

THE MENTAL FRAMEWORK FOR INSTRUCTING KAZAKH WORD FORMATION IN UNIVERSITIES

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Abstract. The article seeks to analyse the linguistic and cognitive aspects of the Kazakh language that should be mastered by learners. The article presents a cognitive model of teaching linguistic aspects (in particular, word formation) of the Kazakh language on the framework of certain principles, modern approaches and theories of teaching. In order to determine the initial readiness for teaching the Kazakh language in higher education on the basis of the developed cognitive model, observation and questionnaires were applied. In the ongoing research we came to the comprehension that the university educational process has a considerable resource for the forming of the preparedness for teaching Kazakh linguistics in higher education. The special function of the general literary language in teaching the cognitive model of word-formation categories in higher education institutions, reflected in the research materials, is to demonstrate the cognitive nature of scientific language, the second function is to clarify the definitions and content of some ethnographic concepts, the third function is to demonstrate the emergence of new words and their definitions. The process of word formation takes into account the direct continuity of the meaning of a word with the content of science; in turn, the content of science, which gives origin to its form, is considered from the perspective of the dependence of the content of science on itself. By means of this, the research paper has demonstrated that the primary requirement for word formation is the efficiency of teaching areas of language development to new cognitive models derived from science and technology.

Keywords: Kazakh language linguistics, word formation, theories of learning, modern approaches, principles, cognitive model, readiness to teach.

Introduction

Kazakh is a Turkic language affiliated to the Kipchak group of the Ural-Altaic linguistic system. It is used by almost eight million of the world's population. Although it is accepted as a national language in the Republic of Kazakhstan, there are also a number of Chinese, Afghan, Russian, Turkish, Mongolian, German and Iranian and speakers. Being strongly interconnected with several of the other Turkic languages, there is a shared interrelation within and between them. We can form words in Kazakh through the recursive use of appropriate suffixes from root words. Hence, there is an agglutinative nature to the Kazakh language and it has the characteristic of a harmonic vowel pattern, with the exception of the borrowed words coming originally from foreign languages such as Persian, Arabic as well as Russian.

Language is a part of national heritage, an asset of hundreds of years of a people's being. People have their own way of understanding the world around them, their perception of the global picture and environment is expressed in the national literature and culture. At the heart of culture is a worldview, and language is its primary measure, so contemporary linguistics views it as more than just a tool of discourse. In the studies of modern linguistics, great meaning is assigned to the idea of language as a cultural entity, as a reflection of the world outlook, and as a projection of the national culture. Practical and idealistic culture combined with historical background are the result of the thinking, attitude, and lifeways of a nation. The well-established customs and rituals of practical and idealistic cultures define the ethnic entity's identity. Comprehensive development of all of those dimensions by means of language is of great importance for science. Undeniably, the Kazakh language is unified, which is founded on commonality and unity having only minor region-specific differences. As a trace of the "puerile" epoch of national history, there is a notable case of research. The language expresses the local traditional culture, identifying the essential nature of the ethnos; ethnical and cultural data; evidence that is foundational to the national

worldview; the pillars of the national outlook in their essence; the distinctive nature of the regional vectors and features and the study of the current area of the present-day worldview.

Materials and methods

The importance of language as a means of communication among people in a community is a fact that is demonstrable without evidence. Language has the power to form and transmit priceless riches. National history represents the phenomena of ages-old evolution, and the long-standing achievements of each ethnos in consciousness and acknowledgment of the vast secrets of the world. This priceless artefact is filled with representations that offer details regarding people's worldview, customs, and practices as well as a psychological portrait of language, religion, and ethnos. Language is the primary basis and foundation of every nation; it is purposefully formed word-formation that reflects the subtleties, puzzles, and characteristics of that nation. The preservation and transmission of this heritage through generations is referred to as gnostic accumulation. Kaidar A. [1] asserts that language itself and the literary world are the source of national identity and the source of all beginnings. All the qualities and characteristics of literature are included in this notion; the formation of a nation was contingent on language, which was the essence of self-identification. Together, they are necessary for the "world of word formation".

Word formation as a separate field of linguistics is practised to this day. During the last time, the attention of scholars to vocabulary formation in Turkic languages advanced further our understanding of the general and specific word-formation processes. It has extensive significance in the studying historical background of present-day Turkic languages. The study of morphemes and word formation involves the identification of structural and word formation features of interest at the level of morphemic representation and the establishment of links between derivational components. To clarify, it is essential to arrange derivations in terms of structure and determine the word-forming capacity of its individual components.

Compounds are a very effective tool in the process of word forming in Kazakh. Thereby, suffixes are word formations that are widespread in Kazakh as an agglutinative form. The use of suffixes has distinct purposes within word construction. By adding suffixes, new categories of words are added and their meaning is enhanced. Identifying the etymology and historical background of a suffix requires understanding its morphological and phonological attributes, as well as its lexico-semantic characteristics. Exploring the role of suffixes in Kazakh is necessary for the remodelling of the prototype and etymological basis of suffixes, as well as for the historical basis of word formation phases. Kazakh derived words are formed according to word formation rules and can be said to have a nominative function. Derivative words were created due to the need to assign a secondary name to nascent objects or phenomena [2].

There is no coincidence that it was in Kazakhstan that the idea of Eurasianism found its resonance and was further spread, as it had been close to the Turks for a very long time: they readily assimilated European things and consistently displaced their Eastern traditions. Long stay in one way of life, a shared historical heritage left a special imprint on the mentality of the peoples of Kazakhstan, which should be characterised as Eurasian. While communicating within the Eurasian culture, speakers share a similar cultural code, have the same moral and ethical norms, and a common system of word formation. These cultural signs are easily read by them, so for them, there is nothing unusual; it takes constant work of the consciousness to comprehend it [3].

As any nation's worldview is represented most explicitly in word formation, it can carry cultural meanings in addition to the denotative meaning, even in the ordinary lexicon units that do not belong to the category of non-equivalent, including additional components that explicate a specific worldview that is unfamiliar to other peoples. In this regard, speaking about the concept sphere of the Kazakh language, it is worth noting that this language is filled with words containing additional (cultural) meanings.

It produces a distinct and peculiar outlook of word-formation, with several dimensions. These together generate a special cognitive-linguistic view concerning the character of word-

formation, the relationship between it and non-linguistic features of perception and the character of the human mind. We can distinguish between the following five aspects of the worldview of cognitive linguistics: Language represents the character of embedded nature of conceptual organisation; language forms the facility for examining conceptual organisation; language enables the framework for constructing; language has the potential to affect dimensions of non-linguistic learning; humans have a general ability to conceptualise.

Embodied learning addresses language specifically as a matter of phenomenon influencing the embodied character of conceptual framework and arrangement. It is language which provides a perspective that serves as a lens through which to examine aspects of the human mind. The reason that it allows us to do so is because it mirrors the compositional patterns of embodied knowledge. For example, by conceptualizing things, and by analyzing patterns in language usage, we can identify cross-domain mappings that reveal how concepts are interconnected. That is to say, metaphorical language patterns can provide insights into how concepts are linked across different domains.

Cognitive linguistics recognises that language offers a number of resources for interpreting the same scene in different ways. This capacity for interpretation is known as *construal*, which refers to the ability to represent a situation in more than one linguistic form. This means that the choice of lexical resources can change the wording of a situation and lead to a different interpretation. Part of the explanation for this is that various languages codify different cultural perspectives and ideas. Even if two languages convey similar concepts, they may do so by different means, providing alternative interpretations. Moreover, language has a transformative capacity that goes beyond reflecting conceptual representation; it can also influence and shape it, including aspects of word formation.

As a result, the acquisition of everyday elements borrowed from Kazakh culture, especially those related to the concepts of day-to-day life, has resulted in the words denoting them “taking root” and conforming to the laws of the Russian linguistic system. Among the representatives of the Russian-speaking population of Kazakhstan the following elements of Kazakh culture are familiar to them, and they have become “their own” due to frequent “contact” with them in everyday life: baursak – baursaki (fried dough), piala – pialushka (tea bowl), kese – kesushka (piala), tengue – tengushka (national currency of the RK). The high derivational activity of borrowed Turkisms is a kind of apogee of such “rooting” into another “linguistic element”. Such words are striking and uncommon not only because of the “national colouring” of the elements of structure, but also because of the meaning that is acquired in the derivative due to the “embedding” of foreign cultural word-forming means containing various information concerning semantics, pragmatics, ethnic culture; giving them image and expressiveness. For the following example, “The discussion has become a kind of pre-harvest Mediakurultai”. Mediakurultai is the major yearly international industry conference dedicated to the development of the media market in Kazakhstan. The two borrowed elements can be found in this “Russian” composite. The first of them – media – refers to the field to which this event belongs and its thematic focus. Kurultai indicates a nationwide congress of prominent leaders to resolve the most important state issues. Today the word can be interpreted as “a gathering of influential, knowledgeable people capable of solving vital problems, no matter whose competence they fall under”. The name proposed by the organisers of the official event successfully reflects its essence and is in strict accordance with the form and content (lexical unit and its semantic content) expressed in the form of holding, goals and status of the participants. Therefore, the ethnic element represents the appropriateness of the given name and, at the same time, the imagery due to the “background ethno-cultural loop”.

All the mentioned considerations should be analysed within the framework of Kazakh language linguistics. It is necessary to develop a methodology of teaching linguistics of the Kazakh language for future specialists in higher educational institutions. To achieve this, we have analysed the most effective theories, approaches and principles of teaching.

Learning theories, approaches and principles. Educational researchers have put forward many theories to explain the process of acquiring, organising and using knowledge. Although there is no single universally accepted definition of learning, several prominent theories have been developed to support the acquisition of knowledge. One such theory is behaviourism, which focuses solely on observable behaviour and disregards mental processes.

Behaviourists identify learning as the acquisition of new behaviours and their principles have proved useful in facilitating learning in a variety of settings. According to psychologists, the underlying behaviourist approaches might also be helpful as a means of aiding learning in the classroom. While behaviourists use principles of behavioural education when dealing with individuals, the same approach may be applied by teachers in regular classrooms in order to regulate the behaviour of twenty or more learners. For example, teachers might assign team conditions (a generic reinforcement administered that is given to the group) for the observance by the group of certain rules of behaviour. They may use group conditioning or token economy to manage the behaviour of a large group of students. Token system is a very popular way of implementing group conditioning which some teachers may have found to be beneficial. Within such a system, tokens function primarily as conditional reinforcements that can subsequently be redeemed for items or favours. Tokens are usually chosen by educators as an award in return for positive behaviour [4]. These systems involve reinforcing desirable behaviours with tokens that can later be exchanged for rewards, while undesirable behaviours may result in penalties. Although the main language learning strategies within behaviourist theory include imitation, reinforcement and reward, research has shown that learners' imitation of structures may not lead to innovation. Learners may learn at different rates and may not imitate structures such as words, phrases, and sentences at the same pace. Nevertheless, imitation can be useful in mastering word formation. While behaviorism has its limitations, its principles have proven useful in facilitating learning in various settings and can be applied to manage the behavior of large groups of students.

Cognitivism is a theoretical framework of learning focuses on the mental processes that occur within the learner's mind. The process of cognitive learning theory's evolution is often referred to as the "cognitive revolution". Similar to behaviorism, cognitivism recognizes the importance of environmental conditions in facilitating learning. Instructional clarification, displays, and vivid illustrations were seen as tools to guide the learning process. While the cognitive method concentrates on the mental activity of a student which results in an answer, this approach also acknowledges the learning processes of planning, establishing goals and organising ideas [5]. However, cognitive theories go beyond environmental cues and components of learning by recognising the importance of mental activities such as planning, goal setting and organisational strategies. Cognitive theories emphasise how learners perceive, encode, convert, process, keep and extract information. There are several principles of cognitivism including feeling, perceiving, focusing, coding, and remembering. Feeling refers to how external stimuli become recorded in the senses prior to being taken to the next step in the process. Perceiving involves the process of interpretation and includes process recognition, object recognition, bottom-up or top-down processing, and conscious comprehension. Focusing plays a crucial role in identifying consciousness of perception. The way information is encoded can be represented in the form of a schema. The encoding of information in the form of experience can be done in two ways: bottom-up and top-down processing.

Finally, memory is the most important component of cognitivism and refers to how information is stored and retrieved. Memory is comprised of three types of memory: short-term, long-term and sensory. Short-term memory has a restricted number of data stored in it and is brief. Also known as working memory since it has a number of functions. It includes such functions as rehearsal (repetition), coding, taking decisions, along with recalling data. Long-term memory has the capacity to hold an enormous quantity of information such as lists of facts, records, and instructions regarding their use and handling, which may be retained for a long period of time.

Therefore, there is a very high quantity of data which could be kept for a long time. With this type of memory, the way information is retained is through the use of cues. Among the cognitive theories Jean Piaget's theory is encompassed.

Jean Piaget was a renowned psychologist who developed his ideas in the first half of the twentieth century. He believed in active learning, where students construct knowledge by actively making sense of their environment. His theory is one of the cognitive theories of learning. This, as defined by Jean Piaget, represents an integration process. The learner is absorbing knowledge to conform to preexisting ideas and perspectives about the world. Afterwards, in order to incorporate this novel notion, the learner will need to modify or adjust their way of thinking. This is what Jean Piaget calls the adaptation process. Two aspects of learning are described by integration and adaptation. Over time, this kind of continuous relationship between the environment and students' previous expertise is included in the body of expanding knowledge. Learners actively create their understanding of the world in that manner. With the construction of his well-known system, Jean Piaget proposed the idea that there are four stages of universal development. In light of this idea, Piaget and his associates created tasks, carried out studies, and published a thorough explanation of the 4 phases (sensory-motor phase, pre-operational phase, concrete operational phase, and formal operational phase) [6].

The concept of social constructivism is linked to Lev Vygotsky's theories. He investigated the function within social context and culture. He made educators aware of the social context's potent influence. Lev Vygotsky recognised that each person is a special student and took pleasure in the possibilities for personal growth. He was curious to find out what people could accomplish with the assistance and backing of a more experienced companion. In light of this, the well-known Zone of Proximal Development idea was created. This idea explains the "zone" that separates a student's present level of knowledge from what they could learn if they had some assistance from an adult or peer who is more informed than they are [7]. This kind of assistance is methodically given; it's frequently called scaffolding. In essence, scaffolding is a teaching technique that makes arrangements for the student to build up self-assurance while focusing on the task – or portions of it sooner or later as he or she is prepared to do so. In addition, if he or she gets stuck, prompt, significant support is provided.

Benjafield John [8] argued that learners should be treated as customers and teachers should play the role of advisors who meet their specific needs. This approach aims to reduce the nervousness and fears associated with making mistakes and to see teachers as sympathetic supporters rather than enemies. Central to this approach is the development of the learner's self-concept, as learners who are comfortable and confident are better equipped to take responsibility for their learning. Teachers have a responsibility not only to impart knowledge but also to foster self-motivation and encourage students to develop their personalities in a variety of ways. A humanistic approach to teaching has been shown to help students learn subjects easily and to instil values and problem-solving skills.

The communicative approach's functional evaluation determines the communication patterns. Given the linguistic, pragmatic, and socio-psychological methods to modelling communication, Jacobson's framework stands in for them all. The six-component communication method serves as the foundation for this model's complexity. Jacobson states that these six elements serve six different communicative purposes: emotive (addresser), phatic and metalingual (contact, code), conative (addressee), referential and poetic (context, message), and phatic (phonic) [9]. According to Lotman's psychological-cultural model, the presence of dissimilar codes is a necessary condition for the creation of new knowledge during communication [10]. This is due to the fact that there can be no sharing of knowledge if both parties have the same information, which means that little interaction occurs. Effective performing within the actual environment of work is a requirement of competency-based education. Towards the final years of the 1970s, competency-based language education was gaining widespread acceptance, especially as the foundation for adult language learning programmes that are survival- along with associated with work. A

competency is a list of the fundamental abilities, knowledge, attitudes, and behaviours needed to carry out a task or activity in the real world [11].

The primary argument in favour of the lingua-cultural method revolves around the fact that language is a form of social interaction which is equally produced and shaped by the social institutions around us where we live and work, rather than an independent creation. Culture plays a crucial role in determining who communicates with whom, what they communicate about, and how conversations flow. Moreover, it influences the way individuals comprehend and encode messages, as well as the contexts and circumstances in which they are sent, received, and understood. For these reasons, culture and communication are inextricably linked. Communication has its basis in culture [12]. The aforementioned method aims to assist future language personality researchers in comprehending that social characteristics including age, sex, socioeconomic class, and area of residence affect how people talk and behave, since every person displays behaviours that are influenced by culture. In addition to helping them acquire the skills needed to find and arrange material about the target culture, it will raise their understanding of the cultural implications of terms and expressions in the target language. Ultimately, it fosters empathy for the target culture's citizens and piques pupils' desire to learn. In any case, the focus needs to shift from "cultural awareness" to "cultural experience," turning the foreign language classroom into a "cultural island." In order to assist students in creating "a mental image" of the culture being studied, teachers are encouraged to provide brochures, images, visualisations, and other types of real life hand out material during the lessons. Forming teams consisting of less than four students to compile an overview of attributes that are purportedly different between the culture that is studied and native culture is one more thought-provoking exercise.

The building of the cognitive framework, the model's analysis, the integration of the learned information to the actual object, and the practical implementation of the knowledge are the four primary components of the modelling process. As a result, it is essential to demonstrate how comparable the model and original objects are. It calls for a sufficient understanding of the original object and the "cognitive opportunities" of the developed cognitive model of the phenomenon or item under study. Not every aspect of the real thing should be replicated in the model, but it should capture its key characteristics.

Furthermore, we used an analysis of cognitive principles to build the foundational ideas of the cognitive model to teach how words are produced in Kazakh. A notion like "cognitive study," that offers prominence to the learning process and the capacity to respond to changing circumstances, is intended to nurture a person's whole set of intellectual abilities and skills in light of the growing cognitivism in pedagogy. By means of connected actions, debates, considerations, and self-control, the natural, subjective, psychological, and rational basis of an individual can be combined into the whole through the application of a cognitive study concept. It makes the process of developing the individual's intellectual system more efficient [13]. The principle of a problematical character. As an approach, problem-based training entails not merely learning new information additionally it allows to learn new behaviours and comprehending the circumstances in which these behaviours might be carried out most effectively. Through the solution of a problem scenario, problem-based training explores the characteristics of information acquisition. A difficulty scenario is a specific mental state that a student experiences when working on a task that calls for learning (assimilation) new information regarding the subject, the methods, or the assignment itself. In this instance, assimilation or learning something new occurs at the same time as the student's mental state evolves, marking a microdevelopmental stage in his growth [14].

The principle of the cognitive activity of the student. The recently developed educational paradigm establishes a certain kind of relationship a subject-subject relationship between university instructors and students, one that undoubtedly results in major adjustments to the way an educational process is structured. As the topic of his own learning activity, a student is observed to need to be able to exert self-control, thinking, and self-evaluation; this calls for the mental

operations of analysing, combining, comparison, and generalisation [15]. The principle of contextual training. As the social and professional environments change, Verbitsky, the creator of the competence approach in training, highlights the need for an individual to be knowledgeable in the area of cultural activities, open-minded about cultural disparities, flexible in new circumstances, and accountable for the level of his work [16]. The principle of reflective learning. To a certain degree, reflection is a metacognitive processa phenomena of human thought that examines human cognition which leads to awareness.

Determining the level of preparedness that future professionals and Kazakh language teachers need to achieve was crucial in order to build a cognitive model for teaching word-formation in Kazakh at colleges and universities. The cognitive model's motivational stage resulted in the development of the readiness to specify the project's meaning and ideological content, choose its area of emphasis, and establish attainable objectives. The tasks include assessing the problem's existing status, gathering the information needed, analysing it after it is collected, highlighting key details and leaving out less relevant ones, organising knowledge, comparing data and drawing conclusions, and critically assessing the information gained. In order to develop instrumental and technological preparedness, one must be able to use a variety of gadgets and computer technologies, gather information from a variety of sources, represent knowledge in a generalised way, and use it effectively. These abilities are diverse. To develop such abilities, one must have a significant intellectual growth, demonstrate traits like abstract and algorithmic thinking, engage in self-reflection, and exercise self-determination (e.g., the ability to choose pertinent information necessitates a cultivation of personal qualities like independence and criticality). A variety of activities are also required, including the capacity to act independently, engage in interactive modes, and join and function in a variety of social groups. The final stage was a pragma-oriented step that required being prepared to offer an unbiased evaluation of the project, to demonstrate the reliability of the research findings and their importance, and to apply newly acquired information in real-world situations.

Results and discussions

In this study, we chose to examine the preparedness of aspiring experts to instruct Kazak word-formation in college or university establishments using a cognitive model. We came up with the following requirements for the necessary readiness: a favourable viewpoint towards Kazakh customs and cultures; an eagerness to communicate in Kazakh; the capacity to form sentences in accordance with semantic norms and Kazakh word-formation rules; and the capacity to elucidate the meaning behind a Kazakh word. The preparedness parameters made it possible to classify its creation into three levels: high, average, and low. In this experimental study, 100 post-graduate students from two distinct Kazakhstani institutions participated as members of the experimental group (EG) and 100 as members of the control group (CG). A variety of research techniques were employed in order to define the initial preparedness of college and university institutions to teach Kazak word-formation, including questionnaire, observation, experiments, situational evaluation and assignment solution, records and activity product analysis, and statistical data analysis. Through our inquiry, we have learned that higher education institutions' pedagogical processes have a great deal of potential for forming students' preparedness to learn Kazak word formation (Figure 1). The topics' material is sufficiently capable of forming preparedness, and the intentional structure of teachers' work in higher education institutions is invaluable. The first survey's findings did not indicate a decline in the proportion of pupils who lacked the necessary communication skills in Kazakh.

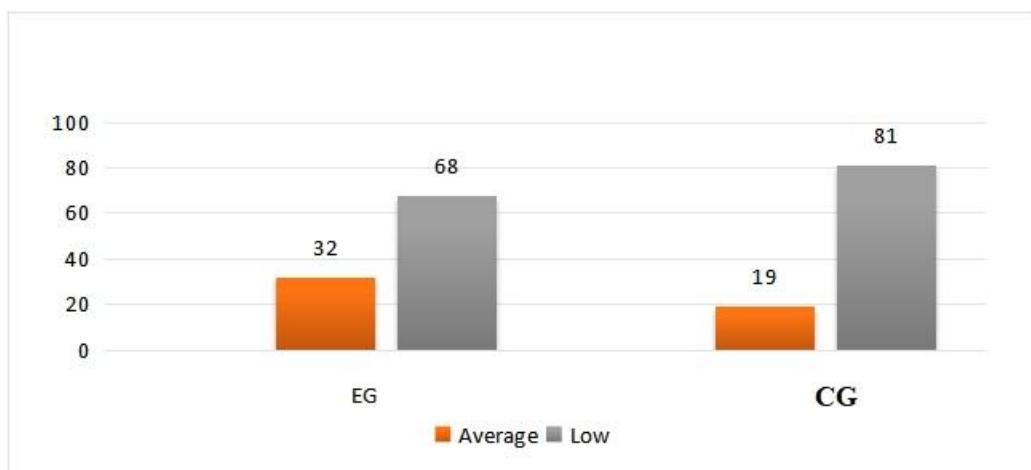


Figure 1 – First Survey Results

The findings made clear that future specialists need more than the knowledge and abilities that can be learned in higher education courses that adhere to the current curriculum and norms. It outlined the requirements for structuring the ensuing phases of experimental-pedagogical research. The deliberate component of readiness was formed by preparing the exam materials and system of communication tasks. The dynamics of altering the preparedness levels were then determined by conducting a second poll (Figure 2). It made it possible to identify the decline in the proportion of students who were not prepared (15%), the increase in responses who were prepared on average (62%), and the rise in students who were prepared on a high level (23%). This step is crucial to the project's operations as they fit within the larger framework of the previously shown model.

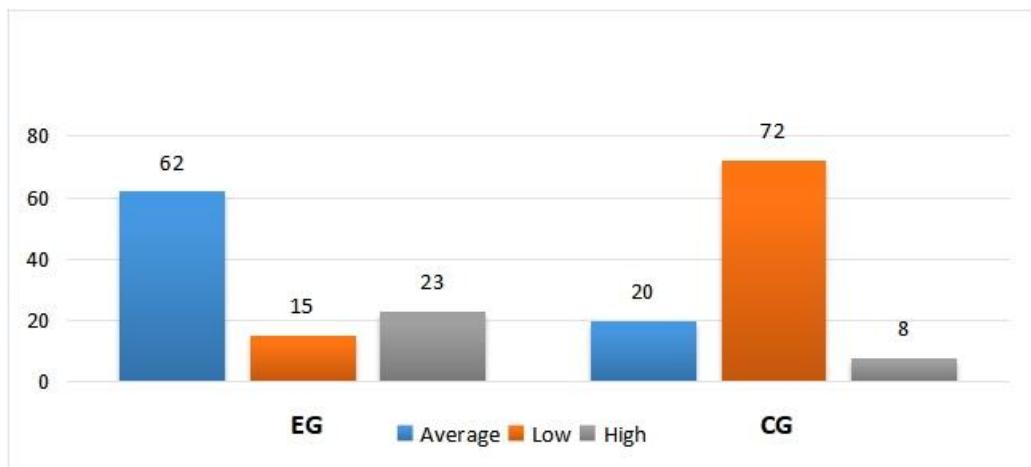


Figure 2 – Second Survey Results

The task was carried out in accordance with the intended cognitive model. In this case, the practical task system presupposed the actualization of the planned and procedural elements of the preparedness to instruct Kazak word-formation in higher education. The third survey's findings revealed a significant decrease in the proportion of respondents that had lower and average levels and an increase in the proportion of pupils with high levels (Figure 3). It proved how effective the cognitive model is.

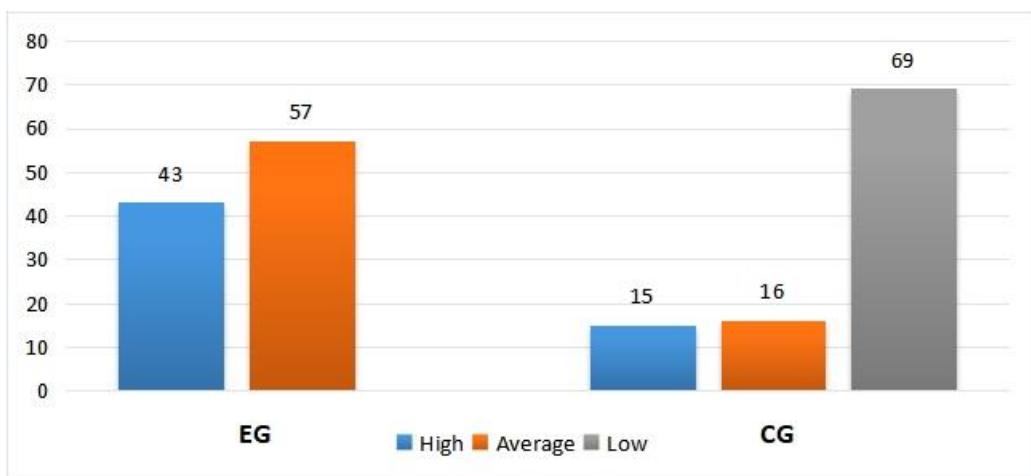


Figure 3 – Third Survey Results

When the results are compared, it is possible to see how post-graduate students' proficiency in teaching Kazak word formation at colleges and universities has improved over time. While the initial survey revealed a low level of readiness (68%), the last questionnaire showed significant improvements in the levels of the studied readiness. It demonstrated a rise in the percentage of candidates with high readiness (43%), a decline in the percentage of candidates with low readiness, and a rise in the percentage of candidates with average readiness (57%). The aforementioned data, which we obtained via our educational and experimental work, enabled us to reach the following findings: the structure of the researched readiness is proven to be objective. It results in a closer relationship between the deliberate, methodical, and creative elements of training, which is demonstrated in the successful mastery of abilities; the presence of the levels of the examined readiness formation is validated; the model we developed for the formation of the researched readiness promoted the establishment of prerequisites for raising the levels of the researched readiness formation.

Conclusion

Regarding the subject of teaching how words are formed in Kazakh, it deserves to be mentioned that people who live in Kazakhstan do not feel uncomfortable participating in communication given that they are not only conversant in both languages and customs but also unintentionally propagandists of the shared culture. Attention must thus be drawn to the fact that, among other ethnicities, interest in Kazakh word-formation is growing. Following this situation, it is necessary to highlight a number of unique aspects of the worldview and linguistic picture, that should be recognised in the preparedness of higher education institutions to teach Kazak word-formation. Education is becoming more globalised, and this has led to new demands on the identity of the specialist. They need to be critical thinkers and creative thinkers who can translate the best worldwide experiences using new technology. The emergence of the cognitive model of teaching Kazakh word-formation at university level, which supports the readiness elements and identifies the degrees of preparedness formation as a professional, can resolve this contradiction. Our study's theoretical approach was established from a methodological perspective by the conceptual framework, which included elements like "learning theories," "contemporary approaches in teaching process," and "and principles of modelling." One of the key concerns in preparing post-graduate students for employment in the Republic of Kazakhstan is their ability to teach Kazakh word-formation. The concept of "students' readiness to teach Kazakh word-formation" was presented throughout the field experiment and pedagogical activity, and levels, standards, and markers for the phenomenon under study were created. The nature and dynamics of the changes that transpired during the formation of readiness were determined by the diagnostic results of the starting point of the studied readiness. The empirical analysis provides justification for the

importance and necessity of preparation. Additionally, it can be done under the circumstances of an intentional, methodical framework for experimental and instructional activity. It is supported by the outcomes of pedagogical and experimental research. Our hypothesis was validated by the theoretical reason and the practical development of the students' preparedness to teach word-formation in Kazakh. The carried out study poses as theoretical-experimental; it focuses on a single facet of a multifaceted issue and is not intended to be a comprehensive solution to the problem of students' preparedness to teach Kazakh word formation in the context of the updated demands of modern society. New challenges were identified throughout the investigation and evaluation of the findings, and the solutions to these problems were crucial. Additional theoretical and methodological research is being conducted on various facets of professional activity preparedness, and Kazakh language instruction at higher education institutions is using modern educational tools.

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ЖОҒАРЫ ОҚУ ОРЫНДАРЫНДА ҚАЗАҚ ТІЛІ СӨЗЖАСАМЫН ОҚЫТУДЫҢ ТАНЫМДЫҚ НЕГІЗДЕГІ ҚҰРЫЛЫМЫ

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Аңдамна. Мақалада қазақ тілінде білім алушылардың мәңгеруі тиіс лингвистикалық және когнитивтік білім аспектілерін талдауға талпыныс жасалды. Мақалада қазақ тілінің лингвистикалық аспектілерін (әсіреле сөзжасамды) оқытуудың когнитивтік моделі нақты қағидаттар, заманауи тәсілдер мен оқыту теорияларының негізінде көрсетіледі. Игерілген когнитивтік моделдің негізінде жоғары оқу орындарында қазақ тілі лингвистикасын оқытуға деген бастапқы дайындықты анықтау мақсатында бақылау мен сұрақ-жаяуп әдістері қолданылады. Зерттеу барысында жоғары оқу орнының педагогикалық үдерісіндегі қазақ тілі лингвистикасын оқытуға дайындықты қалыптастырудың алеуетінің зор екенідігі талданады. Зерттеу материалындағы сөзжасамдық категориялардың танымдық моделін жоғары оқу орындарында оқыту арқылы жасалы әдеби тілдің ерекше қызметі гылыми тілдің когнитивтік табигатын көрсету болса, екіншісі белгілі бір этнографиялық ұғым-түсініктердің атаяу мен мазмұнын түсіндіруге бағытталса, үшіншіден сөзжасамдық процесс жаңа атапындардың пайда болуы мен олардың дефинициясын көрсетуге негізделеді. Сөзжасамдық үдеріс кезіндегі сөздердің мазмұны гылым мазмұнымен тікелей сабактастырылғып, гылым мазмұны оның формасын тудыра отырып оны өзіне тәуелділігі қарастырылады. Осы арқылы зерттеу жұмысында сөзжасамның негізгі шарты тілдің даму салаларын гылым мен технологиядан туындағының жаңа когнитивтік модел мәселелерін оқытуудың тиімділігі көрсетіледі.

Кітп қызында: қазақ тілі лингвистикасы, сөзжасам, оқыту теориялары, заманауи тәсілдер, қағидаттар, когнитивті үлгі, оқытуға дайындық.

КОГНИТИВНАЯ МОДЕЛЬ ОБУЧЕНИЯ СЛОВООБРАЗОВАНИЮ КАЗАХСКОГО ЯЗЫКА В ВУЗ-Е

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Аннотация. В статье предпринята попытка проанализировать лингвистические и когнитивные аспекты казахского языка, которые должны быть усвоены обучающимися. В статье представлена когнитивная модель обучения лингвистическим аспектам (в частности словообразованию) казахского языка на основе конкретных принципов, современных подходов и теорий обучения. С целью определения исходной готовности к преподаванию лингвистики казахского языка в высших учебных заведениях на основе разработанной когнитивной модели использовались методы наблюдения и анкетирование. В процессе исследования мы пришли к пониманию, что педагогический процесс в ВУЗе имеет огромный потенциал для формирования готовности преподавать лингвистику казахского языка в ВУЗ-ах. Особая функция общего литературного языка при обучении в ВУЗ-ах познавательной модели словаобразовательных категорий отраженных в материале исследования заключается в демонстрации когнитивной природы научного языка, вторая функция – в объяснении наименований и содержания определенных этнографических понятий, третья функция – в демонстрации появления новых наименований и их дефиниции. Рассмотрена прямая преемственность содержания слов во время словаобразовательного процесса с содержанием науки, в свою очередь содержание науки порождающая его форму рассматривается с точки зрения зависимости содержания науки от ее самой. Посредством этого в исследовательской работе показано, что основным условием словообразования является эффективность обучения областей развития языка новым когнитивным моделям, вытекающим из науки и технологий.

Ключевые слова: лингвистика казахского языка, словообразование, теории обучения, современные подходы, принципы, когнитивная модель, готовность к преподаванию.