Methodological Bases of the Developmental Teaching of the Kazakh Language Parts of Speech in Primary School

ANNOTATION

Today it is very important to teach pupils their native language using developmental teaching method. Proceeding from the rules of developmental teaching technology in the educational and cognitive activity of the teacher and pupil the ways of implementing search works based on the “subject-subject” relationships from the scientific point of view have been justified. At the 4th form of primary school the scientific bases of the methodology of the developmental teaching of the Kazakh language parts of speech have been identified for the first time, the ways of establishing a purposefully created methodology have been considered. Methods of developmental teaching of morphology for the 4th form students have been created. Purpose. The purpose of the article is to provide through defining methodological bases of the developmental teaching of Kazakh language parts of speech at primary school developmental teaching methodology using the results of practical implementations of developmental teaching effective methods in teaching parts of speech.

Methods. During the research the methods of developmental teaching, methods of analysis, synthesis, comparison, connection, pedagogical experiment, quantitative and qualitative analysis, tests and other methods have been used.

Results. The teacher’s goals for theoretical teaching of morphology (parts of speech) concepts have been defined. An educational and methodological complex for teachers aimed at developing educational and cognitive activity of primary school pupils have been developed for teaching the concepts about parts of speech.
During the pedagogical experiment, the effectiveness of our methodology has been proved in this research.

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

**Introduction**

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.

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, by taking to guide the methods of research of developmental teaching, the methods of analysis, synthesis, comparison, connection, pedagogical experiment, quantitative and qualitative analysis, test and the methods of developmental teaching were used.

**Methods of morphology developmental teaching**

One of the most important issues in the morphology developmental teaching is teaching methods. Teaching methods are also referred to as the way to achieve the goal. In the pedagogical encyclopedia, the following definition of “teaching methods” is given: “Teaching methods – a system of consistent interrelated actions of the teacher and students, ensuring the assimilation of the content of education”. Teaching methods – historical category. They also have the means of development, maturity, enrichment, opportunity and speciality.

Teaching, learning methods are the qualitative types of human beings’ outlook. The key feature of developmental teaching is to guide students in developing scientific concepts, the importance and necessity of learning the methods of scientific knowledge for pupils in grades 3–4. Scientists say about scientific methods: “The scientific method arises and develops together with the formation of norms and ideals of scientific knowledge, therefore it meets the requirements of these ideals and norms”.

A. Baitursynuly (Baitursynuly, 1992) described the deduction and induction as “generalization” and “separation” methods. It is noteworthy that there is a great deal of place in the development of the theoretical thinking of the students in the theory of deducing, and that the scientists who study the theory of evolution draw attention.
In the morphology developmental teaching we tried to systematize, transform, and replace the following methods:
1. Analysis.
2. Synthesis.
3. Deduction.
4. Induction.
5. Modeling.
7. Comparison.
8. Control.
9. Game methods.

Thus, the main concepts of didactic foundations of the 4th grade morphology developmental teaching are the recognition of the main categories of didactics and the basis of the methodological system. The deeper appreciation of the primary school teachers such as education, learning, teaching, knowledge, skills, goals and objectives, content of education, the way of teaching and ways of its organization, methods and teaching methods, and teaching outcomes, we can say that this is a guarantee of our teaching.

As we can see the structural features of the developmental teaching lesson in developmental teaching system the subject’s content is opened
only through the logic of fulfillment of educational and search tasks. Then, the pupil, who duplicates the scientific novel in science, is now re-discovered in school.

Only the content of the theoretical knowledge that is organized by this logic can be formed in the mind of the pupil. Because the pupil did not know the teacher’s description, he was looking for solutions through several search engagements. V.V. Davydov called the logic of such knowledge as “quasiresearch”. In this process, the pupil is becoming an active participant of the educational process, not only a listener, a surprising passive object, but also a pupil in the process of quasiresearch (Davydov, 1996).

The method of developmental teaching of morphology in primary school

During the determination experience, the 4th grade pupils were offered tasks that is to determine their ability to make theoretical concepts.

The second stage of the experiment is a teaching stage. In the learning process, we aimed at organizing lessons by the lesson structure of developmental teaching technology. In this regard, a calendar plan was prepared according to the curriculum of the 4th grade. In the following, we made lesson plans on the structure of the developmental teaching lesson (examples of lessons are shown in the annex). We perform to analyze during the teaching the lesson on the theme “Morphology of the Kazakh language. Parts of speech”. Let’s add some episodes from the lesson (Toybazarova, 2006).

Theme of the lesson: Parts of speech.

Objectives of the lesson:
1. Developing theoretical thinking, speaking language by working independently.
2. Organizing, friendship, moral education.
3. Expanding knowledge, forming a consolidated notion about parts of speech in the pupil’s mind.

The lesson method: Visibility, question-answer, deduction, analysis, self-study.
Lesson Visibility: Illustrations, reference drawings, words, (cartoons), overhead projector, gaming tools, tasks.

Process of lesson:

I. Orientation-motivational stage.

Awakening pupils’ interests.

➢ Children, once upon a time in a big boundless country that we do not know there lived WORDS. That country was called Morphology. Words all over the world together in that country and in a spacious palace lived in peace and friendship. One day, the words split up and sank into a sprawling palace, saying, “You are long, and I am short, you are sociable, you mean a lot, so you can combine with this or that, and I like to be alone”. When the governor heard this, he gathered them together and said: “You divide into groups according to your own questions and features, and then each of you individually build a house and separate yourself”. Thus, words were classed according to their identical traits and given the names. Thus, the country of morphology becomes a country of parts of speech. You can know what names put the governor to parts of speech of his country by performing tasks.

➢ So today, we are traveling to the largest country in the world – the country of morphology or parts of speech. So, I wish you to have a good trip. I wish you all the success of the work that you encounter on the road to find the right words.

One, two, three, gathering strength.

We stand here,

We think, play,

We go on a tour of the parts of speech country.

➢ To go on a tour we sit on a train with attached wagons in it.

➢ What can you say about the pictures in the wagons? According to the pictures, what are the words in each wagon?

➢ What a beautiful picture, of course, it is clear, said one pupil.

➢ Children, you have words written before you. These are “lost words”.

EDUCATION
1-task:
- You ask questions to these lost words. You have to put together your words (looking at the picture of wagon) in your wagon by dividing them into a similarity to a few words, group them by their meaning (Author’s method).

Picture 2.

Source: own elaboration.

2-task:
Children, pay attention. Why did you divide like this? What does it mean if these words give a similar meaning to each other? What is the meaning of these words?
- Children, we start a journey, with 4 wagons of words that you already know. And the rest wagons with parts of speech we get acquainted while completing the tasks.

3-task:
Read the sentences and put the questions to the words written in black. Explain what these words mean. In which parts of the speech can be attributed these words judging by the questions and meanings?
My dad flew up and down by plane. My sister came from Almaty today. Asan and Usen went to the village. He always speaks Russian at home. Zhuldyzai writes the lecture fast. The kids put chickens and geese in the yard. Nearby there are both river and lake. Hurrah, dad bought me a computer! Oops, today I’ve taken “three”. After the rain, there was lightning in the sky. He is guilty himself.

- Who? – Sister, she, I, myself – words are used instead of nouns – Pronoun.
- With, in, on, for, about – to connect the word with words – Prepositions.
- Hurrah, what a pity, shh, hey, oh – words of joy and offense – Interjection.
- Words associated with sounds that are caused by conflict of phenomena and objects – Imitative words.

II. Operational-performance stage.

Work with the textbook: Read the rules in the book and compare them with the rules they have made.

Collective work.

1. Exercises 355,356 in the textbook are spoken orally.
2. Individual work 357-exercise. Task: Write the words that represent the object of the subject instead of the multiple points in the first column, the words that represent the movement of the subject instead of the multiple points in the second column, the words that represent the number of the subject instead of the multiple points in the third column.

<table>
<thead>
<tr>
<th>... bookbird ...</th>
<th>... pupil</th>
</tr>
</thead>
<tbody>
<tr>
<td>... aircamel...</td>
<td>... copybook</td>
</tr>
<tr>
<td>... horsesnow...</td>
<td>... lamb</td>
</tr>
</tbody>
</table>

3. Guess the riddle and find the noun, adjective, numeral.
   It is a big animal, there are two mountains on it.
   Warm up: Tell the verse by movement, separate words by part of speech.
   The sky overwhelmed the clouds
By raining down the rain,
Cover the leaves,
It is a butterfly.

4. Exercises outside of the textbook:

1-exercise:

<table>
<thead>
<tr>
<th>I row – noun</th>
<th>II row – adjective</th>
<th>III row – verb</th>
<th>Find and write the words and put questions</th>
</tr>
</thead>
</table>

2-exercise: Read the following words and perform a task.

*Humanity, wind, snow, wheat, book.*

Tasks:

1. Ask questions to these words and write them to the copybook. Prove in writing why did you put such questions.
2. Write the words that mean a movement concerning the given words.
3. Write in the next row the words of color, size, quality, critique, name, or phrase concerning the given words.
4. Find are there any numerals concerning these words and write to the copybook.

***III. Reflective – evaluation stage.***

Identification test. Finds and summarizes the words in the two columns, depending on the meaning and content of each other.

Example: Find the correct word to each part of speech.

<table>
<thead>
<tr>
<th>Parts of speech:</th>
<th>Examples:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Noun</td>
<td>a) give, tell, come, go</td>
</tr>
<tr>
<td>2. Adjective</td>
<td>b) six, ten, second</td>
</tr>
<tr>
<td>3. Numeral</td>
<td>c) beautiful, naughty, slow</td>
</tr>
<tr>
<td>4. Verb</td>
<td>d) yesterday, forward, hardly</td>
</tr>
<tr>
<td>5. Pronoun</td>
<td>e) brother, mother, child, book</td>
</tr>
<tr>
<td>6. Adverb</td>
<td>f) through, up to, with</td>
</tr>
<tr>
<td>7. Preposition</td>
<td>g) you, he, we, all</td>
</tr>
<tr>
<td>8. Interjection</td>
<td>h) bang-bang</td>
</tr>
<tr>
<td>9. Imitative words</td>
<td>i) oops, hey</td>
</tr>
</tbody>
</table>
So, summarizing all, let’s sit to the train named “Parts of speech” which has come to the morphology country and go back to our school. Working with cut words: To dot this, separate correctly the words that are given to each of you to the appropriate part of speech, proof it, then you can sit to this wagon and go back in it.

After they sat to wagon, everybody tells what they know about that part of speech using the drawing about the “Part of Speech”.

*Reflexive exercise* (Toibazarova, 2006). It gives an opportunity to express self-esteem, reflecting the impact, achievement and disadvantages of today’s lessons.

*Self-Acceptance.*

Draw the paper in two, and write on the left side of my shortcomings, and on the right side of my achievements.

My shortcomings ........................................... My achievements ...........................................

After 5 minutes, we collect and analyze 3-4 pupils’ own writing. It will take 10 minutes. It is important to remember this rule: you can ask each other questions, but you can not criticize them.

Conclusion: The result of the training is to show the truthfulness, responsibility of the pupil, his conclusion for the first time, his understanding of himself/herself and his/her beliefs.

During the training, the slow music plays. It affects pupils’ open, thoughtful reflection and speaking ability.

During these sessions, we clearly see that the pupils who are studying in experimental classes have the ability to self-explore and deepen their ability to recognize morphological concepts.

At the next step, we have completed our task by delivering the results of our experimental training phase to make sure that our training program is further effective. The content of these tasks was as follows (Toibazarova, 2006).

Task No. 1. *Distinguish the words from the text, to what part of speech does each of them apply.*
When the youth gathering, Abai thanked Shukiman again and again. The breath is trembling, and the girl’s face is not changed. Sheikh was very humble and sensitive. He smiled grimly and smiled at him, and lastly hit Abai. Now he is not a collar guy. It was not Abai, who was cold-tempered, for the first time. It is a hundred years old, with a small soul. It was a good man, a good person. It’s like an unexpected, unseen good guy. The girl looked like a relative. She gave away her closest pleasure... (Auezov, 1978).

We conducted logical tasks that we have developed to observe pupils’ ingenuity and imagination. The logic test performed in the control and experimental classes – 56 pupils.

Tasks (Toibazarova, 2006):

1. The continuation of the first word, the beginning of the second word is a three-letter word.

\( \text{Кес} (...) \text{ дик}, \ \text{жы}(...) \text{ бык}, \ \text{ деп} (...) \text{ мен}, \ \text{ой} (...) \text{ тау}. \)

2. The three of four words have one and the same meaning. Find an excess word and solve an anagram.

\( \text{АҚЗАҒ} \quad \text{СУЛЕТ} \quad \text{МАЛҚА} \quad \text{АПҚАР} \)

3. Find the common ending so all words have the meaning.

<table>
<thead>
<tr>
<th>Би...</th>
<th>(…)</th>
</tr>
</thead>
<tbody>
<tr>
<td>іе...</td>
<td></td>
</tr>
<tr>
<td>көй...</td>
<td></td>
</tr>
<tr>
<td>ті...</td>
<td></td>
</tr>
<tr>
<td>ә...</td>
<td></td>
</tr>
</tbody>
</table>

4. Write down at least 10 words (including nouns) in the combination of letters given below.

\( T, \ \text{Ж}, \ A, \ H, \ P, \ K, \ V. \)

5. Find the suffix that will be the continuation of the first word and the beginning of the second word.
6. Find an excess word by solving an anagram.

MAKУGЫЗЛАҚТО
ХАШТАМ
MЫЛҒЫ
РАНЫД

7. Find a grammatical approach that is not enough to fully compose your given phrase, and then complete the phrase.

Good ... word, scientist... letter, hard... surface, easy... underneath, heart... expire, thought... go away.

8. Find the first syllable so that there comes the meaning of the whole word.

Conclusion

In the practice of discovery, we observed that the pupils’ theoretical thinking, skills development skills were not limited to the subject of “Parts of speech”, but the sentence was left out in the exercise of the exercises that followed the teaching experience, as well as the desire to analyze the text while performing the above tasks.
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, 2008).

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, 2008):

- Scientific-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.

References


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