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R.S. Ismagulova¹, M.Kale², A.K. Ozhikenova³

¹Kazakh National Pedagogical University named after Abai, Kazakhstan;

²Gazi University, Ankara, Turkey;

³Kazakh National Medical University named after S.D. Asfendiyarov, Kazakhstan.

irauzya@mail.ru, ddariusha@mail.ru, aiman84@mail.ru

LINGUISTIC PECULIARITIES OF A FOREIGN LANGUAGE IN FORMATION OF LANGUAGE SKILLS

Abstract. The initial communication skills acquired by a primary school student through learning a foreign language include the formation of skills of competent communication, socialization through communication activities in various situations of everyday life, both in their native language and in English. The formation of the students' communicative skills requires the study of words, phrases and sentences in English, and determination of its linguistic features. In order to develop primary school students' competent speech skills, it is necessary to master the laws and rules of application of communication units.

Key words: communicative skills, primary, language, communication.

Introduction

The Law of the Republic of Kazakhstan "On Education" (2011) determines the need to manage the basic content of primary education within the policy of trilingual education, and to educate the individuals whose developed communication skills meet the requirements of society. That is, the development of the competitive younger generation with good communication skills, who can fluently speak foreign language, and who meet the requirements of society integrated into the global world is carried out through the implementation of the objectives and principles of modern education [1].

The initial communication skills acquired by a primary school student through learning a foreign language include the formation of skills of competent communication, socialization through communication activities in various situations of everyday life, both in their native language and in English.

Methods and Results

Informational, developmental and educational are the main three goals to be achieved in teaching English language. When implementing the informational goal, English is a source of information and knowledge from the outside world and the environment. One of the main goals in teaching the language is the formation of the competence and skills of using linguistic knowledge along with the formation of the students' thinking and communication skills. The students' ability to communicate and their ability to learn the culture of reading, speaking, listening, and asking questions in English increases the students' educational level and their ability to apply their knowledge verbally and in written form implements the practical goal, as well as develops their mental abilities, aesthetic tastes and worldviews.

The formation of the students' communicative skills requires the study of words, phrases and sentences in English, and determination of its linguistic features. Speaking is possible if the lexical, grammatical minima of the language are acquired. The phoneme, morpheme, word, phrase, sentence and text that form the language system are linguistic units, and in linguistic communication they play the role of communicative units. According to the definitions and concepts on linguistic units, "linguistic units are characterized by the following features: a) they have an independent meaning or affect the creation of a meaning; b) they form the word combinations in a ready form and are not dissected further; c) indicate the language system through own properties; d) refer to the same subject" [2].

F.Sh. Orazbaeva believes that in order to use communicative units in the process of communication, students must have speech skills and ability to creatively use communicative units. In order to develop the primary students' competence and skills of fluent speech, it's necessary to teach the laws and rules of using communicative units.

The scientist indicates the following communicative properties of a word:

- 1) a word ensures an appearance of a concept living in human consciousness
- 2) a word initiates the creation of other communicative units
- 3) a word explains the reality of life through a specific meaning, and helps people to convey thoughts to another
- 4) a word serves as the basis for implementation of communication between people [2].

To form the primary school students' speech skills, a special attention should be paid to the study of words, its direct and figurative meaning, and its semantic forms. In the study of vocabulary, it is adequate to form the students' cognitive skills through different tasks. For example, students should understand that the change of one letter in a word can change the meaning of the word: **a cat - a bat - a rat, a pen - a hen, a cup - a cap.**

In addition, by introducing the students with lexical phenomena like homonym, synonym, antonym, the teachers contribute to the students' proper understanding of the meaning of words, and to formation of the students' lexical skills: **cold - warm, good - bad, long-short, big - small.**

In primary school, the words, word combinations, the connection of sentences with phonemes can be taught through didactic games, logical crossword puzzles, different tasks, anagrams, by increasing the students' interest in the subject, using visual aids and organizing the tasks for listening and writing. Therefore, a key role in improving students' speech skills belongs to proven conclusions of linguistics about words, phrase, sentence, and text.

So, a word is both a linguistic and communicative unit that consists of a unity of sound and meaning. Each area of linguistics has its own autonomy. They are united by a word. Phonetics studies sound in words, and grammar studies the connection between words.

“One of the effective ways of forming communication skills in educational process of primary school is an indication of the connection of a phrase with other linguistic units as in language everything is closely interrelated with each other. Knowledge of their internal continuity ensures the student's literacy, formation of the correct view on linguistic units, and correct application of these units” [3].

Morpheme is not only a structural part of the word, but also a linguistic unit that has an independent meaning. “A word denotes a certain thought, entering into a morphemic connection with other words” [4].

“By fulfilling this kind of tasks, students become aware of the important role of suffixes and flexions in modification of a word, creation of a new meaning. They start to understand that the flexions between words perform a linking function when forming sentences» [5].

So, if a separate word has one meaning, a morpheme added to a word gives another meaning, and enhances the words' combinability.

In teaching a language, it is important to teach the students the features and rules of using words in verbal speech, linguistic communication, and grammatical rules of forming word combinations. Since the speech, communication of thoughts through a sentence are carried out through the unity and connection between grammatical and lexical laws, it is effective to teach them together. “The grammatical structure of the language is the most complex, large scale linguistic level among other language levels in its volume and content. Specific features of language as a social phenomenon, the diversity of its functions, dialectical patterns of its development – all clearly seen in the grammatical structure of language [4].

In primary school, students obtain communicative skills by learning the appropriate use of words and phrases during communication. To form the speaking skills, students are asked to ask questions regarding the illustrations, which teaches them to systematically express their thoughts and develops the skills of conscious speech. The teacher's question should be a reference for students. In addition, the skills of distinguishing the connection of words denoting a name and action of a subject in a sentence are developed during the study of grammar. An explanation that interrelated words form a phrase, that each of them belongs to certain part of speech would not go amiss. The tasks on mastering parts of speech, phrases in a sentence help form the skills of linking words into sentences and phrases. These are the examples of simple phrases and sentences that primary school students should be able to form: **a little dog, a red pen, a**

blue pencil, a big table, this is a little dog, it is a red pen, it is a blue pencil, this is a big table. The organization of grammar games increases the students' interest. The formation of students' correct speaking skills through teaching the methods of forming sentences allows them to clearly express their thoughts in speech. A sentence is a communicative unit that conveys a substantive thought. Primary school students are taught the types of sentences (declarative, interrogative and exclamative), i.e. they are taught to recognize the feelings of a speaker through a certain intonation. Thus, through the help of intonation teachers introduce specific features of declarative, interrogative and exclamative sentences to students and help them form correct sentences.

In primary school, speaking skills are developed by the study of words, phrases and sentences. Students learn to make texts containing few sentences and to understand the logical connection between these sentences. The main goal here is to develop the ability to distinguish between sentences. In primary school, the structure of texts should be easy, should meet the age requirements, psychological abilities, level of knowledge and worldview of the student. With the help of the text, the student must learn the culture, customs, achievements, that is, the texts should have a great educational value that will motivate the student. Students learning a foreign language try to communicate in that language. It helps to form the student's skills of communication in a group, that is, the student's communication acquires a social character, which makes it easy for the student to perform some actions that he hesitated to perform before. Students' eagerness and openness while training the skills of performing individual actions make it easy to acquire those skills. A skill is a developed method of performing an action.

Thus, the formation of listening, speaking, writing, reading skills means a good command of the language, both oral and written. Spoken language competence is the ability to speak the language and understand it through listening, and written language competence is the ability to write and read in that language.

The acts of oral and written speech should have motif, purpose, and communicative situations. Psychology distinguishes two types of speech (external speech, internal speech). The forms of oral and written speech are in close dialectical connection. They are based on kinesthetic feelings arising from the movement of speech organs. Kinesthetic sensations are very important in speaking, writing activities, i.e. the formation of motor skills in school age helps develop muscle, motor sensitivity. The sensations during writing and speaking develop their perception, expand their field of attention, and develop their language and mental abilities.

In addition, writing creative works, such as paper works, presentations contribute to the development of the students' imagination [6]. Speaking skills develop on the basis of sensations, perception, imagination, memory and thinking through visual, auditory perception, and thinking. During the oral communication, information is perceived through listening, and during the written communication, information is perceived through vision. Thus, if written communication requires the perception and understanding through vision, the oral communication requires the skills of listening, perception, understanding, and response.

There is a great difference between the spoken and written language. We can clearly see these differences in children's speech. The reason for these differences is the dissemblance of written language, the complexity of its mechanical structure. Logical connection is strictly observed in written language. Both the direction and the content of the oral speech change depending on the students' opinions [7]. To reach the communicative goal in teaching English, the formation of speaking skills plays an important role.

Communication is a bilateral process, which consists of understanding and speaking. There are two types of communication:

1. dialogue - communication of two or more people; communication in the form of questions and answers.

Dialogue has the following psychological characteristics:

- 1) it is a free communication,
- 2) the participants of the dialogue speak in turn; the dialogue is mostly short and understandable only for the participants,
- 3) there are shortages on the logical side of the dialogue (consistency, feasibility, etc.);

4) the dialogue is supplemented by gestures, expressive movements of the face and eyes (hands, mouth, eyes, eyelid movements).

Students should be able to ask general, special questions and answer them, express consent or disagreement, make a request, and make remarks during the speech. Discussions, excursions and games play an important role in improvement of the students' speaking pace through the development of dialogic speech;

2. Monologue is a speech presented by one speaker, that is, the speech of one person directed to another, or to a large number of people.

Monologue is characterized by the following psychological features:

1) monologue is built in accordance with a certain plan, content, and requires preparation;

2) the logical side of the monologue is set strict requirements (special attention is paid to the meaning and clarity of the text).

3) monologue mostly requires the expressive moments that influence people (pronouncing words with proper intonation).

In teaching English language, linguistic support (stimulus, incentive) helps develop the students' knowledge, competence, and skills. Linguistic supports help develop the thought in particular direction, not make mistakes in speech, and organize speech activity. Through the help of linguistic support, students learn the monologue speech in English, which, in turn, develops the students' skills of free speech, cognitive interests and creative skills.

Providing these supports in the form of collages help the students to concentrate, view attentively, and pull thoughts together. In general, speech activity is characterized by its content and expressiveness. If the idea expressed is not clear and meaningful, it loses its value. The expressiveness of speech indicates the emotional state of a person. Depending on the speech intonation and apparatus, human speech shows different mental states (inquiring, demanding, joyful, sad, etc.).

"Speech cannot take place without the sounds of the language and outside the process of the pronunciation and perception of these sounds, that is, the speech occurs only through the linguistic units [1]. The pronunciation of the sounds can vary depending on the language: they have different perceptual ("images" related to sounds) articulation basis (regarding the function and place of speech apparatus).

The articulatory feature in pronunciation of the sounds of the English language is that individual sounds can be pronounced in one way, but written in another way, and some words can differ in writing, but sound the same. This feature is typical for the English language.

E.I. Passov: "Phonetic skill is the ability to carry out a synthesized action, which is implemented in the skill parameters and provides an adequate sound layout of the language unit". E.I. Passov points out that phonetic skill covers two operations:

- 1) articulation
- 2) intonation.

According to E.I. Passov, phonetic skill covers speaking skills in pronunciation of language units, as well as motor skills related to the movement of speech apparatus. Simple phonetic skills involve the production of one sound, and complex phonetic skills involve the production of one word, syntagma. Correct word stress, proper division of a sentence into syntagmas, correct voice rhythm contribute to correct understanding of the meaning of a word and a sentence. Formation of phonetic skills includes several stages:

1) perception - acquaintance: a) acquaintance with pragmatic aspect of pronunciation, b) creation of the correct sound image, c) imitation (establishment of connection between hearing and pronunciation of linguistic units);

- 2) differentiation of understanding (understanding the pronunciation of sound);
- 3) isolated reproduction (strengthening feedback);
- 4) integration (consolidation of all operations of pronunciation skills) [8].

So, speaking is a reverse process of hearing. During listening, the process is directed from the form of perception towards understanding and in speaking, the process develops from content to form [9-11]. Speaking includes several levels: initial (answering questions with the participation of the teacher); average (support of text with illustrations); independent (usage of complex structures in speech).

Conclusion and Discussion

In conclusion, in formation of communicative skills, proper formation and development of foreign language speaking skills directly influence the improvement of communication. In order to develop qualitative speaking skills, it is necessary to take into account such situations as the learner's need to speak the foreign language, the impact of the environment and the situation, individual abilities, determination of the ultimate goal of speech. By teaching the students to ask questions from a teacher or from each other in target foreign language, to exchange opinions, to discuss or describe the materials that they have read or listened to, to narrate, to participate in a dispute, make acquaintances in everyday life, to speak, teachers help develop the students' communicative skills. In addition, the formation of students' communicative skills by teaching them to start communicating in a foreign language, to provide incentives to their partners to continue communication will ensure the future generation's comprehensive development, adaptation to life and competitive ability.

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Р.С. Исмагулова¹, М. Кале², А.К. Ожикенова³

¹Абай атындағы Қазақ Ұлттық педагогикалық университеті, Алматы, Қазақстан;

²Гази Университеті, Анкара, Турция;

³С.Д. Асфендияров атындағы Қазақ Ұлттық медицина университеті, Алматы, Қазақстан

ТІЛДІК ДАҒДЫЛАРДЫ ҚАЛЫПТАСТЫРУДАҒЫ ШЕТ ТІЛІНІҢ ЛИНГВИСТИКАЛЫҚ ЕРЕКШЕЛІКТЕРІ

Аннотация. Шет тілін оқыту арқылы бастауыш сынып оқушысы игеретін бастапқы коммуникативтік дағдыларға олардың ана тілдерімен қатар ағылшын тілінде де сауатты қарым-қатынас жасау, түсінісу, күнделікті өмірдегі түрлі жағдаяттарда тілдесім әрекеті арқылы әлеуметтену дағдыларын қалыптастыру жатады. Оқушылардың коммуникативтік дағдыларын қалыптастыруда ағылшын тіліндегі сөз, сөз тіркестері мен сөйлемдерді оқыту, оның лингвистикалық ерекшеліктерін анықтауды қажет етеді. Бастауыш сынып оқушыларының тілдік қатынас кезінде жатық сөйлеу дағдыларының қалыптасуы үшін коммуникативтік тұлғалардың қолданылу заңдылықтары мен ережелерін меңгеруі қажет.

Түйін сөздер: коммуникативтік дағды, бастауыш, тілдесім, қарым-қатынас.

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Р.С. Исмагулова¹, М. Кале², А.К. Ожикенова³

Казахский национальный педагогический университет имени Абая, Алматы, Казахстан;

Университет Гази, Анкара, Турция;

Казахский национальный медицинский университет имени С.Д. Асфендиярова, Алматы, Казахстан

ЯЗЫКОВЫЕ ОСОБЕННОСТИ ИНОСТРАННОГО ЯЗЫКА В ФОРМИРОВАНИИ ЯЗЫКОВЫХ НАВЫКОВ

Аннотация. Первоначальные коммуникативные навыки, приобретенные учеником начальной школы путем изучения иностранного языка, включают в себя формирование навыков грамотного общения, социализации в процессе общения в различных ситуациях повседневной жизни как на родном языке, так и на английском. Формирование у студентов коммуникативных навыков требует изучения слов, фраз и предложений на английском языке и определения его языковых особенностей. Чтобы развить компетентные речевые навыки учащихся начальной школы, необходимо овладеть законами и правилами применения коммуникационных подразделений.

Ключевые слова: коммуникативные навыки, первичный, язык, общение.

Information about authors:

Ismagulova R.S. - Doctoral student, Kazakh National Pedagogical University named after Abai, Almaty, Kazakhstan. e-mail: irauzya@mail.ru, <https://orcid.org/0000-0002-5290-527X>;

Kale M. - Doctor of pedagogical sciences, professor, Gazi University, Ankara, Turkey. e-mail: ddariussha@mail.ru, <https://orcid.org/0000-0002-3727-1475>

Ozhikenova A.K. - PhD, MD, MPH. Almaty, Kazakhstan, e-mail: aiman84@mail.ru, <https://orcid.org/0000-0001-7078-5737>

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