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WAYS OF TEACHING LANGUAGE WITH MODERN INNOVATIVE EDUCATIONAL TECHNOLOGY

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ABSTRACT

The article analyzes the ways of synthesized use of data in the Kazakh spoken language used to teach foreign learners a beginning level of the Kazakh language, using effective and easy topics and phrases based on new innovative methods.

The purpose of the article is to consider the foreign experience in teaching second languages to foreigners, to develop a scientific-theoretical basis for the development and teaching of the Kazakh language and to identify theoretical concepts used in the analysis of data used at the beginner level of step-by-step teaching.

Since the communicative-functional technique is important in the teaching of spoken language, the article, written for a beginner level, selects the most effective structures and methods of the Kazakh expression. It has recognized in practice that the communicative-functional technique makes it easier for the learner to assimilate names and concepts related to their daily activities. This technique explained by its universality is generally considered a pragmalinguistic orientation. The meaning and significance of the Kazakh language have analyzed and evaluated through a cognitive method, and the emotional and personal characteristics of the speaker, as well as the individual characteristics of the linguistic personality have taken into account.

We got acquainted with Western and American experience of teaching languages, adapted its innovative news to scientific research and used in the writing of the work. It has proven that today in France, Italy, Switzerland and the United States, there are various standards and methodologies for language teaching in the social and commercial directions. In the last decade, in discussions at various levels linguists from all over the world have found that the system of teaching spoken expression functionally and communicatively has become a trend.

INTRODUCTION

The scientific study of the system of teaching English as a second language led the American scientist Noam Chomsky to create generative linguistics [1]. He laid the foundations of generative linguistics in the 1950s as a branch of structural grammar. Generative linguistics has changed the scientific views of many representatives of traditional structural grammar, so the term called "Chomsky revolution" has been established in linguistics.

Generative linguistics (GL) has based on the concept of the generative model of language. That means any language rules need to aim only at determining the right order of correct sentence construction.

GL does not describe the language as in traditional linguistics but shows the process of language modelling. The emergence of GL was primarily due to extralinguistic factors, namely: the pursuit of modelling in the difficult post-war period of the fifties of the twentieth century, the computer revolution, the creation of genetic code models, machine translation and the development of mathematical linguistics. The main difference between GL and traditional grammar is while traditional grammar proves a word has formed from a sound, a phrase from a word, a sentence from a phrase, in GL the origin of expression (speech) begins with syntax and progresses to phonology. The abstract syntactic structure of the sentence in the expression as a manifestation of thought plays an important primary role.

DISCUSSION

The concept of "competence" proposed by Noam Chomsky has a special meaning, according to the scientist, "competence" is the

intuitive mastery of language. At present, in world science, Noam Chomsky's theory is widely supported and developed. [2]. In this regard, communicative competence, socio-linguistic competence, discursive competence, information competence, cognitive competence, etc. species have been identified and are scientifically stable. These types of competencies are inseparable. Scientists believe that language learning has two characteristics:

- knowledge about the language;
- metacognitive strategy.

That is, for a language learner, it is necessary to have general information about the language, its general structural laws. The information received should be based on the learner's existing knowledge and contribute to its development.

Let's consider a simple example: A boy went to school. Before analyzing this sentence, we pay attention to the integrity of the idea and the correctness of the sentence. The sentence provides information about the boy's attendance at school.

Now we divide the sentence structurally: A boy is the subject of the thought in the sentence, represents the material meaning (S), to school (O) - determines where the child goes, the indirect complement meaning, went (V) determines the action, becomes the predicate of the sentence.

The units that make up a sentence provide accurate information and provide some clarity of thought. At first glance, this may seem like a school-level analysis. However, if we say that the most important thing for the current language is the comprehensibility and accuracy of the idea, there is no doubt that its comprehension is related to the semantic structure of the words in the sentence. Especially in machine translation, it is important to determine the order of the words in a sentence to correctly and accurately understand the natural language. For example, let's change the above sentence in different ways: Balamektepkebardy. Mektepkebalabardy. Balabardymektepke. Mektepkebardybala. (A boy to school went. To school a boy went. A boy went to school. To school went a boy) – We know that we can use any of these options in speech. At first glance, the semantic characteristics of the sentences are the same, but there are functional semantic features, and this has been seen in the expression.

In the first sentence the word "school" is emphasized, in the second sentence "boy" is important, and in the next sentence "went" is pronounced with a special expression, and the information given to the listener has its own peculiarities.

Therefore, it is not the syntax of the sentence that is important, but the semantics of the sentence.

In our country, too, in the works of such scientists as F.Sh. Orazbaeva [3], E.D. Suleimenova [4], Z. Kuzekova [8], K. Kadasheva [5], the development of methods of teaching the Kazakh language as a second language is highly appreciated. These works are written mainly for the Russian-speaking audience, taking into account its specifics. If we take into consideration that most of the learners in today's Russian-speaking audience are Kazakh citizens, it is clear that they have a great advantage in learning the Kazakh language. The main thing is that there is a language environment and a full opportunity to communicate.

And the main feature of teaching the Kazakh language to foreigners comes from this. There is no verbal environment, but the motivation to learn the language is strong, the interest is high. At this time, it becomes more important to develop a new method of teaching the Kazakh language to foreigners.

The Kazakh language has been taught as the state language for more than a quarter of a century. During this time, several scientific methods have been proposed, educational standards have been established, and textbooks and manuals have been written based on standard programs. It would be appropriate to divide them into the following types:

1. The methodology of teaching with grammar direction based on the traditional structural system;
2. The system of teaching without grammar;

In our country, there has been developed a multi-level textbook, guidelines, test system in these two areas.

Before determining the methodology of teaching the Kazakh language, we need to find out the level of social, psychological, needs of language learners of the Kazakh language.

We have been teaching the state language in the Republic since independence years. We have started this great work with an incomplete system and still working on it. From school to university, we have increased the number of hours, both on-demand and sometimes by writing. Currently, there are the following ways to teach the Kazakh language to others:

- teaching Kazakh as a second language;
- teaching Kazakh as a foreign language;
- teaching the Kazakh language as the state language.

Everyone understands the meaning of term teaching Kazakh as a second language differently. "The second language" is a term widely used in the scientific literature in the sense of a language learned after the first language (mother tongue). The use of the term "the second language" concerning the native language is rare, so the meaning of teaching the Kazakh language as a second language to a Kazakh child is naturally misunderstood and rejected by many. In this case, the term teaching of the Kazakh language as a second language should be used only in the teaching of other nationalities.

Teaching the Kazakh language as a foreign language is also one of the most important and topical issues for the modern Kazakh people. Currently, in the USA, Russia, China, Korea, Poland, Germany, Bulgaria, and in many other countries, Kazakh is taught as a foreign language. There is also a peculiarity and complexity of teaching Kazakh as a foreign language to foreigners who come to our country.

Scientific consistency and systematicity are needed in the formation of an internal system and network of teaching the state language of our independent country, which unites several nations and ethnic groups. It will be good if we preserve the special internal systematicity in the level of education formed in the world educational process. Although we know that the methods of teaching

English and Russian are mature and systematic, there are many ways to master and learn it.

Every individual is the present and future of the country, of the state. Country psychology, country character, respect for the country - are sacred concepts that border on knowledge of the state language. Therefore, first of all, the status of teaching the Kazakh language should be explained in this context. By teaching the state language, we instill in young people a national (state) consciousness and provide them with full information about the state symbol, national spirit, national identity. The national consciousness begins with the assessment of the country's today, country's tomorrow, the care of the country with the eyes of love and the light of the heart, not to be deceived by the care of his own pockets and behaviour.

The most important symbol of the country's independence is the state language. The state language is the mainstay of the culture and spiritual nature of an independent nation. Language is like a passport that defines the identity of a nation, its spiritual image. It is the only sign that distinguishes a nation from others. Only through the language of the nation can the nature of the people be different from other related and unrelated peoples. There is an infinite resemblance between the natural world and the worldview of man, which is subject to the cyclical laws of the world, and the numerous mysterious worlds of knowledge that come from the concepts of good and evil, night and day, darkness and light, black and white. The linguistic differences of nations also ensure their harmonious unity in space. To several generations learning by heart saying "Know all other languages, respect your language" our first president reached our heart by his words: "Mother tongue is the mother of all of us because it's the mother of our nation".

There is a lot of progress in teaching the state language in universities. Currently, many textbooks and manuals, methodological researches are published. The teacher can find what he needs in these tools. It may be necessary to separate and legalize one of them, by saying it is necessary to teach only with this book (textbook). However, the availability of different textbooks does not cause inconsistencies, but it shows multifaceted.

In our opinion, the main need now and the first thing that needs to be done systematically is the sequence of training. It is necessary to create a consistent system of teaching the Kazakh language as the state language between kindergartens and schools and universities. Harmonious connection with the national and universal world has formed through the teaching of language, which is an image of socio-cultural identity, a cultural phenomenon. There is a lot to be done, to increase the consistency and regularity of teaching the Kazakh language, to respond to social demands. It is no secret that we can learn a lot from the methods of teaching languages as English, German, French, Russian, etc., which are of world importance as a means of application. One of the main ways to learn a language that can meet the needs of the XXI century - the system of tiered learning has become the methodological basis of the Kazakh language, which is now taught in many universities. At each stage of the model "Multistep level of education," it is necessary to clearly define the information provided and systematize the analysis of its content structure, study the principles, thus creating a comprehensive system of continuing education. The introduction of a multi-step level and its continuous implementation from school will increase the quality of learning the Kazakh language as the state language.

Continuous teaching of the state language is the main requirement of today. This is necessary for the harmonious development of growing children and youth, for the national spirit to be deeply embedded. The main focus in language teaching is the education of patriotic citizens through language, with special emphasis on the formation of the individual.

That is, based on the principle of LANGUAGE - PERSON - CULTURE, the main task is to convey through language the needs of the child for harmonious development.

In turn, each level has established by the following scientific phases:

- functional-analysis;
- information analysis [10].

We can see the traditional way of development of European and American language teaching systems is based on pragmatic communication, identifying the importance of basic quality information and the necessary structures that often used in spoken language. Most importantly, its aim is at determining the specifics of the basic information model. We believe that the following issues should be given special attention in the study of methods of teaching the Kazakh language to foreigners:

- 1) integration, coordination of the system of teaching the native language by international standards;
- 2) take into account the important learning technologies in the American methodology of language teaching; It is obvious that today the methods of teaching the Russian language are beginning to move in this direction (I.L. Bim, A.A. Mirolyubov, M.S. Ilyin, B.A. Lapidus, etc.);
- 3) facilitating the transfer of traditional domestic learning technologies to modern innovative learning technologies;

In the modern direction, it is important to implement the standards and methods of language teaching according to the following scheme:

requirement - analysis - implementation

We need to develop and define the appropriate technology for each phase in this diagram. The modern methodological scientific literature emphasizes the need for systematic and comprehensive training of future professionals to cover all aspects of education. At the Al-Farabi Kazakh National University, where we work, this issue is deeply rooted, and systematic activities are carried out on several projects. The scientific-theoretical basis of this is widely studied in scientific research aimed at recognizing the theoretical and practical nature of education. At the same time, the content of education and teacher's professional preparation has identified as

one of the key factors in this system. Issues of quality of education and regularity of training have been studied in depth by foreign researchers.

For example, in the research of scientists such as J. Martin, L. Svenson, I. Larner, M. Skatkin, O. Pehota, innovative teaching methods in higher education have been considered in detail. The basis of innovative learning technologies implemented in the educational process should be social orders, professional interests of the future specialist, features and peculiarities of the learner as an individual. Therefore, the innovative learning technology used in any learning process should be combined with the pragmatic understanding of the learner.

In the development of language competence (skills) of the learner, research has been conducted in the personality-oriented direction, and the learning strategy has been differentiated from the cognitive, functional aspects. It is very topical to know foreigners' way to learn the second languages, especially to search for effective ways to learn the Kazakh language. The issue of studying the second language learner's skills has considered in the work of foreign researchers. We used the main scientific findings in the works of scientists as Cook Vivian [11], Flege James [12], Ellis Rod [13], Gass Susan, Selinker Larry [14], VanPatten Bill [15], Krashen Stephen [16], Hufeisen B., Neuner G. [17], Krumm H. [18] written in communicative direction to write a textbook on the Kazakh language for foreigners. The main basis of the learner's language skills is communicative, that is, the ability to communicate in different situations, on different topics, for different purposes, to speak. We use a system of a gradual introduction of socially significant names into the basics of communicative competence at the beginner level, gaining the learner's existing knowledge and skills in their language. In 1997, the European Council adopted the Law on the Qualifications of Language Teaching, "Modern Languages: Learning, Teaching, and Assessment. European Qualifications". In the document, general and communication skills have taken into basis, and the main goal is the development of speech.

The formation of the language skills of learners has based on the following directions:

- speaking skills (use of lexical names, being able to make grammatically correct sentence structure, correct pronunciation);
- writing skills (correct spelling, grammatical correct construction. To write orthographically correct.);
- pronunciation skills (correct pronunciation of Kazakh sounds, correct pronunciation of words and phrases);
- reading skills (various graphic symbols, grammatical and lexical).
- The following skills are required to establish communicative language flexibility:
- language (ability to perceive a foreign language as a system and understand speech on the basis of acquired knowledge);
- discursive (connection, logical, organizational);
- pragmatic (be able to convey the content of thought in speech in accordance with the social context);
- speech (mastery of communication skills);
- sociolinguistic (ability to use language forms correctly);

For language skills to be effective, experience has shown that the learner needs to adopt a skilled strategy and constantly repeat the use of language units in speech.

At the beginner level, we don't give students regular expressions and phrases, or we give them less. In the sentencing system, we mainly take nouns and verbs based simple sentences. In determining the structural features and models of teaching the Kazakh language to foreigners, special attention is paid to verbs. We have considered the opposite of personal or impersonal verbs as equipotent (equally important), that is, members whose logical equality is preserved. They cannot be stages of a sign or indicators that confirm the presence or absence of a sign. The main feature of teaching the Kazakh language to foreigners is that it not only arouses his interest in our language, culture, worldview, country but also contributes to the right formation of their views.

The dialogue between the learner and the teacher should not be one-sided or merely repetitive by the learner only. American scientists liken such a teacher to television. For a teacher not to become a TV, an active dialogue between learner and learner, learner and teacher should be the main condition of language teaching, an innovative lesson based on communication.

In teaching the Kazakh language to foreigners, it is necessary to have a tiered nature of teaching. For example, both the method of teaching at a beginner level and the language materials taught will be simple. It is important to establish a verbal dialogue between learner and learner, learner and teacher, to convey the concepts used in everyday practice, not to teach grammatical figures individually, to be able to convey the content of the opinion in Kazakh, not words. The method of teaching has mainly based on the communicative system, in which the learner and the learner or the learner and the teacher constantly communicate orally and exchange messages in Kazakh as needed.

The main concept of writing a research paper is a functional-semantic direction, in this regard, the proposed article pays special attention to the fact that the nature of phrases and sentences used in everyday speech are linguistic entities used in everyday communication.

Particular attention has paid to the cognitive nature of the information provided to learners. At the beginner level, the communicative conditions for the learner are specified, the main topics, such as meetings at the airport, greetings, acquaintances etc., are selected so that the words used presented in the most accurate and simple structures.

For instance, we need to provide only one type of greeting in the Kazakh language, which is unique to the literary language, except for several types of greetings found in textbooks. There are several types of greetings in the rich Kazakh language, depending on the age of the person. In teaching foreigners at a simple level, we believe that it is possible to take only one variant of the word, to use such words at a higher level, using less ambiguity and variability of the word, less variable meaning. The system of teaching the native language by using such simple applications was developed, integrated and coordinated by international standards.

Taking into account the important teaching technologies in the American method of teaching the Kazakh language, the focus was on the accuracy of the names used in the dialogues, the simplified way of conveying information. To transfer traditional domestic learning technologies to modern innovative learning technologies, the requirements will change depending on the motivation of the learner to learn the language based on the principle of verbal function.

Conclusion

Communicative competence was taken as an important factor in the education system. That is, the flow of information needed by the learner should be as accurate and relevant as possible, pragmatic. We have recognized that it is inappropriate to reflect in any text or dialogue our values that reflect our national identity in the ethnographic network, which is rich in Kazakh national cognitive information. Also, when a language learner does not know and appreciates the artistic nature of the Kazakh language, giving him excerpts from the poems of such people as Abai, Shakerim, the ancestor of Kazakh spiritual values, is an underestimation of their work. We also need to learn that American or European teaching methods do not offer the learner (even at a high level) a text from his or her classical literature. Because the use of words with deep meanings in the works of Kazakh classics cause great difficulties for language learners to understand them, to understand the meaning of the words. Therefore, in the selected topics, we selected only words that are used at a beginner level and repeated and systematized their use. Words in the given texts are constantly checked, unintelligible words, words with variable meanings are not given as much as possible.

The dialogue between the learner and the teacher should not be one-sided or merely repetitive by the learner only. American scientists liken such a teacher to television. For a teacher not to become a TV, an active dialogue between learner and learner, learner and teacher should be the main condition of language teaching, an innovative lesson based on communication.

The levelled nature of teaching the Kazakh language to foreigners has preserved. For example, we believe that the method of teaching at a beginner level should be simple. It is important to establish a verbal dialogue between the learner and the learner, the learner and the teacher, to convey the concepts used in everyday practice, not to teach grammatical figures individually, to convey the content of the opinion in Kazakh, not words.

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