

- 6.1. Бірінші грамматикалық мағынасы – лексикалық мағынаның жалпылануынан жасалған жалпы грамматикалық мағына – **зат есім**.
- 6.2. Екінші грамматикалық мағынасы – **(ы)**гәуелдік жалғауы арқылы берілген категориялық грамматикалық мағына – **меншіктік мағына**.
- 6.3. Үшінші грамматикалық мағынасы – **атау** септігінің нөлдік тұлғасы арқылы берілген категориялық грамматикалық мағына – **иелік мағына**.

7. **Ар-ожданы** несі? деген сұраққа жауап береді. Ендеше, бұл – **зат есім**. **Зат есім дегеніміз**– заттың, нәрсенің, құбылыстың, деректі, жартылай деректі, дерексіз ұғымдардың атауын білдіретін сөз табы.

8. Мағынасына қарай:

- а) **жалпы есім**, себебі, біркелкі дерексіз ұғымның жалпылай аталуы;
- ә) **жансыз**, себебі, тіршілік иесі емес;
- б) **дерексіз**, себебі, көзбен көріп, қолмен ұстап тануға болмайтын дерексіз ұғым атауы.
- в) **нақты емес** себебі, деректі болған нәрсе нақты болмайды.

Қорытынды. Қорыта келгенде, «Сатылай кешенді оқыту» технологиясы жаңартылған білім беру мазмұнының талабымен үйлестіре отырып жүргізілсе, қазақ тілін оқытудың қазіргі заман тұрғысынан қойылып отырған міндеттеріне толығымен жауап бере алады. Бүгінгі күн үдесін толық сақтай алатын оқыту жүйесі «Сатылай кешенді оқыту» технологиясының негізгі тірегі өз бетімен жұмыс жасай алатын студенттің өзіндік ізденісіне олардың өзін-өзі тануына танымдық-практикалық қабілеттерін жүзеге асыруына мүмкіндіктер туғызатын оқыту, сондықтан да бұлар бүгінгі қоғам талап етіп отырған бәсекеге қабілетті жаңашыл, құзіретті тұлғаны қалыптастыруда шешуші мәнге ие бола алады.

Пайдаланылған әдебиеттер тізімі:

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WAYS OF MASTERING GROUP WORK BY PLAYING METHOD

Abstract

This article discusses the use of gaming method in teaching students a Kazakh language. There are considered some strategies for successful involving students in team-bonding and studying games, including detailed examples with following comments and tips for teachers. The article is divided into several parts, each of which reveals advantages and disadvantages of the topic. Nevertheless, the article mostly shows the useful sides of the method and its' positive impact on students. It describes that apart from the fact that games can engage students into language learning process and make it interesting to students, they have a potential to teach students critical thinking.

Keywords: Kazakh language, positive impact, critical thinking, efficiency

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ОЙЫН ӘДІСІ АРҚЫЛЫ ТОПТЫҚ ЖҰМЫСТАРДЫ МЕНГЕРТУДІҢ ЖОЛДАРЫ

Аңдатпа

Бұл мақалада студенттерге қазақ тілін меңгертуде ойын әдісін қолданудың тиімді жолдары туралы сөз етіледі. Негізгі бөлімде студенттерді тілдік оқыту процесіне ойын әрекеттері арқылы сәтті тартудың бірнеше стратегиясы, соның ішінде егжей-тегжейлі мысалдар, студенттерге арналған түсініктемелер мен кеңестер берілген. Мақала бірнеше бөлікке бөлінген, олардың әрқайсысы әдістің артықшылықтары мен кемшіліктерін қарастырады. Ойын арқылы сабақты меңгерту студенттерге жағымды әсер етеді және де бұл әдіс студенттердің жаңа сабақты жеңіл меңгеруіне ықпал ете отырып, топта топтастарына деген жанашырлыққа баулиды.

Түйін сөздер: ойын әрекеті, қазақ тілі, жағымды ықпал, сыни тұрғыдан ойлау, тиімділік

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СПОСОБЫ ОСВОЕНИЯ ГРУППОВОЙ РАБОТЫ ИГРОВЫМ МЕТОДОМ

Аннотация

В данной статье рассматривается использование игрового метода в преподавании ученикам казахского языка. В основной части представлено несколько стратегий для успешного вовлечения студентов в процесс изучения языка через игровую деятельность, включая детальные примеры, последующем комментарии и советы для учителей. Статья разделена на несколько частей, каждая из которых рассматривает преимущества и недостатки метода. Тем не менее, по большей части автор заявляет о его позитивном влиянии на студентов и объясняет это тем, что помимо помощи в вовлечение студентов в процесс изучения языка, они обладают потенциалом обучения студентов критическому мышлению.

Ключевые слова: игровая деятельность, казахский язык, позитивное влияние, критическое мышление, эффективность

Introduction. Using games in language classrooms is popular among many Kazakh -language teachers and educators. Engagement in gamebased activities gives learners a chance not only to experiment with the language and fun way but also to sharpen their Kazakh skills. Furthermore, a sense of trust and responsibility are promoted when students are in collaboration toward their team's goal. During my years of teaching experience, some of my students ask to switch to another team because they cannot collaborate successfully with their teammates; they feel themselves unable to share duties correctly or make use of the strengths of individual members. Others complain that they are often on the losing team, owing to their lack of awareness of good game strategies. Some advanced students want to be in groups with those at the same level rather than with those at a lower language proficiency. They sometimes protest that games do not help them hone their language skills, but rather are a waste of class time. What successful strategies can teachers use to tackle these issues? How can teachers organize games in which students not only get beneficial language practice but also cooperate well with others? In what ways can lessons of teamwork and strategic planning be introduced to learners of Kazakh ?

Research result. It is true that game-based activities can bring numerous benefits to language learners. Wang (2010) suggests that the employment of communicative language games can (1) enhance students' learning motivation in a convivial and exciting way, (2) provide learners with opportunities to decode the language in real-life scenarios, (3) encourage rich and meaningful language practice, (4) create a learning environment where a sense of security and support is perceived, and (5) promote collaborative partnership. However, this article does not concentrate exclusively on favorable aspects of language games. Instead, it aims to suggest practical strategies and effective approaches to designing games with the following characteristics:

- Students receive support from their teammates, fostering positive group dynamics.
- Students become strategic planners willing to take risks and exchange their roles in different rounds of the game.
- Students learn lessons of tolerance, sympathy, and teamwork, contributing to the development of successful learners beyond the classroom.

Methods. Activity 1: Teacher's instruction: "I will divide our class into groups of four students. Then, I will show twelve questions about Kazakh tenses one by one. Raise your hand if you know the answer. The fastest student will have a chance to answer the question. Each correct answer brings your group one point."

Comment on Activity 1: The teacher puts students in groups even though doing so does not lead to any teamwork; there is no time for strategy planning and no opportunity for students to share responsibilities. Moreover, when excitement runs high, students with advanced skills may seize every chance to raise their hands and answer the questions, impeding lower-proficiency students' engagement in the game. A suggestion to make this activity a more teambuilding exercise, if there are four students in each group, is to prepare four question sets of relatively the same difficulty level—for example, the four sets could be based on tenses (e.g., past simple, past continuous, present perfect, and future). There could also be sets based on four different topics. Then, ask each team to give each member one question set. Four question sets mean that there will be four rounds, with each team member getting involved in one round. The idea is to ensure that lower-ability students get involved in the game and have just as much to contribute as other members because the questions are equally challenging. The teacher might want to allow team members to change their question sets or ask for their teammates' support. This would promote collaboration within the team.

Activity 2: Teacher's instruction: "I will divide you into groups of three. Each group will do a word-search activity. You have studied 15 vocabulary items already. Work in your teams to finish the word search. The fastest group is the winner."

Comment on Activity 2: Because of insufficient discussion time within the team, students may work individually to search for 15 words. In order to handle this issue, you can give students one or two minutes to seek the most effective way to do the word search. You might give explicit advice: "If there are 15 words, why doesn't each of you look for five words?" Then, make three team members work at one table so that they can search for their designated words but simultaneously keep track of the team's progress.

Strategies for successful team-bonding games. The two examples in the previous section show that designing a language game to engage all team members is not a straightforward task. However, the Before-During-After strategies below can help teachers plan games in which students not only have fun but also learn to collaborate effectively.

Before the Game-Based Activity 1. Consider the task difficulty. Groups of three or more students usually play team games. Therefore, if the task is too easy, it might result in member domination where one or two players assume responsibility for the entire activity. This has a detrimental impact on learners' motivation; especially in the case of less-advanced students because they might perceive that they do not have a clear role or are unable to make a meaningful contribution within their own group. At the other end of the spectrum, the winning team members may not feel any satisfaction, as the task was not worth their effort. Thus, the right level of challenge is of paramount importance to deepening students' engagement in team games. 2. Break up a single game-based activity into different tasks. Allocate one or two minutes for students to discuss their responsibilities. Kazakh language teachers because of time constraints often overlook this step. Nevertheless, group discussion gives learners time to evaluate their strengths, weaknesses, and interests so that they perform tasks that match their ability. Moreover, brief group discussions create a sense of direction within a team and a better understanding of each student's roles and duties prior to the game. It also gives students a chance to work together to develop strategies for playing the game. 3. Provide a table of student roles. Having students write down their specific roles fosters a sense of equality and of belonging to the team. Individual members will see that they are working together toward the team's goal and contributing to the team's success. Additionally, students may swap roles in later rounds of the game in order to get experience in different aspects of the game or simply to change the group's strategies.

During the Game-Based Activity 1.

1. Organize more than one round of the game. As mentioned in the discussion of Activity 1 above, multiple question sets enable learners to play the game several times. It is a good idea to plan a short interval to let students revise strategy. Think about why most sports have a break during games. Players need time to assess their performance and adopt different tactics. Team games in Kazakh-language classrooms are similar. Intervals of one or two minutes help student teams execute their next game plan. The process of self-reflection and strategic planning through game-based activities plays a role in the development of critical thinking. Finally, noise concerns arising from group games are managed by means of game intervals, as students hold quiet group discussions rather than shouting or jumping around the classroom. 2. Continually remind students of their roles. For activities where students take time to work on a challenging task or puzzle, high proficiency learners might take over all parts of the task. It is advisable for teachers to circulate around the classroom and ask to see each group's Student Roles Table to make sure students are doing their assigned tasks. If there is a sign of confusion or disorder, the teacher can

also ask each group member to explain his or her role. 3. Encourage students to exchange roles. When the first round ends, have students revisit their Student Roles Table. Tell them to exchange roles in the next round of the game. This opens up opportunities for learners to step out of their comfort zone by trying things they might feel less confident. A role change also helps students think strategically, as they have to decide which members are better fit for which new roles. Furthermore, lower-level students may feel that they are a key part of the team when they take on different roles as the game proceeds.

After the Game-Based Activity 1.

1. Praise the winning team while encouraging the losing teams. When the game ends, winners are usually the center of attention. The class is filled with exclamatory phrases such as “Good job!” and “Well done!” However, we teachers may not recognize that such comments could be perceived as showing favoritism of one team over another. To prevent this, genuine care and encouragement should be shown to other teams as well. Comments like “All teams did a good job. I was delighted to see how well you collaborated in your groups,” and “Everyone, give yourself a big round of applause for your achievements. You should all feel proud of your work” help cultivate self-esteem among all learners. After all, the point of classroom games is not to declare winners and losers; the purposes are to practice language skills, collaborate, think critically and creatively, and have fun. 2. Give students one or two minutes to reflect on their overall team performance. A sense of frustration and disappointment is harmful to students’ motivation and should not be a part of their involvement in language-based games; this is another reason not to emphasize winning and losing. Instead, concentrate on a positive side of the activity (e.g., students’ language-skills development and their teamwork) and give students time to reflect. Below are sample questions that students might answer: “What do you like about this game?” “What have you learned from the competition?” “What language skills have you developed?” “If you played the game again, what would you do differently?” Reflection time proves vital to the growth of language learners on both social and professional levels. They can discuss with their own teammates, resulting in heightened awareness of one another’s personalities and perspectives. As a result, group dynamics can be enhanced in future classes and the next game or activity. At the same time, students can listen to other teams explaining their strategies, which they may find useful to apply in subsequent games and projects. Typically, such moment’s right after the game are set aside for error correction, but reflection time could be just as valuable. In addition, if time permits, this could be a good time to solicit students. I am including my own version because it demonstrates how group work can be shared equally among members of the team. More importantly, students have opportunities to change roles during the game. Finally, the activity can be used to practice a wide range of language skills and is easily modified to accommodate diverse student levels.

Game-based activity 2. Organize groups of four students. 2. Explain the rules of the game. Two members of the team will walk around the classroom and read four sentences that are written on separate pieces of paper, marked A, B, C, and D, and posted on the walls. These two team members have to remember the sentences (no writing is allowed), then report back to the other two team members, who will write the sentences down. Announce that the four sentences are part of a story. Tell the class that after the groups have written down the sentences, they have to reorder the four sentences to form a logical story—and then write one more sentence to complete the story. 3. Put up a Student Roles Table (see Table 1) and allow a few minutes for team discussion. 4. Have each team fill out a Student Roles Table or simply decide on each group member’s role. 5. Tell students to close their eyes. Put the sentences on the wall, and then ask students to open their eyes. (Note that with large classes, you might have to place several copies of each sentence around the room.) 6. Tell the class that the winning team is the group that finishes first, with no mistakes. Then start the game.

ROLES: Student 1 • Complete a task to earn an advantage or find a hidden advantage. • Keep track of the time. • Check to make sure the writing meets the conditions. Student 2 • Write the first two sentences. (Students try to write their own sentences. However, if they are stuck with vocabulary or grammar, they can ask their teammates for assistance. Also, if any other team uses an advantage and sends a member to help, students will write with the support from other groups as well.) Student 3 • Write the next two sentences. Student 4 • Write the last two sentences. Strategies • Work together to form a story plot first. • Decide who writes sentences with required conditions. • Decide whether you want to write the whole story first and then edit, or whether you want to edit carefully as you go. • Save the advantages you have to help other groups. • Gather to check grammar and spelling together. Table 2. Student Roles Table for We are Against the Clock! 7. As students play, circulate and check students’ sentences. If there are mistakes, tell students to recheck and revise their work. The team members who walked around and read the sentences must go back and reread the sentence(s), report back, and help teammates who are writing the sentences. 8. Prepare short, funny Kazakh video clips and have the winning team pick one to watch. In this way, the class will share enjoyable moments together after the game. You could also let the winning team choose a song for the class to sing or listen to. Another idea is to tell all the teams to politely express congratulations. They can use phrases such as “Congratulations,” “Good job,” and “Well done.” Students receiving these words and phrases of praise can smile back and say, “Thank you.” Note: During the game, make sure that Students 1 and 2 will not write the sentences; they are allowed only to report back to Students 3 and 4. If time permits at the end of the game, read aloud the extra sentences produced by various groups to finish the story and applaud their creativity. 1. except that students must swap roles. Students 1 and 2 write the sentences, while Students 3 and 4 read and remember them. Sample Sentences for Round 2: A. She even asked for my telephone number and address. B. I asked myself, “What should I do?” C. Yesterday, a beautiful girl said “hello” to me. D. But I had never seen her before in my life.

2. If you want, you can introduce extra conditions to make the game more challenging. Conditions should be appropriate for your students’ level and needs; an example of a condition I have used is, “There must be at least two phrasal verbs in the story.” I added this condition to draw my students’ pay attention to phrasal verbs, which we had covered in previous lessons. The game might be used to practice a range of grammar points, with conditions such as, “There must be at least three different

modal verbs.” However, teachers can create other conditions fitting the objectives of the lesson or challenging the students in some way, such as, “There must be no letter h in the first sentence” or “The last word of your story must be happy.”

3. Tell students that the class beats the clock when (1) all the teams have finished their writing before the allotted time, and (2) there are no more than three spelling and grammar errors in each story.

4. As an optional step, announce that besides the writing task, you have hidden four types of “advantages” in the classroom. (Note that you must prepare and hide the advantages before class begins.)

Discussion. A common problem in organizing game-based activities is some students’ belief that games are a waste of time lacking any valuable language practice. Giving a concise explanation of the game’s benefits bolsters students’ motivation. I usually start by saying, “This game will help you to _____” to help my students understand the purpose of the game. When the game ends, you can review the language points that students have practiced. This approach reinforces the idea that these games are not only for playing but also for learning. Another issue is that high-proficiency students may not want to be grouped with those at a lower level. Meanwhile, less-advanced students may feel that their contributions are not appreciated. These attitudes are likely to have damaging effects on group dynamics in the long run; Oakley et al. (2004, 9) contend that “being part of an ineffective or dysfunctional team may well be inferior to independent study in promoting learning and can lead to extreme frustration and resentment.” One effective solution is to provide a Student Roles Table and have students decide who best fits each role; then, in the second and third rounds of the game, have students exchange roles. Students thus have to restructure their teams and collaborate while tapping one another’s strengths. More importantly, all learners are given a chance to become key players on the team, consequently building their self-esteem. Another recommendation is to allocate reflection time for students to evaluate their teamwork and suggest ways to enhance their overall team performance next time. This can strengthen bonds within a team. Friehs (2016) writes that some teachers oppose the use of games in the classroom because the competitive nature of games might contribute to an unfavorable learning environment. Clearly, the problem of having “winners” and “losers” is a concern, and language teachers should be prepared to handle the issues of disappointment from teams that “lose” and/or excessive pride from the team that “wins.” During game play, a thorough observation of students’ attitudes and the class atmosphere is necessary so that any issues are immediately remedied. If possible, collect students’ opinions for modification of subsequent games. Overall, the teacher and the learners should fully understand that the objective of any team-bonding game in the classroom is to open up collaboration opportunities for students to bond with their peers while improving their Kazakh skills, not to promote competitive attitudes.

Conclusion. Games not only offer authentic language practice but also, more importantly, have the potential to shape students into critical thinkers who are willing to take risks, show compassion for their teammates, and see the value of teamwork and tolerance. As in Game 1, a sense of equality is emphasized when all members perform different roles regardless of their language abilities. In Game 2, students become more strategic and compassionate game players when they collaborate within their own teams and exchange mutual support to move other groups forward. In Game 3, students recognize the power of teamwork when groups stand a chance of defeating “stronger” players, even their teachers. The suggested three-stage strategy is conducive to successful language games: 1. before the game, take into account the shared responsibility among team members, provide a Student Roles Table, and give time to strategize. 2. During the game, allow time for brief intervals and encourage students to swap their roles. 3. After the game, allot a few minutes for students’ evaluation of their team performance and reflection on the game. Following these crucial steps, language teachers should feel confident to incorporate games in their lesson plans and be ready to relish the enjoyable learning environment that language games can create.

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