

NAGIMASH TOYBAZAROVA
Baishev University Aktobe
Kazakhstan, Aktobe
t-nagima@mail.ru

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Theoretical Bases of the Developmental Teaching of the Kazakh Language Parts of Speech at Primary School

ANNOTATION

One of the main requirements of life in present-day society is that the system of education and growing children should be focused on developing inner pupil's abilities based on their own methods of mastering educational subjects. Introducing new educational technologies aim to provide quicker results in teaching. In this regard, the developmental teaching technology which includes teaching a student methods of learning internal structure and external system of his native language plays significant role. **Purpose:** By defining theoretical bases of the developmental teaching of Kazakh language parts of speech at primary school to present effective developmental teaching methodology based on the results of practical implementation of the effective developmental teaching methods for studying the parts of speech.

Methods: By taking into account research methods of such scientists-methodists in Kazakhstan as S.R. Rakhmetova, F.Sh.Orazbaeva, K. Kadasheva, N.Kurmanova, Zh.Suleimenova, G.Uaisova, A.E.Zhumabayeva, who have broadly studied the methodology of Kazakh language teaching, for the reaserach reported in the article the following research methods have been used: synthesis, comparison, connection, pedagogical experiment, quantitative and qualitative analysis, test and the developmental teaching.

Conclusions: During the developmental teaching of the grammatical concepts to pupils of primary school, development of the pupils' ability to make consolidated grammatical concepts has been taken as the main goal of the developmental teaching. To achieve this goal in practical implementation of the methodology it is the necessary that the content of teaching grammar was systemized.

Keywords: *grammatical, morphological concepts, development, developmental teaching, methodology.*

Introduction

Starting from V.S. Vygotsky (Vygotsky, 1956), on the verge of development, the theory of developmental theory and N.J. Kurmanova (Kurmanova, 2001), developed by D.B. Elkonin and V.V. Davydov (Elkonin, Davydov, 1992) studying the scientific and methodological foundations of the use of the advanced teaching technology in the Kazakh language at the Kazakh school, has been guided by the scientific and practical aspects of our research work.

Purpose of the research. Defining the theoretical and methodological bases of the developmental teaching of Kazakh language parts of speech in primary school, with the help of effective methods of developmental teaching of parts of speech, to introduce the developmental teaching methodology.

Objectives of the research work:

- ▶ to establish the scientific bases of the developmental teaching of the Kazakh language's parts of speech in primary school;
- ▶ identify, design, and describe effective types of pedagogical technologies for primary school;
- ▶ to describe the stages of the developmental teaching technology and show its effectiveness;
- ▶ introduce the effective method of developmental teaching of Kazakh language's parts of speech in primary school.

Methods of research. During the research, Russian scientists L.S. Vygotsky, L.V. Zankov, D.B. Elkonin, V.V. Davydov who have been the scientific founders of the developmental teaching and in Kazakhstan who have broadly studied the methodology of Kazakh language teaching S.R. Rakhmetova (Rakhmetova, 1994), A.E. Zhumabayeva (Zhumabayeva, 1998), F.Sh. Orazbaeva (Orazbaeva, 2000), A.S. Kydyrshayev (Kydyrshaev, 2001) N. Kurmanova (Kurmanova, 2004), A. Zhapbarov (Zhapbarov, 2004), by taking to guide the methods of research of these scientists-methodists were used the methods of analysis, synthesis, comparison, connection, pedagogical experiment, quantitative and qualitative analysis, test and the developmental teaching.

Theoretical bases of teaching the Kazakh language in primary schools

For the modern development of the national thinking and language attitude of the future generation of the independent state, we need to study the latest achievements of linguistics and introduce them to school. Now the philosophy of the XXI century pedagogy requires a completely different paradigm. Here, the object of the educational process is not just education, i.e. education material. The educational process, first of all, should focus on the individual and create the following tasks: the development of the pupil's intellectual, cognitive, psychological, business qualities, the ability to self-learn, social skills, social adaptability, aesthetic, spiritual-moral, ecological, etc. Educational materials that form the content of education should be designed so that this person can directly serve the development of the interest. Only then can the content of contemporary development and education be balanced.

Kazakh language is a mother tongue of Kazakh children studying in Kazakh schools. There are two major goals in teaching the Kazakh language: one is to consider the native language as a science object, which is freely used by the pupil in everyday life, to master the systematic and structural nature of the language not in simple way, but scientifically master the methods of learning (analysis, synthesis, induction, deduction, model, experiment, comparison, control); the second is to master the language speaking through mastering scientific laws.

Kazakh is the mother tongue of primary school pupils. Professor B. Hasanov in his book "Mother tongue is a paternal heritage" writes: "Mother tongue is a language that is characterized by the inner-construction features of the whole language, with a specific people in a realistic historical space, and continuing from generation to generation with its original culture, and for that nation people (regardless of age, gender, belief, occupation or social status) fully and comprehensively serves as a means of communication within the nation" (Hasanuly, 1992). Therefore, the Kazakh language should be a multifaceted, unique subject for primary school pupils. The problem is not to learn by heart the basic concepts of Kazakh grammar, but to explain it wisely.

A. Baitursynov after teaching the letters to primary school pupils created the methods of learning the Kazakh language. This issue has been widely discussed in the study of A. Kydyrshayev, who has studied the methodical heritage of A. Baitursynuly.

A. Baitursynuly gives some explanation to make the textbook known as “Language – Instrument” to be familiar to the country: the name “Language – Instrument” seems alien, as its content also seems alien, because it is new, which has never been before in Kazakh language... When “Language – Instrument” is divided into three years, we have decided to teach in the first year: speech and sentence separation, word and word syllable separation, Kazakh language sounds and their letters; rules on letters to the Kazakh word, forms of words in the Kazakh language. This will be enough for the first year training; because things on the “Language – Instrument” are taught after the children have learned the Kazakh and Arabic alphabets. Teaching children a lot of things quickly and hit or miss, at least it is better to teach hard. Especially for the first year, the “Language – Instrument” is the basis of linguistic education, which requires a strong training (Baitursynuly, 1992).

Here the word “requires a strong training” is the purpose of grammar education. That is, the grammar should be trained strictly to help the learner to be fluent in his or her native language, to be able to read and write. But even though there are many ways to teach that way, why do not the issues of theoretical education and the development of practical skills of the pupils come to the contrary?

Because the theoretical knowledge becomes a reliable tool in practical application and it is possible with the help of habits acquired only during special training.

Reading also applies to this. Although theoretical knowledge is deep, the failure to practice it in life is often the case. The reason for this is that in order to transform the theoretical knowledge into a practical tool, it needs special mastering, developing habits, getting skills.

It is possible to see A. Baitursynuly’s intention to teach the grammar and grammar concepts in the theoretical level in the analysis of N. Kurmanova’s research (Kurmanova, 2001).

Issues related to the development of pupils' thinking skills in primary school and primary education related to grammar, including primary morphology, have always been addressed in articles and publications for the purpose of disseminating and sharing the experiences of scientists, methodologists and school teachers. Particularly, the teaching of grammar problems were discussed in articles and works of A. Iskakov (Iskakov, 1991), S. Rakhmetova (Rakhmetova, 1987), A. Aldamuratov (Aldamuratov, 1983), K. Achanov (1971), B. Katenbaeva (Katenbaeva, Nurgalieva, 1975), R. Kutkhozhina (Kutkhozhina, 1982), A. Isabaev (Isabaev, 1983), Zh. Nurzhanova (Nurzhanova, 2001), N. Kurmanova (Kurmanova, 2001).

Developmental teaching technology, one of the new pedagogical technologies focused on today's quality education, is a teaching system oriented on development of pupils' minds using theoretical methods. An effective way to develop a grammatical concept that is read in accordance with the program of the Kazakh language morphology is to develop the ability of the student to engage in self-motivation and self-censorship. The important role of learning the morphology of the Kazakh language through the use of advanced technology is that not only the student who correctly solves the problem, but also the next time, will be able to learn the best way to solve the problem with optimal quality.

Didactic bases of developmental teaching of morphology (parts of speech) in primary school

In order to recognize didactic foundations based on new pedagogical technology of developmental teaching of morphology in primary school, in our opinion, it is necessary to consider the effective types of pedagogical technologies for primary school.

Pedagogical technology is the process of organizing the learning process itself as a system and establishing diagnostic goals for managing and effectively managing it. The peculiarity of this course is that it is based on the idea that there is a general framework of the learning process, which is based on the idea that it should be based on a particular system and that it should be adapted to a particular learning objective. The book of G.K. Selevko describes about 40 educational technologies (Selevko, 1998).

Let's talk about the most obvious types of developmental teaching ideas.

A. Zankov's system of developmental teaching. Zankov's idea of developmental teaching system is that knowledge itself does not develop anybody and the pupil should understand the outside knowledge through internal zeal and aspiration (Zankov, 1990).

D.B. Elconin – V.V. Davydov's developmental teaching technology. Achieving the intended goals of V.V. Davydov developmental teaching system depends only on the child's activity (Davydov, 1996).

Developmental teaching technology is a teaching system that focuses on using theoretical methods to the mental development of a pupil. An effective way to develop a student's grammatical concept, which is read in accordance with the program of the Kazakh morphology, is to master the ability to actively engage in self-seeking and self-realization. The important role of learning the morphology of the Kazakh language through the use of advanced technology is that not only the student who correctly solves the problem, but also the next time, will be able to learn the best way to solve the problem with optimal quality. According to D.B. Bogoyvlensky (Bogoyvlensky, 1958), such a capacity is called creativity.

In the primary school (4th grade) the following points are taken as the main principles of the developmental teaching of parts of speech:

- the principle of preparing Kazakh language lessons as a problem lesson;
- the principle of developing qualitatively theoretical thinking by using different ideas and thoughts like visual-specific, practical, visual-figurative, abstract, theoretical in activating thinking activity of pupils;
- the principle of taking into account the individual and differentially teaching requirements in teaching to parts of speech;
- the principle of formation step-by-step, algorithmic, heuristic, problematic, creative activities of pupils' thinking activities in the study of language phenomenon;
- the principle of historicity of the developmental teaching to parts of speech;
- the principle of scientific and systematic of the developmental teaching to parts of speech.

Based on these principles, the methods and tools of developmental teaching to parts of speech and the structure of lessons and out-of-class works the main forms of teaching, aimed at developing the research skills of 4th grade pupils other types of work have been identified.

The developmental teaching theory comes from works of I.G. Pestalotszi (Pestalocci, 1981), A. Disterveg (Disterveg, 1956), K.D. Ushinsky (Ushinsky, 1998), Y. Altynsarin (Altynsarin, 1969). And a scientific substantiation of the developmental teaching process is closely connected with the names of L.S. Vygotsky, L.V. Zankov, D.B. Elkonin, V.V. Davydov.

Developmental teaching is a process that takes as the basis the laws of development of being and real life. Development is an eternal, holy movement, a change in time (Philosophical Dictionary, 1996). The goals of developmental teaching:

- pupil is a subject that can develop, improve, and educate himself;
- promotes the development of the child's ability and talent;
- knowledge is not readily available, child is a passive listener, the teacher is not a provider of information, on the contrary, child is a researcher and explorer, and teacher is an organizer of the educational and cognitive activity of the pupil, giving the right guide to his research work;
- the main activity in developmental teaching is a dialogue, an opinion exchange, a disputation, where the teacher's function is the organizer of the dialogue, the guide for children's action and cooperation in one direction and one goal.

Primary school pupils are guided mainly by developmental teaching technology. Because the current textbooks are based on the developmental teaching technology. That is why each primary school teacher should be able to fully master the structure of the teaching technology, methodological foundations, and be creative in his practice.

The structure of developmental teaching technology lesson has a lot of features compared to the traditionally structured lesson. In fact, the structure of developmental teaching technology lesson is divided into three major stages.

1-chart – The structure of lesson of developmental teaching technology (Author's method).

I stage. Orientation-motivational (10 minutes)

II stage. Operational-performance (20 minutes)

III stage. Reflective-evaluation (10 minutes)

Homework (5 minutes)

As described above, the morphology developmental teaching lesson's structure has the following stages:

- I. Orientation-motivational stage.
 - II. Operational-performance stage.
 - III. Reflective-evaluation stage.
- Homework.

Orientation-motivational stage – the stage of the study assignment. Instead of a traditional pedagogical homework assign In order to bring all the pupils to the same level, the teacher prepares the questions and tasks that will remind, supplement and finish the pupils. Determination of educational objectives. Through the content of a series of questions that are readily available to learners, the teacher guides the pupils to identify their learning objectives. On the basis of this, pupils are encouraged to focus on the new topic, and they want to motivate new subjects. In principle, through these two structures 7-8 tasks are performed in 1 stage. In the latter case, the pupil is asked questions or experiences. Why is the pupil surprised? After all, the pupil is not completely familiar with the last task. In fact, this question has come from the past. And the teacher is creating a problematic situation for pupils by linking past and incomplete learning materials. Since the problematic situation is the most

difficult part of the lesson, it is important to focus on the obvious moment. Because the main mechanism is creating this problematic situation. Successful learning of the new topic directly depends on how and in what context the problematic situation is. We would like to tell the teacher the following way. The teacher should feel the pupils as a whole play when creating a problematic situation, which is gradually deepening through leading questions and tasks, based on the knowledge of pupils. Pupils' perception of this stage is recognized by their admiration for the teacher, who has not been able to solve any problem. In creating such an exceptional opportunity, a primary school teacher should be able to find out the inner law of that discipline, and the teacher must successfully combine his emotionality. A problematic situation is a strong incentive for pupils to find out what causes this. And the teacher's sensual speech and explanation serve as a powerful factor in awakening and motivating pupils' cognitive, creative abilities. Learning objectives of this process are defined and put on the agenda.

Before entering a workout-based training program, the teacher should think carefully, which means that the main part of the learning time can be reduced to the organization of the pupil's search and research activities, otherwise the number of exercises that are performed at the lesson will be rapidly completed.

In order to comprehend new material, you first need to know how much the pupils are prepared and how much knowledge they have in the past. Teaching is based on the general psychological features of the children of this group.

Planning for the four levels of learning outcomes at each level of knowledge acquisition allows to determine the readiness levels of the pupils. The ability to apply the knowledge gained from theory in practice is gradually formed.

The main peculiarity of the developmental teaching technology is the level of knowledge acquisition from the analysis, in the direction of synthesis, ie creating a favorable environment for the student to reach the creative stage from the first stage.

Conclusion

By the opinion of the scientists, who laid the bases of the developmental teaching technology, the deduction based on content classifications in the

didactic structure of developmental teaching technology takes an important place. Contextual classifications, along with a deduction, are of paramount importance in the developmental teaching process – contextual reflection.

The didactic relationship between the teacher and the pupil is crucial during developmental teaching grammar concepts for primary school pupils. Considering the relationship between the primary school teacher and the primary schoolmate, one can underline the importance of theoretical concepts in the process of mastering and learning. In the works of D.B. Elekonin and V.V. Davidov, who study the theoretical concepts of primary schoolchildren, they say that pupils have the opportunity to form their scientific thinking from the very beginning. The peculiarities of the communicative process in the theory of the communication in the modern world are well known in connection with the organization of educational activities.

The ability of the primary school pupils to make the grouped grammar concepts is the main goal of the developmental teaching and to achieve it the needed grammar content of education has been systematized. According to the purpose, the methods of education and training have been integrated into a single system. In this regard, the stages of learning process of grouped scientific concept to the pupil in the developmental teaching grammar and morphological concepts to the primary schoolchildren. The teacher's goals for the theoretical teaching of the concept of morphology have been defined.

We can say that the pedagogical experiment has shown the effectiveness of the methodology offered by us and that it has found ways to complement the educational-methodological complex (Toibazarova, 2007).

In summary, the following conclusions were made. Methodology of the developmental teaching of morphology for the 4th grade is considered for the first time. Methods of developmental teaching of morphology proven in practical and qualitative terms (Toibazarova, 2007):

- Theoretical foundations of the 4th grade pupils can be the basis for the formation of morphological concept.
- The morphological concept of pupils of the 4th grade can be developed on the basis of specially selected content of education and special training system.

- The humanistic objective of education is realized only when in the developmental teaching of morphology the “subject-subject” system of relations is maintained in the 4th grade.
- In the developmental teaching of morphology for the 4th grade pupils the framework of the educational foundation – the moral idea should not be dismissed for a moment. Only then could Abai be able to say that he was a “full human”, a pupil’s personality.
- there should not be any inclination in the developmental teaching system. In the traditional system of teaching, all methodological tools are for the teacher, and in most cases the image of the pupil is being taken. In principle, only a methodology that ensures that the teacher and the student’s activities in the educational and cognitive activity are adequate in the developmental education system based on “subject-subject” communication can be viable.

We have already seen the ability to master the early grammar learning through the Kazakh grammar education system by analyzing the best practices that can be a crucial, basic method for the quality of the systematic theoretical training of children. Also, the new dimension is to say that the didactic relationships between the teacher and the pupil discovered new possibilities for the creation of an educational process in the humanist sphere, in the subject-subject relationship that requires mutual co-operation and respect.

In the works of D.B. Elconin and V.V. Davydov, who are studying the mechanisms of teaching theoretical concepts to primary school pupils, pupils say that there is a great potential for scientific thinking. Considering the topic closely related to this issue, we recommend that the primary school students should be guided by the principle that didactic communication between the teacher and the pupil set out correctly from the pedagogical and psychological point of view of theoretical concepts is crucial (Toibazarova, 2008).

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