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LINGUISTIC ASPECTS OF THE FORMATION LINGUISTIC AND CULTURAL COMPETENCE

Abstract

Today, it is known that the assimilation of information by primary school students according to the Internet and television is growing rapidly. This shows the need for Quality development of children's language competencies. Therefore, the work on the formation of linguistic competence has a special place among the several competencies given to students in the process of educating the younger generation. One should note here that children with language and cultural competencies learn to communicate with each other in a complete, smooth and artistic way and share ideas. And they create sentences without repeating words using interconnected phrases. Also, students enrich their vocabulary-stock, expand world view and it creates full conditions for the formation of personality. What is more, it gives to practice a language communication and apply the acquired knowledge in their life.

Keywords: education, primary school education, Kazakh language teaching, vocabulary approach, language competence, formation of language competence

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ОҚУШЫЛАРДЫҢ ТІЛДІК-МӘДЕНИ ҚҰЗІРЕТІН ҚАЛЫПТАСТЫРУДЫҢ ЛИНГВИСТИКАЛЫҚ НЕГІЗДЕРІ

Аннотация

Қазіргі кезде бастауыш мектеп оқушыларының күнделік өмірде теледидар, интернет жүйелері арқылы ақпараттарды игеруі жылдам қарқынмен өсіп келе жатқаны белгілі. Мұның өзі балалардың тілдік-мәдени құзіретліктерін сапалы игеру қажеттілігін көрсетеді. Сондықтан бүгінгі таңда жас ұрпаққа білім беру үдерісінде оқушыларға берілетін бірнеше құзіреттіліктердің ішінде олардың тілдік-мәдени құзіретін қалыптастыру жұмыстарында лингвистикалық негіздеріннің алатын орны ерекше.

Түйін сөздер: бастауыш мектеп оқушылары, бастауыш мектеп оқушылар ының тілі, психолінгвистика, бала тілінің дамуы, бастауыш мектеп оқушыларының тілдік қалыптастыру мәселесі

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ЛИНГВИСТИЧЕСКИЕ АСПЕКТЫ ФОРМИРОВАНИЯ ЛИНГВОКУЛЬТУРНОЙ КОМПЕТЕНЦИИ УЧАЩИХСЯ

Аннотация

Известно, что в настоящее время быстрыми темпами растет усвоение учащимися начальной школы информации через системы телевидения, интернета в повседневной жизни. Это свидетельствует о необходимости качественного овладения детьми Языково-культурными компетенциями. Поэтому сегодня среди нескольких компетенций, передаваемых учащимся в процессе обучения подрастающему поколению, особое место занимают педагогические и лингвистические основы работы по формированию их лингвокультурной компетенции.

Ключевые слова: образование, образование в начальном школе, преподавания казахского языка, словарный подход, компетенция, формирование компетенции учащихся

Introduction. Linguistic communication is the exchange of thoughts, ideas and concepts of the speaker to the second listener, the exchange of the results of linguistic communication among the people. Linguistic communication is published on the basis of complete communicative units with semantic value.

F.Sh. Orazbayeva: "Communicative properties of language is the most important thing of all its features" [1.37].

The communicative function of language is carried out on the basis of communicative feature. Correspondent F.Sh. Orazbayeva named communicative personalities in Kazakh linguistics with a special term and indicated their place in linguistic communication. Also, the scientist refers to communicative features: words, phrases or regular expressions, sentences, texts. [1.25].

Language is a tool of communication and language communication is based on communicative personalities. Among these communicative figures, only words form the basis of language. The opinions of F. Orazbayeva and S. Rakhmetova, who said that the word plays a key role in language communication are valuable. In this regard, F. Orazbayeva said: "It is the word that plays the most important role in interpersonal and linguistic communication" [1.26]. S. Rakhmetova: "Word is the basis of language. Real things and phenomena, abstract concepts, human feelings and intentions are all expressed in words" [2.26]. This fact is important for the correct solution of the problem of the basic unit of language learning. However, in recent times, communicative linguistics has singled out the following communicative units at different levels: word, phrase, sentence, opinion, non-phrase unit, kindness [paragraph] and text. Each of them has its own communicative clarity, richness and accuracy of information that can be seen in communication. In any environment, language communication is considered to be a full-fledged language communication only when it arises through needs and fully meets the needs of people.

Language learning has its own set of rules. Knowledge of these laws by journalists-teachers contributes to the proper organization of educational activities.

Methods. The speaker and the listener must be present for the speech process to take place. The speaker conveys his thoughts to the listener connecting the words grammatically. The listener accepts the speaker's thoughts and, as a result, organizes his actions. There should be a common object for communication between the parties. Well-established language and speech rules that meet the needs of both parties.

A word should convey the name of a thing or phenomenon, movement, Quality, norm, Kuantity in order to convey a certain message. This function of speech is called signifiabile. In the process of communication, people's understanding of each other is based on the unity of signification. The realization of this process can be easily seen in the early stages of speech learning. The child will understand the meaning of a word if you point to a new object, phenomenon, or picture.

The second function of generalized speech. A word and a thing mean a group of similar things.

This function of the word is closely related to the process of thinking. Speech is a form of life that is more adequate for abstract-logical thinking.

The third function of speech is communication. It is an attempt to bring out thoughts, knowledge, speech, and the first two functions of speech are internal mental activities, while the communicative function is an attempt to communicate with other people through words.

The communicative function of speech is divided into three types: informational, persuasive and free expression. The informative nature of speech requires the ability to find the word, phrase, sentence that conveys the full meaning of the idea of the speaker or writer. Only then will the listener and the receiver have the same idea. The informative nature of speech plays an important role in school lessons and education.

The captivating nature of speech determines the significance of the speaker's own thoughts and feelings and his attitude to the listener. For example, when two friends are in private, their voices are soft, and melodious, while in formal conversations, their voices are soft and monotonous.

When speaking fluently, the rhythm of the speaker's voice is emphasized and the command is intended to subdue the listener to his purpose. And the voice will be loud, energetic.

Research result. Language acts as a tool of communication through forms of speech. Depending on the specific purpose of the conversation, speech may have different features. In this regard, speech is divided into several types. They are divided into two groups: external and internal. External speech is divided into oral and written speech, and oral speech itself is divided into dialogue and monologue.

Dialogue is a direct communication between two or more people. This is the simplest form of speech. Firstly, dialogue is a speech that is reinforced. During the conversation, the listener asks a question in order to find out what he did not understand. This allows the speaker to express his or her thoughts, express his or her views, and explain his or her point of view to the listener. Second, the dialogue takes place in a situation where the speakers are moving and seducing each other.

The speaker's facial expressions and pantomime help to understand the concept, the speaker's eyes, eye movements, smiles, intonation of the voice - all these factors facilitate the understanding of the listener. Such measures can deepen the meaning of a word and sometimes even change its meaning.

The syntactic structure of dialogic speech includes simple, incomplete, interrogative and eloquent sentences. There are a lot of syllables in the word classes.

The great psychologist L.S. Vygotsky: "Dialogue is speech, consisting of replicas, it is a chain of reactions. Therefore, the dialogue almost always contains the possibility of understating, incomplete statements, unnecessary

mobilization of words that should not be mobilized to find the same conceivable complex in the context of monologue speech. "

The most difficult type of speech is monologue. A monologue is a long-term, systematic presentation of one's thoughts and opinions. It is expressed in the form of speech, conversations, long speeches. Monologue speech develops on the basis of dialogic speech. In dialogic speech, the increase in the amount of material reported by one speaker gradually leads to a new Quality, that is, creates a monologue.

Some psychological features of a monologue: 1) The monologue requires prior preparation. A definite plan is made and the speaker is guided by his own words and tries to express his thoughts in a systematic way. The monologue does not raise the issue of mental disorders. 2) Strict requirements are set on the meaningful side of the monologue and its attractiveness to the listener. 3) Monologue requires more expressiveness of the word that affects the person. 4) The sentences that make up the monologue do not deviate from the grammatical requirements.

In a monologue, the semantic aspect of a word undergoes significant qualitative changes compared to a dialog. Monologue speech is connected, concise, and subject to such requirements as logical reasoning, consistency, argumentation.

The monologue imposes a number of requirements on the tempo and tone of speech. The monologue is characterized by rapid speech, muttering, monotony, which is not noticeable in the dialogue. The semantic aspect of the monologue should be combined with its attractiveness to the listener. Attractiveness wants the voice to be fresh and impressive.

A child who has just crossed the threshold of school is ready to speak a dialogue, but he learns to speak a monologue in everyday educational work. Creating a variety of messages at school, performing on stage, writing a story, essay, publishing a newspaper in class, discussing books, preparing for school meetings, speaking on school radio, etc. During the performance of the work, the skills of monologue are formed and strengthened.

Oral communication and expressiveness make it not only a means of expression but also a great means of communication. Expressiveness of written speech is created by a very elegant choice of vocabulary, successful construction of the sentence, the correct logical connection of the idea, the division of the text into the right sections, phrases. In addition, the means of expression include italics, underlining, interrogation, exclamation marks, full stops. The main purpose of these tools is to draw the student's attention to the main idea of the text.

According to psychologists, human needs are divided into three parts: material, spiritual and social needs [3], [4], [5], [6], [7], [8], [9], [10], [11].

The first is that material needs depend on the basis of human life.

The second is that spiritual needs include needs for cognitive and aesthetic pleasure, while social needs include needs for work and relationships with people.

The third is the need to communicate - the main motivating factor that motivates a person to communicate.

Non-communicative speech becomes stagnant, loses its vital meaning and becomes an artificial language. N.I. Zhinkin explains the main difficulty in teaching the communicative side of language at school: "The lesson situation removes the natural communicativeness of speech. There is only one way to be free from this shortcoming. It is necessary for a student to have a need for communication" [12,37].

According to scholars such as J. Piaget, L.S. Vygotsky, D.B. Elkonin, A. Aldamuratov, teachers need to create a speech situation to create a need for students to communicate. We have widely used such situational lessons in our practice. For example, in one of our lessons, a teacher asked students to make a sentence using a verb. Students "invented" such phrases as "Sheep is mad", "Dog is barking", "Horse ate alfalfa". Despite the correct answer to the teacher's question, the children performed the task very poorly and without any interest. Many are bored and bored. Why is that? The reason is that the teacher was not able to create a speaking situation in the classroom. The learning situation requires that everyone in the classroom be involved - the student and the teacher, the student and his classmate. Situation is a phrase which connects speakers.

If you come to your friend and say "Asan came from Almaty" and your friend doesn't know Asan, it doesn't matter that he came from Almaty.

And your friend is surprised at your question "Who is Asan?" You may be surprised that the conversation does not continue.

And if that your friend knows Asan, the fact that he came from Almaty means something to him, there is a situation of conversation between the interlocutors. There is a lively conversation between the two.

Situation is a very important condition for communication training to communicate. To understand this, it is necessary to understand what the situation is. It is often confused with the environment and its contents. That's why the lessons are "in the stadium". "Situations" appear, such as "in the kitchen", "in the garden". However, the teacher is noticed many times that students are in such "situations" and respond indifferently or not at all. Students' reluctance to communication can be seen not only in imaginary situations, but also in real-life situations during the lesson, such as trips to the city, school library or garden.

Therefore, the situation is not the objects and phenomena that surround the interlocutors, but the system of interaction of the interlocutors. After all, you can talk about a book on the plane or in the library.

The interaction of the speakers leads to an argument, one to prove his point, the other to agree or disagree with the argument of the first, to complain. The deeper their relationship, the easier it will be for them to communicate.

It should be noted that one of the main reasons for the lack of a speech situation in many language lessons is that the sentences created by students are not related to their actions. Linking the speech situation to the actions of students not only leads them to express their opinions, but also helps them to understand that the native language is a means of communication.

In the early stages of learning, students' oral speech is more meaningful than their written speech. Oral speech plays a key role in the learning process. Children learn English mostly through the teacher's speaking. Reading and writing are gradually becoming tools for students to acquire new knowledge. The teacher explains the properties of new objects and phenomena, students read textbooks, orally describe their knowledge of the properties of objects and phenomena. That is why the development of students' oral speech is one of the most important aspects of linguistics. The student's ability to systematically write an idea or story is formed on this basis.

The ways of developing students' oral and written language are not the same. The connection between oral and written teaching has its own meaning. Since the child does not know how to write in the first stage of reading, he does not learn to speak in writing. Uses only the spoken form during the lesson. Gradually, they begin to master this type of speech by fulfilling the requirements of written speech. The higher the student's ability to speak, the earlier he learns to write. On the contrary, it contributes to the development of written speech. That is why a teacher should aim to develop both types of speech in a child. In the development of the student's written speech, the teacher relies on the type of oral speech, but must be careful not to impair the development of the other. Sometimes a student may not be able to write well, but he may be able to speak well. Here, the teacher's role is to equate these two inequalities on the basis of language development.

If the student is able to express himself in a beautiful way and see his language deficiencies, he will have a full opportunity to master written and speaking skills.

Written speech is a powerful factor in the development of a child's language culture. The child begins to master it from the moment when he goes to school. Teaching the child to write takes up about half of his primary school education. Because mastering the technique of writing is a very complex psychological process. If we compare the spoken and written speech of primary school students, then the written vocabulary of more than 50% of nouns and verbs [more than 50%] is sufficiently developed. It was noticed that children write [invent, write descriptions] at a high level as well. Recent research has confirmed this view.

The child begins to master the skills of reading and writing when he enters the school. Writing in English is a very difficult process. There are three steps for this. At the first stage, the child's attention is focused on the individual elements of the letters, as well as on the movements of holding the notebook and pen while sitting at his desk. The first stage is called the elementary stage in the study of letters. At the second stage, the child can write individual elements of the letter. Now the child's attention begins to flow to the image of the letters. At this stage, the child learns to write individual letters completely. The third stage is the main stage which indicates the degree of formation of written speech. This is where they reach the point where they can write their own words. At this stage, the student's attention is focused on writing the entire word.

In this regard, speech has two different characteristics: content and expressiveness. The point of speech is that the story gives more meaning in a few words. It is important that ideas, feelings and conclusions are consistent with the realities of life. For a speech to be meaningful, the speaker must choose concise, full and figurative words. The speaker must be proficient in vocabulary in order to conclude his thoughts. The use of proverbs and expressions enhances the meaning of the speech. And the expressiveness of speech is an expression of feelings and attitude to an action, an object, a phenomenon that he describes in words. Speech can be clear and distinct, and the rhythm of the voice can be loud, bright, or quiet without any accents. Expressiveness of speech should be pronounced in a clear phonetic sound. The emphasis in the speech process is of particular importance. While logical accents and pauses between words play an important role in oral speech, punctuation and sentence order play a special role in written speech.

Linguistic approaches are used not only in the normal state of human thinking, but also as a means of expressing various features and subtle and expressive phenomena. The meanings, scope and functions of "I have not seen" and "I saw", "I will not say" and "I do not say" are not equal, so the meaning and concept, thought and opinion do not coincide. If words like face, profile, surface, mask were not listed in front of you, our language would be inflexible, unfamiliar, and poor. Without choice, the development of stylistic possibilities, it is impossible to increase the richness of the language. Therefore, one should not call linguistic variability a completely unnecessary phenomenon, but use some of them, which should accurately express opinions. You can also restrict certain phenomena in the language by sifting, sorting.

Literacy is one of the main requirements of language culture and teaching the Kazakh language at school. These two tasks are so close that connect with each other. Even if a child picks up the alphabet and begins to read and write words such as "ata"(grandfather), "ot"(fire), "otyn"(firewood), "nar"(camel) correctly, even if he does not know the phonetic, lexical and grammatical systems of the Kazakh language, he strives to become a literate citizen even after graduating from high school and university. Most of them pay attention to those points and as a result of study they become more literate, some of them become illiterate and graduate from high school. And it joins the ranks of people with low language culture.

Discussion. In our practice, incorrectly prepared texts were selected for texts that have the ability to form the linguistic and cultural competence of students. In such texts, students work to find the character's mistakes and correct

their speech culture. For example, we can take an example from the work of the writer A. Sadibekov in the textbook of 3rd grade:

Akkyz's mother gets up early. She hurries to make sure that she doesn't miss work in the morning. On one of these days:

"Akkyz, go to the kitchen and see if the samovar is boiling or not," she said.

When Akkyz woke up, she covered the floor with her soft soles.

At some point, she was upset. Se is silent.

- What is happened?

"Samovar is crying" she said humbly.

In this text, instead of the phrase "the samovar is crying" and the word "early", students search for the correct phrase and words. Such pre-selected texts are important in the development of students' speech culture.

There are texts that contribute to the formation of linguistic and cultural competence of students . For example,

"Syr" is a river where one of the three geniuses of our nation who named Aiteke bi was born . This is the homeland of Zhalantos Bahadur who was the wise leader of his time, the glorious commander and the ruler of Samarkand. This region is a homeland of Zhankozha, Bukharbay, Serke and Mustafa Chokai which defended by them. Also, it is a region of Berkim who was a defender of the health of the people. The people of Syrdarya are respecting and preserving the national culture, traditions, native language, mentality and religion, all the wonderful Qualities. The region of Syr is a place where the land is full of wonderful , full of songs from ancient times .

Content analysis of the text:

- Tell briefly what the text is about.

- Explain in your own words what is meant by "the people of Syrdarya who keep traditions from ancient times."

- In the text, name the names of people that have become the pride of the nation.

- Prepare three Kuestions according to the content of the text.

- Name new words from the text.

Such texts contribute to the formation of linguistic and cultural competence of students.

Performing this system of work, the teacher intends to solve the following tasks:

- supplementation, formation, consolidation of theoretical knowledge about the text;

- be able to use language tools to increase, correct and correct the cognitive level of the text through content analysis;

- Discover the creative abilities of students through the compilation of his own texts;

- to improve reading comprehension, correct reading and writing of difficult words in the given texts;

- creative work on the text, the development of skills and abilities acKuired in the lessons of the Kazakh language through exercises.

Conclusion. The formation of linguistic and cultural competence of primary school students depends on the content of the texts. The integrity of the text depends not only on the language units that make up the topic, but also on the communicative purpose of the text.

The following types of work were done with students:

№ 1 Orthoepical work.

Say the words correctly such as *Altyn Asar, Zhankent, Monshakty Asar, Shirik Rabat.*

№ 2 Spelling work.

Correctly write the words *Yassy and Syganak* in your notebooks.

This system of work developed the skills and abilities of primary school students through reading comprehension, correct reading and writing of difficult words in the given texts, creative work and exercises in the Kazakh language lessons.

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