new technologies from the scientific and theoretical point of view. One of the main differences of training by new technologies is – training with difficulties at the scientific and highest level of developing teaching, explaining by in-depth analysis from the scientific point of view of a certain topic in accordance with such positions as development of theoretical thinking. As a result of teaching by new "Word formation" technologies the student gains deep knowledge on the basis of reliable and versatile scientific knowledge about the object of a specific study of the chapter, the goals and tasks of the chapter, methods and ways of word formation, the attitude of the new formed concepts towards groups of words, connection of the chapter with lexicology, morphology. Methodical peculiarity of teaching new technologies of "Word formation" branch is the following: it is based on

word-formation concepts in educational and cognitive activity of students, it is a methodical system aimed at abstract thinking and development of inference. In   implementation of this methodical system, a special role is primarily assigned to literate and informative explaining of theoretical knowledge in the branch of "Word formation" language. Development of students' mental activity can be traced by their full mastering of program material, ability to analyze independently, assimilate scientific concepts, and improve practical activities.

4. DISCUSSION

It shows scientific achievements, peculiar use of the acquired knowledge and abilities in unfamiliar situation, their decision; ability to see theoretical features of language subjects; reasonably use familiar theoretical data in new peculiar situations; formation of vital skills, powers, alternative thinking, etc. Analyzing language laws of branch "word formation", defining the nature of language subjects in training by new technologies the technology of developing training is of great importance. "Word formation" is a complex concept that is part of the scientific system of language, as well as phonetics, vocabulary, morphology. Therefore, the first lessons on the word-formation issues should be aimed at acquaintance of scientific system of "word formation" branch. It is necessary to explain that the branch of word formation has its own individual concepts, goals and tasks, that the object of a research is special system as well as a set of language categories, as methods and ways of word formation, derivative meaning, the concept of a new name, etc. The content of provided knowledge on branch of "Word formation"

language should be favorable for development of independent and abstract thinking and inference. Guided by scientific and consecutive positions of teaching, it is necessary to take into account the substantial connection and internal laws of word-formation themes.

The purpose of providing additional education is to create the structure that provides flexible knowledge that ensures satisfaction of this successful need of a person in organization of training and content, as well as defining new needs. For comprehensive development of a personality, traditional education and business skill has to enter the content of education reflecting the social development of society. If the content and volume of knowledge are incorrectly determined, then the problem of developing an individual will not be solved correctly. Also it is necessary to define necessary positions of training and technology of teaching in determining the content and volume of education, because teaching positions and process of teaching, the student's personality and pedagogical activity, a subject and theoretical themes systematized on them are considered in the unity of educational content. The principle and systematic nature of the educational content creates conditions for student's creative work, because the components of educational content and volume are related to basic knowledge. Practicality is not possible without knowledge, creative activity is formed on the basis of a certain amount of knowledge and activity. In the course of training each student has to acquire the system of scientific knowledge based on a certain amount of knowledge, skills of practical activity, as well as the idea of the worldview, aesthetic ideas and ideas of morality.

5. CONCLUSION

Evidence suggests that in order to improve education and improve the quality of Kazakh language learning, it should be revised, revised, and even changed in the traditional ways of teaching Kazakh language. Electronic learning as a new educational technology is one of the phenomena of the modern world that has come into being in the age of information and knowledge-based society. In principle, determination of content and volume of knowledge, provided to students in the Kazakh language is a complex and theoretical issue. It is known that they should only teach the language data from scientific point of view to the requirements of education system, comprehensively summed up and precisely defined which have no disagreements in compliance with the methodological point of view. And the content of education or volume of knowledge is a preliminary forecasting of teaching according to capabilities of students in each class, collection of selected linguistic material that is easy to understand and explored on the basis of simple positions. The use of educational software in learning environments is a good way to discover and access information resources to prepare learners for future life. 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, the following scientific and methodological concepts are taken as a basis: 1) students' age characteristics; 2) features of student's class; 3) student's ability to reflect; 4) the number of specific features of linguistic material; 5) a set of specific features of linguistic facts. Scientific and methodological laws that take into account the selection in accordance

with specific features of linguistic materials are systematized as well: 1) clarity of the theme and term; 2) scientific accuracy of linguistic material; 3) need to take into account the internal features of linguistic material; 4) compliance of specific features of linguistic material to the given class; 5) inhesion of specific features only for this material; 6) creation of specific features for vital necessity; 7) use of specific features of the language in a daily speech practice; 8) the system nature of specific features of the material that are taken into account.

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