

ZHANZHIGITOV, S.ZH., ISKAKOV, SH.K.

SAMPLES PHASED COMPREHENSIVE ANALYSIS OF THE VERB CATEGORIES IN THE UNIVERSITY

In this article, a complex morphological analysis is analyzed for the categories of verbs encountered in the example of Sultanmakhmut Toraigyrov "Kamar Sulu"; grammatical forms, kinds, ways of formation of verbs are considered.

According to the results of the analysis, both simple and complex verbs, selected from the text, a work by the form of a combination, according to grammatical forms and forms of education, are divided into two large groups, in which each of them identifies the compatibility keys.

Keywords: *morphema, root, grammatical forms, ending, zero morpheme, analrtical formants, grammatical categories, parts of speech, verb.*

УДК 37.022

Kappazova, Sh.T.,

Graduate student of KSU A.Baitursynov

Utegenova, B.M.,

Candidate of pedagogical sciences,

associate professor, KSPI

Kostanay, Kazakhstan,

**IMPORTANCE OF MOTHER TONGUE IN CONDITION
OF FORMING TRILINGUALISM**

Abstract

The article examines the role of mother tongue in trilingual education and its importance in the formation of a person. At the same time, the problems of trilingualism on the ethnology of each population, the problems of trinity in school have been analyzed.

Keywords: *trilingualism, native language, foreign language, Russian language, traditions, people*

Introduction The 21st century has been known as the epoch of multilingual, polyglot and multilingual personalities. The unity of culture and linguistics and the cultivation of the world's citizens in the tolerant spirit of the language and culture of another country, are trying to understand the multicultural masterpieces of art, and a great space for their realization.

In nature, there is no way to turn a monolingual person into a multilingual person with magic. Even learning a communicative language in one foreign language requires long-term, hard-working and complex psychological training.

Mother tongue is the basis for the development of the human mind, the emotional self-consciousness and the creative personality of the human being, which can create spiritual and material values. Understanding and comprehension of structural elements of ethnic culture by mastering the peculiarities of native language, learning Russian and English is much easier and more successful. The need to recognize the general and distinctive features of other genetic kinships, the cultures of the unions and their people, and the full understanding of the native language, are interconnected in the consciousness of the human being with the essential elements of ethno-cultural identity.

Materials and Methods: Today, on trilingual issues there are books (Вафеев Р.А. 1984), textbooks (Занкиева 1998), linguistic (Зорграф 1990) and methodological (Лебединская 1985, Шульга 1998). However, we can not say that this issue has been resolved positively.

In the process of learning trilingualism, students use the language they know as their primary language. In today's society there are the first foreign language (Russian) – Russian language, second foreign language (SFL) – English, and native language - Kazakh. The similarity between the Kazakh and Russian languages, such as the availability of writing, the similarity of the lexical com-

position of the words, are the main reason for the transfer of knowledge and skill to the second foreign language, based on the rules of learning and spelling and lexico-semantic meaning. According to V.V.Artemov, the source of percussive interference is native and the first foreign language (Артемов В.А. 1969) While the Russian and English languages are in the group of Western European languages, the Kazakh language belongs to the Turkic language group, and the analogous question, which of these earlier studied languages, is the main reason for change, is causing the problem of researchers. Moreover, there is little or no scientific data on this issue, and the existing data itself is controversial. English scientist V. Vildomets: "The second foreign language is not the first foreign language, but rather the native language has a certain effect" (Vildomec 1963) L.A. Rhodova "The second foreign language interacts with the first foreign language, not the native language it will be stronger (Родова 1967. с147). Thus, the influence of mother tongue and first foreign language on studying the second foreign language is observed in all spheres of speech activity and linguistic system of newly acquired language. Learners use the knowledge and abilities that they have gained in their native language and Russian language, their practice and linguistic experience in learning English.

Discussion: What is the main obstacle in teaching people the trilingualism in their education? Its main and only reason is to reduce the role of the national language and to elevate the language of one nation. At the same time, it is difficult to find a way to choose one direction in this issue. Each ethnic culture develops and develops on the basis of the national language. The national language or the Russian language or the English language are the basis of the world's artistic culture, and the false alternative that nations of different languages eliminate centuries-old ethnocultural ties and cultural associations. Colleges, schools and other educational institutions need to look for ways to improve their native language and literature. Ethnic and its culture flourishes only when the mother tongue is alive, the priceless wealth of every nation. The main goal of the population education is to preserve the diversity of languages in school curriculum.

It has been discovered that there are obstacles and communicative barriers that do not allow achieving the goals set in the psychology of students. The emotional mechanism of these barriers is the absence of cognitive information and understanding that explains the phenomenon and the phenomenon of lack of flexibility of interpersonal social installations and elements of ethnicity. At the same time, meaningful barriers that can be complicated at a certain level in the process of communication can not be overlooked. Therefore, first of all it is necessary to raise the level of moral motivation of the person.

Trilingualism is closely related to the ethnocultural culture of the people, adapted to the culture of the language they are learning. For example, a teacher should introduce the child to the Russian ethno-cultural education in Russian.

However, in practice, there are no trials or guidelines for knowledge of three cultures that reflect the general aspects of all civilization. Trilingualism, especially in the ethnocultural culture of the three different languages of the different languages, helps. Learning about an important non-ethnographic language that is a part of the entire world is a vital tool of communication, creating only abstract knowledge.

The lifestyle of the population creates some elements of ethnic culture. The language builds and affirms their full-fledged system of morality in society, standards (correct and incorrect, beautiful and awkward, etc.). Man looks at ethnocultural as a person, behavior, owner of world outlook and morality.

So far, there is no equality in the national schools on trilingual issues and sources. Nevertheless, we can not say that the problem of interference in the context of the Trinity has been sufficiently studied by methodologists and scientists, and education authorities are thinking of this issue.

Abstract education in Russian and foreign languages has become commonplace in schools and universities, such as native speakers. Trilingualism, however, is the process of three ethno-cultural recognition that does not abstract knowledge.

Trilingualism is a process of interaction of three languages - a process of interaction between the Russian and foreign languages, that is, the three languages, which is the mother tongue of

national, interethnic communication. In addition, the medium of triumphal development is a national language that will successfully be taught in Russian and English.

L.V.Sherba suggests avoiding the traditional isolation of the native language of the learned language. He maintained the basic methodological principle of moving away from the mother tongue to understand the specific language of learning (Щерба 1974).

Mother tongue is related to spirituality and homeland. The notion of triangle means to speak fluent English.

The concept of the Trilingualism should be based on the same languages as taught in the schools. In the case of trilingualism only one of the languages can not be given priority. There is strong evidence that Kazakhstan's language policy can put pressure on its mother tongue. However, that is not the case. The Trilingualism Concept of the Republic of Kazakhstan provides for the study of the Kazakh language of all peoples living in the country

As N.D. Ushinsky noted, the student learns not only words and their interactions, but also many ideas, feelings, artistic images, language logic and philosophy, that is, field and thinking must first of all be developed in their mother tongue (Ушинский 1879. с 122). N.D. Ushinsky also offers the idea of methodological sequence in teaching languages. He expressed his disagreement with the teaching of early foreign language before the child was fully conscious of his native language (Ушинский 1879. с 158). Therefore, in teaching Trilingualism, Russian should be based on the principle that the mother tongue is not Russian, rather than native. Failure to know or not understand the role of national languages in teaching Russian and foreign languages has led to the triumphal process being a means of pressure on pupils' native languages. And in mother tongue the most basic human psychology is given in native language. According to L.V. Shcherba, the role of mother tongue should be considered as a basis for a wider, more precisely the desire to teach Russian and foreign languages, rather than to master it (Щерба 1974).

Conclusions: We must realize that trilingualism has lost its legitimacy. For example, teaching Russian and foreign languages

- There is no principle of relying on native language;
- Teaching Russian and foreign languages is conducted on the basis of ethical culture of peoples.

Each era has its own words, phrases, sentences, definite values and content of life. The nation has developed and is developing a culture of language and world recognition, language for ideas, language, people's life, its outlook, and its place in the world civilization.

Trilingualism is the acquisition of ethno-cultural means, which is analysis and synthesis, and estimation of kinship proximity in culture of the three peoples.

From the aforementioned, it is still possible to conclude that the triune methodology and methodology are still not fully studied. Teaching languages without ethno-cultural values does not encourage people to develop their intellectual and personal potential.

References

- Vildomec V. Multilingualism. Leyden, 1963. – 85
- Артемов В.А. Психология обучения иностранным языкам. М. – 1969. – 137с
- Вафеев Р.А. Проблемы двуязычия и многоязычия в творческой деятельности. Тюмень:ТГУ 1984. – 324 с.
- Занкиева Я.К. // Жизнь, творчество педагога и писателя Я.К.Занкиева. – Тобольск. Просвещение, 1998 – 80 с.
- Зюграф Г.А. Многоязычие // Лингвистический энциклопедический словарь. – М.:Советская энциклопедия, 1990. – 5-16 с.
- Лебединская Б.С. Методика обучения лексике немецкого языка как второго иностранного языка при первом английском: автореферат дис.канд. филол. наук. – М.,1985. – 24 с.
- Лингвистика и методика высшей школе. – М., 1967. – Вып. 4 С –55-67.
- Родова Л.Р. Об интерференции при изучении второго иностранного языка.
- Ушинский К.Д. Человек как предмет воспитания. Опыт педагога-антропологии. том I,II. – СПб, 1879. – 584 с.

Шульга Н.А. Родной язык, многоязычие и духовное развитие личности //Тезисы республиканской научной конференций. – Винница, 1998. – 181 с.

Щерба Л.В. Языковая система и речевая деятельность. – Л., 1974. – 96 с.

Article received by the editorial office: 14.02.2018

КАППАЗОВА, Ш.Т., УТЕГЕНОВА, Б.М.

ҮШТІЛДІЛІКТІ ҚАЛЫПТАСТЫРУ ЖАҒДАЙЫНДА АНА ТІЛІНІҢ МАҢЫЗЫ

Мақалада үштілді оқытудағы ана тілінің рөлі, тұлға қалыптастырудағы маңызы қарастырылады. Сонымен бірге үштілділіктің әрбір халықтың этномәдениетіне игі әсері, мектепте үштілді оқытудағы өзекті мәселелер талданған.

Мақаланың мәнін ашатын сөздер: үштілділік, ана тілі, шет тілі, орыс тілі, дәстүр, халық.

КАППАЗОВА, Ш.Т., УТЕГЕНОВА, Б.М.

ЗНАЧИМОСТЬ РОДНОГО ЯЗЫКА В УСЛОВИЯХ ФОРМИРОВАНИЯ ТРЁХЪЯЗЫЧИЯ

В статье рассматривается роль родного языка в трехъязычном образовании и его значение в формировании личности. В то же время были проанализированы проблемы трехъязычия по этнологии каждого населения, проблемы трёхъязычия в школе.

Ключевые слова: трёхъязычие, родной язык, иностранный язык, русский язык, традиции, люди.

УДК 373.2

Богданова, Т. В.,

старший преподаватель,

магистр педагогики и психологии, КГПИ

Моторная, Ю.

студентка КГПИ, специальности

«Дошкольное обучение и воспитание»

КГПИ, г. Костанай, Казахстан

САМОСТОЯТЕЛЬНОСТЬ И ОСОБЕННОСТИ ЕЕ СТАНОВЛЕНИЯ В СТАРШЕМ ДОШКОЛЬНОМ ВОЗРАСТЕ

Аннотация

В статье рассматривается такое системообразующее качество личности, как самостоятельность и особенности ее становления в старшем дошкольном возрасте. Детская самостоятельность в последнее время все чаще становится объектом повышенного внимания ученых, преподавателей и педагогов. Необходимость формирования и развития самостоятельности диктуется потребностями общества в людях нестандартных, умеющих мыслить творчески, совершать открытия на благо человечества. А решение этого вопроса находит свое отражение в процессе развития самостоятельности, который позволяет человеку ставить новые проблемы, находить новые решения.

Ключевые слова: самостоятельность, независимость, качество, способность, становление, формирование, развитие.

Детская самостоятельность в последнее время все чаще становится объектом повышенного внимания ученых, преподавателей и педагогов. Это связано не столько с реализацией личностно-ориентированного и деятельностного подхода к развитию, воспитанию и обучению детей, сколько с необходимостью решения проблемы подготовки подрастающего поколения к условиям жизни в современном обществе, практико-ориентированным подходом к организации воспитательно-образовательного процесса. В рамках данного подхода считает-