

ҚАЗАҚСТАН РЕСПУБЛИКАСЫ ҒЫЛЫМ ЖӘНЕ ЖОҒАРЫ БІЛІМ МИНИСТРЛІГІ
ШОҚАН УӘЛИХАНОВ АТЫНДАҒЫ КӨКШЕТАУ УНИВЕРСИТЕТІ
ҚР ҒЖБМ ҒК АХМЕТ БАЙТҰРСЫНҰЛЫ АТЫНДАҒЫ ТІЛ БІЛІМІ ИНСТИТУТЫ

**«СӨЙЛЕУ МЕН ТІЛДЕГІ СӨЗ:
ФИЛОЛОГИЯ ҒЫЛЫМЫНДАҒЫ ҚАЗІРГІ ЗЕРТТЕУ»**
атты VII Халықаралық ғылыми-практикалық конференциясының
МАТЕРИАЛДАРЫ



О.А. Султаньяев,
филология
ғылымдарының докторы,
профессор

85 жыл



ҚАЗАҚСТАН РЕСПУБЛИКАСЫ ҒЫЛЫМ ЖӘНЕ
ЖОҒАРЫ БІЛІМ МИНИСТРЛІГІ

ШОҚАН УӘЛИХАНОВ АТЫНДАҒЫ КӨКШЕТАУ УНИВЕРСИТЕТІ

ҚР ҒЖБМ ҒК АХМЕТ БАЙТҰРСЫНҰЛЫ АТЫНДАҒЫ
ТІЛ БІЛІМІ ИНСТИТУТЫ

«Сөйлеу мен тілдегі сөз: филология ғылымындағы қазіргі зерттеу» атты
филология ғылымдарының докторы, профессор О.А. Сұлтаньяевтың туғанына
85 жыл толуына арналған

VII Халықаралық ғылыми-практикалық конференциясының
МАТЕРИАЛДАРЫ

МАТЕРИАЛЫ

VII Международной научно-практической конференции
**«Слово в языке и речи: современные исследования в филологических
науках»**, посвященной 85-летию со дня рождения доктора филологических
наук, профессора О.А. Султаньяева

MATERIALS

of the 7-th International Research and Practical Conference
«A word in language and speech current issues in language research», dedicated
to the 85th anniversary of Doctor of Philology,
Professor O.A. Sultanyayev

Кокшетау, 2023

УДК 80/81
ББК 81.2
С73

«Сөйлеу мен тілдегі сөз: филология ғылымындағы қазіргі зерттеу» атты филология ғылымдарының докторы, профессор О.А. Сұлтаньяевтың туғанына 85 жыл толуына арналған VII Халықаралық ғылыми-практикалық конференциясының материалдары. – Қазақстан, Көкшетау, 2023. – 369 б.

Материалы VII Международной научно-практической конференции «Слово в языке и речи: современные исследования в филологических науках», посвященной 85-летию со дня рождения доктора филологических наук, профессора О.А. Сұлтаньяева. – Казахстан, Кокшетау, 2023. – 369 с.

Materials of the 7-th International Research and Practical Conference «A word in language and speech current issues in language research», dedicated to the 85th anniversary of Doctor of Philology, Professor O.A. Sultanyayev. – Kazakhstan, Kokshetau, 2023. – 369 p.

ISBN 978-601-261-551-7

Бұл басылымға «Сөйлеу мен тілдегі сөз: филология ғылымындағы қазіргі зерттеу» атты филология ғылымдарының докторы, профессор О.А. Сұлтаньяевтың туғанына 85 жыл толуына арналған VII Халықаралық ғылыми-практикалық конференциясының материалдары енді. Жинақта қазіргі филология ғылымының өзекті мәселелері қарастырылады. Жинақта зерттеушілер, тіл білімі мен әдебиеттану саласының мамандары, ЖОО оқытушылары мен мектеп мұғалімдері, сондай-ақ студенттер, магистранттар, PhD докторанттардың қызығушылықтарын тудыратын материалдар топтастырылған.

В настоящее издание вошли материалы VII Международной научно-практической конференции «Слово в языке и речи: современные исследования в филологических науках», посвященной 85-летию со дня рождения доктора филологических наук, профессора О.А. Сұлтаньяева. В сборнике рассматриваются актуальные вопросы современной филологической науки. Материалы сборника представляют интерес для широкого круга исследователей, специалистов в области языкознания и литературоведения, преподавателей вузов и учителей, а также для студентов, магистрантов, PhD докторантов.

УДК 80/81
ББК81.2

СЕКЦИЯЛАР:

«Профессор О.А. Сұлтаньяевтың ғылым мен білім беруді дамытуға қосқан үлесі»
«Қазіргі тіл білімінің трендтері»
«Қазіргі кезеңдегі әдебиеттану: дәстүрлер, проблемалар және даму жолдары»
«Тілдер мен әдебиетті оқытудың заманауи тәсілдері»

СЕКЦИИ:

«Вклад профессора О.А. Сұлтаньяева в развитие науки и образования»
«Тренды современного языкознания»
«Литературоведение на современном этапе: традиции, проблемы и пути развития»
«Современные подходы к обучению языкам и литературе»

РЕДКОЛЛЕГИЯ:

Сырлыбаев М.К. – Ш.Уәлиханов атындағы КУ ректоры, э.ғ.к.
Фазылжан А.М. – А. Байтұрсынов атындағы Тіл білімі институтының директоры, ф.ғ.к.
Жакупова А.Д. – ғылыми жұмыс және аймақпен өзара әрекеттесу жөніндегі проректоры, ф.ғ.д.
Бексейтова А.Т. – педагогикалық институттың директоры, т.ғ.к.
Фаткиева Г.Т. – педагогикалық институт директорының орынбасары, ф.ғ.к.
Анищенко О.А. – ф.ғ.д., жалпы тіл білімі және әдебиет кафедрасының профессоры
Молгаждаров К.К. – қазақ тілі мен әдебиеті кафедрасының меңгерушісі, ф.ғ.д.
Байманова Л.С. – жалпы тіл білімі және әдебиет кафедрасының меңгерушісі, ф.ғ.к.
Рыспаева Д.С. – ағылшын тілі және оқыту әдістемесі кафедрасының меңгерушісі, ф.ғ.к.
Байдалин М.Е. – ғылым және технологияны коммерцияландыру департаментінің басшысы, PhD

ISBN 978-601-261-551-7

© Ш.Уәлиханов атындағы
Көкшетау университеті, 2023

**ПРОФЕССОР О.А. СУЛТАНЬЯЕВТЫҢ ҒЫЛЫМ МЕН БІЛІМ
БЕРУДІ ДАМЫТУҒА ҚОСҚАН ҮЛЕСІ**

**ВКЛАД ПРОФЕССОРА О.А. СУЛТАНЬЯЕВА В РАЗВИТИЕ
НАУКИ И ОБРАЗОВАНИЯ**

Байманова Л.С., Абишева И.М., Саматова Т.С. Научные изыскания профессора О.А. Султаньяева.....	7
Ермекбай Ж.А. Профессор О.А. Султаньяев как чокановед	12
Жахина Б.Б. О.А.Сұлтаньяев және оқулықтанудың ғылыми негізі.....	20
Жунусова Ж.Н. Метауровень научного наследия профессора О.А. Султаньяева.....	27
Мұратова Г.Ә. Профессор О.А.Сұлтаньяев – көрнекті шоқантанушы.....	33

ҚАЗІРГІ ТІЛ БІЛІМІНІҢ ТРЕНДТЕРІ

ТРЕНДЫ СОВРЕМЕННОГО ЯЗЫКОЗНАНИЯ

Ашимов Ж.М. Билингвизм в современном Казахстане: социолингвистическая перспектива.....	41
Балқашбаев Е. Медиакөңістікті зерттеудің теориялық негіздемесі.....	49
Баяндина С.Ж. Особенности изучения функционирования языков региональном аспекте.....	55
Жакупова А.Д., Жумагулова О.А., Тлеубердина Г.Т., Кайырбекова И.С. «Понятные непонятности» О.А.Султаньяева и мотивационная рефлексия детей.....	64
Жайлауова Г.У., Бекешова Р.С. Қазақ халқының дүниетанымындағы «Ер» концептісі.....	73
Жаркынбекова Ш.К. Языковая мода, языковой хаос, языковой рефлексив в свете современных социолингвистических тенденций.....	81
Жиеналина А.М. Образ степи как отражение ментальности в языке казахстанских писателей (на материале произведений Ш. Уалиханова, Г. Бельгера, Б. Алимжанова).....	90
Жүнісқали Ә.Қ. Ертегі дискурсының зерттелуі.....	96
Заданова Э.Б. Особенности вербализации концепта успех в казахской и американской лингвокультурах.....	104
Исмагулова Б.Х. Драматургический диалог в свете современного переводоведения.....	111
Карасик В.И. Когнитивно-культурная функция языка.....	121

Крамаренко Б.В. Структурно-семантический анализ слова как метод исследования.....	128
Матыгулова А.Н. Военный дискурс в современной лингвистике.....	138
Мейрамбекқызы Д., Исмагулова Г.К. Ағылшын және қазақ тілдеріндегі табулардың лингвомәдени парадигмасы.....	142
Молдажан Д.Қ., Исмагулова Г.К. Мәдениетаралық қатынастарды көрсететін қазақ және ағылшын тілдері паремияларының лингво-мәдени ерекшелігі.....	150
Мухамадиев Х.С., Алтаева А.Ш. На пути к академическому письму: от конспекта к диссертации.....	161
Оспанова И.В. Предикаты состояния страха в художественном тексте.....	171
Пашан Д.М. Кісі аттарын қою мен өзгертудегі жаңа үрдістер.....	177
Плотникова М.А. Специфика художественного дискурса писателя-билингва.....	184
Толукпаева Ж.Ж., Фаткиева Г.Т. Особенности употребления стилистически маркированной лексики в языке СМИ Казахстана.....	188
Тулегенов К.Ж. Понятие «транскультурность» в контексте современной филологической науки.....	194
Фазылжан А.М. Ахмет Байтұрсынұлы «Тіл құрал» басылымдарының графикалық проекциясы.....	197
Шагирбаева Б.К. Молгаждаров Қ. К. Түркі халықтарына ортақ ұлттық құндылықтардың аксиолингвистикалық аспектілері.....	205
Ширяева-Ширинг О.В. Актуальные проблемы изучения конфликтного дискурса.....	214
Хижазы Марах К Ю Обращение к читателям/слушателям как инструмент актуализации неформального регистра коммуникации в медиадискурсе (на материале русских и палестинских блогов).....	221

ҚАЗІРГІ КЕЗЕҢДЕГІ ӘДЕБИЕТТАНУ: ДӘСТҮРЛЕР, ПРОБЛЕМАЛАР ЖӘНЕ ДАМУ ЖОЛДАРЫ

ЛИТЕРАТУРОВЕДЕНИЕ НА СОВРЕМЕННОМ ЭТАПЕ: ТРАДИЦИИ, ПРОБЛЕМЫ И ПУТИ РАЗВИТИЯ

Абдрахманова Э.А. Особенности жанра эссе в творчестве Бақыта Каирбекова.....	227
Абылқасов Г.Ж., Абылқасова А.Б. Ибрагим Салаховтың поэзия жанрындағы шығармашылығы.....	232
Исина Н.У., Мельничук Ю.С. Повесть С. Довлатова «Заповедник»: поэтика жанра.....	237
Локтионова Н.П., Забинякова Г.В. Своеобразие драматургии А. Вампилова (на материале пьесы «Утиная охота»).....	244

ТІЛДЕР МЕН ӘДЕБИЕТТІ ОҚЫТУДЫҢ ЗАМАНАУИ ТӘСІЛДЕРІ

СОВРЕМЕННЫЕ ПОДХОДЫ К ОБУЧЕНИЮ ЯЗЫКАМ И ЛИТЕРАТУРЕ

Байманова Л.С., Кожаягулова Н.А. Correction of english pronunciation among students of the kazakh department.....	251
Байманова Л.С., Шахманова Н.К. Biobibliographic material as a means of increasing the effectiveness of teaching a foreign language.....	257
Байшымырова А.У. Болашақ аудармашының кәсіби-негізделген құзыретінің компоненттік құрамының тұжырымдамалық мәні мен сипаттамасы.....	262
Беркинбаева Г.О. Диалогтік сөз мәдениетін оқытудың мазмұндық құрылымдық жүйесі.....	268
Жукенова А.К., Борисенко В.В. Межпредметная интеграция как фактор успешного обучения английскому языку.....	273
Жукенова А.К., Глущенко Е.Е. Развитие эмоционального интеллекта через эмотивную функцию английского языка.....	278
Исаханова П.Р. Использование аутентичных креолизованных интернет текстов на продвинутом этапе обучения РКИ.....	284
Исина А.О., Нуржаксина М.К. Қазақ тілін оқыту үрдісінде сөйлеу жаттығуларын пайдалану жолдары.....	289
Карымбаева С.М. Қазіргі мұғалімнің зерттеушілік дағдысын дамытатын тәсілдер.....	294
Кошенова С.А., Тавлуй М.В. К вопросу о современных способах оценивания учебных достижений школьников.....	302
Крупадерова А.В. Принципы отбора лексического материала для формирования рецептивного словаря студентов.....	310
Курманова А.К. Қатысымдық жаттығулардың теориялық-әдістемелік негізі.....	314
Сарсембаева А.Ж., Таирова Н.А. Из опыта применения информационных интернет-ресурсов в преподавании русского языка.....	322
Серикбаева А.Е. К вопросу об интеграции предметов в процессе современного школьного обучения.....	328
Смагулова Н.К. Оқушылардың зерттеушілік қабілеттерін дамыту жолдары.....	334
Рахимова Г.Б. Лингвокультурологические единицы в формировании языковой личности.....	341
Табаква З.П., Старкова А.В. Work with primary sources as a form of students' preparation for scientific research.....	346

Тұранов Ы. Ә. Мектептегі «Қазақ тілі» пәнінен тереңдетілген «Қазақ есімдерінің нормалануы» оқу-әдістемелік құралы: «Антропонимия ұғымы, тарихы, тілдік сипаты» бөлімі.....	356
Шаймерденова Н.Ж. Пути поэтапного формирования у учащихся представлений о мифе.....	364

G. B. Rakhimova

LINGUISTIC AND CULTURAL UNITS IN THE FORMATION OF A LINGUISTIC PERSONALITY

The study of the Russian language is usually accompanied by the acquaintance of students with Russian culture, which is directly reflected in the lexical composition of the language. A special approach is needed when introducing students to lexical units, in the core of the meaning of which is information of cultural and historical content.

UDC 811.161.1 (075.8)

BBC 81.2 Rus-923

T 12

Z.P. Tabakova¹, A.V. Starkova²

¹doctor of Philological Sciences, professor, ²senior lectures

^{1,2}M. Kozybayev University, Petropavlovsk, Kazakhstan

ztabakova@yandex.ru, Elvenbride@inbox.ru

WORK WITH PRIMARY SOURCES AS A FORM OF STUDENTS' PREPARATION FOR SCIENTIFIC RESEARCH

The relevance of this problem is caused by the fact that the teaching of linguistic disciplines in a modern university in pedagogical specialties does not provide preparation for students and undergraduates for scientific work. Despite calls to engage in scientific research and the organization of various scientific competitions, students and undergraduates are not ready for serious scientific work. Consider this problem from the standpoint of preparing students and undergraduates for research work in linguistics.

The authors of the study set the following objectives:

- to identify the reasons for the decline in basic knowledge, without such knowledge scientific work is inconceivable;*
- to prove the need in the educational programs of universities to restore historical disciplines as compulsory, and not optional subjects;*
- justify the need to refer to primary sources and provide the selection of the most relevant sources;*
- to show the evolution of linguistic knowledge, the origins of modern paradigms;*
- to present a brief history of the creation of Russian linguistic science from Lomonosov and Barsov to anthropocentrism.*

Keywords: functional literacy, competencies, elective courses, primary sources, scientific paradigms.

One of the reasons for the decline in the quality of knowledge of the basic disciplines of philological education is the constant reduction of special disciplines. In the programs, every year there is a reduction in the hours for the study of basic

disciplines, or their complete replacement with electives, the so-called elective courses. **The current situation** has led to a sharp reduction in the connection between the practical study of language disciplines and the history of language learning. The reduction of hours for the study of basic disciplines in the specialty is accompanied by the mandatory inclusion of new subjects according to the administration directions. The consequence of these changes was the formal and fragmentary memorization of educational material in the absence of consistency and logical connection of all levels of the language.

For the students to become scientists or qualified professionals, we must teach them analytical analysis, the courage to doubt, and the search for proofs of concept. This mission can be performed by a topological method that will help to understand the process of formation of the science of language. A.F. Zhubanova writes: «The study of the history of linguistic teachings is one of the conditions for the training of philologists with a broad linguistic outlook. Knowledge of the main milestones and defining directions in the history of linguistics deepens the linguistic training of students, and develops in them the ability to consciously study linguistic facts» [1, 594]. The well-known expression «Everything new is well forgotten old» conveys an important idea concerning the development of consciousness and knowledge. Interpreting the statement “well forgotten» as the study of the process of development of linguistic theories, we follow the idea that “old” after a certain period of time (sometimes after tens or even hundreds of years) returns to science and correlates with new knowledge. It happens in cases where a scientist expresses certain scientific guesses or hypotheses, far ahead of his time. The scientist’s thoughts remain misunderstood by the scientific society of that time. Time goes, and there comes an understanding of how his\her ideas are logically perceived in the discourse of modern scientific paradigms.

Thus, in the Age of Enlightenment, rationalism was the main philosophical trend, whose demands gave rise to the «Universal Rational Grammar» [2, 269]. In the ability of the word to express the general, rationalists saw evidence that the word corresponds to the idea. Universal Grammar provides a theoretical justification for the relationship between the grammar of language and logic. The course of the authors' proofs is logically clear: language is an expression of thinking, and the categories of language are the embodiment of categories of thought, therefore, the grammar that studies language should be based on logic. The logical direction in grammar identifies word and concept, sentence and judgment. In “Universal Grammar” the specifics of each language are not taken into account. The authors of universal grammar believe that the grammar of a particular language is the art of applying general and permanent principles to describe a language, Universal grammar is a science that meets the eternal and general principles of speech construction in all languages of the world.

The formation of new scientific paradigms of language learning does not mean the replacement of methods for studying language processes, which are conditioned by the ways of understanding the world. The emergence of new paradigms of language cognition testifies to a different level of knowledge. Thus, the topology of language learning recorded not only the historical processes in the language, but also the ways of knowing the world. Thus, the logical direction with its «Universal Grammar» meant

an important stage in the knowledge of the world and language. “Universal grammar,” although it «failed to go beyond logic» [2, 269], marked a certain stage in the cognition of language. The rejection of its basic postulates does not mean a complete rejection of the logical study of the language.

The discovery of the comparative-historical method is due to a new level of cognition, which made it possible to pay attention to the originality of languages, to identify the reasons for their similarity and differences, which in turn led to the formation of the structural-semantic principle of language learning. An equally striking example is the theory of language by Wilhelm Humboldt. The influence of his theory was less noticeable in the studies of his contemporaries, and in the subsequent era he was recognized as the founder of general linguistics and his influence was noted by representatives of different schools and trends [2, 418].

Modern linguistics, which has achieved considerable success in the study of language, has developed as a result of the long development of linguistic thought. Therefore, if we do not take into account the achievements of earlier linguistic directions, it is impossible to understand and really assess the current state of the science of language, its problems, contradictions, driving forces and further prospects for development. There is a close connection between the history of science and its theory: a theory is a general, systematic formulation of the known, the history of science is a statement of the process of cognition. Science is in the process of eternal development, and each stage of it leaves behind something positive, eternal, valuable.

The authors consider it necessary to acquaint students and undergraduates with the works of the classics of Russian linguistics, in particular with the works by M.V. Lomonosov. His role as the founder of Russian linguistic science is emphasized in all textbooks, but the scientific works of the scientist are not covered in them, the educational program does not provide for the acquaintance of students with his philological works. This leads to the fact that future wordsmiths for all the years of study at the university do not directly turn to the philological primary sources of Lomonosov.

Elective disciplines in the magistracy make it possible to use them in the educational process. The research approach to the material forms a keen interest in scientific work among students, makes it possible to participate in a discussion on the problem under consideration, therefore, develops analytical thinking and encourages the study and argumentation of various hypotheses.

Let us turn to the methodology of studying the sentence in the «Russian Grammar» by M.V. Lomonosov. In M.V. Lomonosov’s works we find a fairly complete theory of supply for that time. A sentence in his interpretation is «speech containing full reason» [3, 418]. To construct the sentence «the first place must have a name, a thing signifying, then a verb that expresses these things act» [3, 418]. Lomonosov refers the names of things and deeds to the significant parts of the word. Thus, he concludes: «The name and the verb are parts of the human word, necessary in depicting our most basic concepts» [3, 408]. In the sentence between the name and the verb, according to Lomonosov, the correspondence [4, 406], the combination [4, 418] or the conjugation [4, 569] is established (all these terms are used without any differentiation).

Considering, as we would now say, the «name + verb» model to be the main pattern of the sentence, Lomonosov notes that their presence is not always sufficient for the organization of the structure of the sentence: in sentences such as *Clouds covered the sky (Oblakapokrylinebo)* with «naming is required to fill the mind of another thing» [4, 418]. So, what traditional grammar calls a direct complement, the scientist includes in the composition of the main members of the sentence. Elementary semantic patterns can be represented by two semantic types: «thing + act» and “thing + act directed at another thing + thing experiencing this act”.

In Lomonosov's syntactic views, the grammatical is inseparable from the logical: «... compounded ideas are logically called reasoning, and when they are communicated verbally or in writing, then they are called sentences» [4, 116]. Hence the most common type of simple verb sentence in Russian language is the following *the earth is clouding (Zemlya tuchneet)*. All other members of the offer are used to distribute the offer. To the previously noted features of the sentence: the completeness of thought and grammatical formality, Lomonosov adds another, the most significant one, the "unification" (combination) of different concepts in the act of predication.

Lomonosov's syntactic theory has long been underestimated. Lomonosov's syntactic works not only represent a whole epoch in the history of Russian grammatical thought, but have not partially lost their significance for modern science. M.V. Lomonosov understands language as a means of communication between people. He emphasizes the connection and interaction of language and thinking, sees the connection of language with the history of the people and is deeply convinced of the beautiful future of the native language. He writes: «The language with which the Russian state commands a great part of the world, by its power has a natural abundance, beauty and power, which is not inferior to any European language. And there is no doubt that the Russian word cannot be brought to such perfection as we are surprised at in others» [4, 811-812].

The influence of M.V. Lomonosov's ideas concerning the development of Russian syntactic science is advisable to carry out by comparing the main provisions of Lomonosov's theory with the syntactic views of scientists of a later period, for example, the provisions related to the theory of a simple sentence in the works by M.V. Lomonosov and “Russian Grammar” by A.A. Barsov. A.A. Barsov divides the predicate into two parts: «the most predicate is actually the so-called, and its connection with the subject, which is usually called the *connection* or *connection of the predicate with the subject*» [5, 154]. Without introducing the appropriate term, A.A. Barsov nevertheless speaks of the zero bundle and reveals the stylistic features of the functioning of the verbally expressed bundle: «in the scholarly content, or in a high syllable. In ordinary conversations, letters, and writings, for the most part, they are skipped» [5, 154].

Traditionally, it was believed that nominative sentences are used only in the present tense, and in past and future tenses, in constructions with a hypothetical modality, they correspond to two-part sentences. There is also an opposite point of view, according to which the verb *to be (byt')* can appear in the paradigm of a nominative sentence. Ambiguous qualification of such sentence stype as *It was night (Bylanoch')* is explained by a different view of the nature of the verb *to be (byt')*: it is

regarded either as full-valued, capable of performing the function of a predicate, or as a grammatical formant, which is the basis for qualifying sentences type such as *It was winter (Bylazyma)* as nominative.

A. Barsov writes: «This connection in the affirmative sentence actually constitutes the verb noun *esm'*, in all persons, numbers and tenses of the indicative mood. But nouns *esm'* and *byvayuby* themselves constitute the whole or the main predicate in a sentence» [5, 154]. Thus, A.A. Barsov notes the homonymity of the verb *to be*, its ability to act as a bundle and in the function of an independent predicate, i.e. lexically significant verb. Proving his point, he gives compelling examples: *Ona byladona. Den'gi u nihbyli. Ty bud' tam.* (*She was at home. They had money. You be there.*) At the same time, the author graphically notes that in this case, the logical stress falls on the verb *to be*.

The researcher associated the predicate role of the verb *to be* with the presence of a logical stress. The frequent omission of the copula leads A.A. Barsov to the idea of the possibility of omission and other members of the sentence: «However, not only the connection proper of the so-called silence can be; but sometimes both the subject or the predicate is not depicted exactly, but of course only supplemented in thoughts, which is why it happens that the sentence sometimes consists in only one word, for example: *Gremit, or Grom (to Thunder or Thunder)*» [5, 155]. A.A. Barsov's idea about the delimitation of the function of the verb *byt'* (*to be*) became dominant in the second half of the twentieth century. Many well-known scientists turned to the solution of this problem.

What can serve as a criterion for distinguishing the functions of the verb *byt'* (*to be*)? First, the verb *byt'* (*to be*) always carries a logical stress in the predicate function: «*Ty byla v teatre?*», «*U vas byliblety?*» («*Have you been to the theater?*», «*Did you have tickets?*») If the verb acts as a link, then its actualization is impossible: «*Bylazhara, zharaplyla*» («*It was hot, the heat swam*») (V. Mayakovsky). This feature of the use of the verb *byt'* (*to be*) in the present tense draws N.D. Arutyunova's attention: «So, if the existential verb is not under logical stress, it is impossible to say «*Na golove u uzbekae't' tyubetejka, nastenahest' oboi*» («*The Uzbek has a skullcap on his head, there are wallpapers on the walls*») [6, 32]. Secondly, sentences with a copula verb are transformed into constructions in which the function of the verb *to be* is beyond doubt, for example: *NevestabylaizMoskvy – Nevestabylamoskvichka, Syn bylnapraktike – Syn bylpraktikantom.* (*The bride was from Moscow – the bride was Muscovite, the Son was in practice – the Son was an intern.*)

However, logical stress is not an alternative means: either a copula or a real verb. It should be borne in mind that in contextual conditions, logical stress can also distinguish a verb-copula.

The process of de-semantization of the verb *to be* cannot be considered in isolation from the general processes in the language, it does not represent some exceptional phenomenon in the language. «In the language», writes A.A. Ufimtseva, «there is a significant number of words that do not have material referential correlation, a kind of «empty signs» that are free from referential correlation with the real world, but correlated with the reality of real acts of speech, with a specific situation of one-time speech acts» [7, 175]. All units of the language of different levels have a primary

significant function based on oppositions and a secondary, insignificant function, while the unit becomes a «false signifier», it is de-semanticized, for example: the form of gender in inanimate nouns, prepositions in many positions, the transition of full-valued words into service elements, etc. V.G. Gak states: «The linguistic unit exhibits a certain relativity, i.e. some uncertainty, vagueness in its meaning» [8, 23]. This linguistic relativity is due to the relativity of the denotative meaning of an object whose inexhaustible properties, qualities, and relations are not equally known to man.

One of the criteria for the independence of the sentence in modern syntax is the presence of a paradigm. Paradigms of nominative sentences are given and logically substantiated in «Russian Grammar – 80» [9, 358-368]. However, the presence of a paradigm in nominative sentences is possible only if the homonymy of the verb *to be* is allowed, its ability to completely lose the semantics of the word, dedexicalize and function as a pure formant. Its various functions in the sentence are also associated with the homonymy of this verb. The verb *to be*, which retains the lexical meaning, performs the role of a predicate in the sentence, the delexicalized verb *to be* acts as a copula. The main function of the copula is to establish the connection of the statement with reality (*Bylazima (It was winter)* – real modality; *Byla by zima (It would be winter)* – unreal modality) and the moment of speech (certain tenses) (*Zima (Winter)*–present tense; *Bylazima (It was winter)* – past tense; *Budetzima (It will be winter)*– future tense). These functions of the bundle are more significant, since modality and time are the defining features of the sentence. Both the zero and verbally expressed copula is the carrier of only the grammatical meaning of the predicate. In this interpretation, the principle of zero position is not violated. However, the process of recognizing verbless proposals as independent proposals stretched over several centuries. Scientific interest in them is recorded in the «Russian Grammar» by A.A. Barsov, which, unfortunately, at one time could not have a great influence on the development of syntactic thought, since it was first published 200 years after its creation. From the middle of the nineteenth century, from A.A. Potebnya to the present day, there has been a process of gradual recognition of certain types of verbless sentences by independent structures.

A comparison of the views of A.A. Potebnya, a representative of the psychological trend of the middle of the nineteenth century, and the provisions of the modern concept of anthropocentrism indicates that there is a constant process of accumulating knowledge in science, as a result of which a base is formed, which subsequently allows moving to a new paradigm of language research. About the influence of art on a person and the formation of his mentality, the scientist wrote: «... many natural phenomena in human life that do not arouse interest in reality have a strong effect on us, being apparently quite correctly depicted in art» [10]. A.A. Potebnya noted the great influence of poetry, believing that each person is initially inherent in *the poetic perception of the world*. It is no coincidence that his onomatopoeitic theory of the origin of language coincided in time with the heyday of Russian literature in the nineteenth century. The main provision of his concept is associated with the representation (image) of the object during its initial perception. This image forms the basis, the internal form of the word. The origins of such a theory are found in ancient linguistics, but in the works of A.A. Potebnya it receives a psychological justification. The scientist distinguishes between objective and

subjective perception in the word, believing that the meaning of the word expresses only one of many signs, and the subjective representation of the object reflects the versatility of its features. This is the connection between the theory of A.A. Potebnya and the modern representation of the semantic structure of the concept. Objective is the meaning of a word, its *concept*, and subjective is a layering of meanings, that is, what makes a word-concept *a concept*.

It seems to us that in the statement the scientist predicted the multi-layered semantics of the concept. His idea of the objective meaning in the word coincides with the modern idea of the meaning of the word, that is, its concept. The subjective in semantics of the word is associated with the layering of meanings in the representation of an individual, what we in conjunction with the concept call a concept. Thus, the concept is a multi-layered unit that includes both the objective and the subjective. The development of scientific thought goes from the word-lexeme to the word-concept, from A.A. Potebnya to the modern representation of the semantic structure of the concept. Thus, the concept as a complex unit of memory includes objective knowledge and personal experience. A comparison of the views of A.A. Potebnya, a representative of the psychological trend of the mid-nineteenth century, and the provisions of the modern concept of anthropocentrism, indicates that in science there is a constant process of accumulation of knowledge, as a result of which a knowledge base is subsequently formed, which allows moving to a new paradigm of language research.

The choice of teaching methods is dictated by the content of the material. In this regard, the acquaintance of undergraduates with elective disciplines requires new forms of their study. The use of the method of philological topology in the classroom contributes to the development of creative abilities and creative thinking of undergraduates. Tasks, forms of independent work, presentations and discussions allow you to develop the skills of scientific research.

The elective course «Problems of Modern Syntax: Theory and Practice» reflects the presence of ontological and epistemological aspects in objects, scientific directions and schools, theories, concepts form the scientific paradigm of modern syntax. The object of the discipline is problematic issues of syntax, considered on the material of primary sources from Lomonosov and Barsov to modern scientific directions and schools. The content of the subject dictates the structure of the construction of the discipline, in which the process of studying syntax from the standpoint of modern cognition on the basis of the structural-semantic principle of study and modern theories is put forward in the first place.

The content of the discipline reflects a brief history of the study of syntax in Russian studies, in this regard, the assessment of the contribution of outstanding linguists and various linguistic schools and directions is revised. The main stages of the evolution of linguistic thought and modern trends in the development of syntax, which determine its prospects, are highlighted. Close attention is paid to the most controversial issues in the syntactic science of the current stage of its development, which is characterized by a closer integration of linguistics with other sciences, the strengthening of the anthropocentric component in it, the philosophical understanding of the material.

The educational exposition of syntactic science, its history and current state corresponds to the principle of scientificity. In accordance with this principle, elective disciplines reflect the polyparadigmality of linguistics through the use of the results of descriptive, comparative-historical, structural methods, anthropocentric, functional, cognitive, integrative principles. The introduction of undergraduates to the methodological foundations of science continues in systematic observations of living speech, in the identification of new processes in the development of the syntax of the modern Russian language and new technologies in the study of linguistics.

New disciplines involve acquaintance with primary sources, analysis of different points of view on linguistic phenomena. The research approach to the material forms a keen interest in research activities among students, makes it possible to enter into a discussion on the problem under consideration, which develops analytical thinking and encourages the study and argumentation of various hypotheses. The problem method of studying syntax contributes to the preparation of future teachers to work with gifted children at school.

In the practice of mastering the subject, tasks from texts of different stylistic affiliation are widely used. Implementing the principle of developmental learning, the teacher systematically and expediently offers undergraduates questions and tasks that require an independent search for solutions to a scientific problem. Undergraduates have the opportunity to be involved in the process of cognition of the structure of the language, which saves time on memorizing the rules, since a thinking undergraduate student will be able to comprehend and understand the processes occurring in the language with active and problematic study of the language, therefore, more consciously master the language material.

The chosen methodology helps to form the basic part of linguistic knowledge, which includes the main significant achievements of traditional and modern linguistics, to develop in future specialists the skills of qualified assessment of modern achievements of syntactic science. The authors consider it necessary to acquaint students with the works of the classics of Russian linguistics. The subject of the elective discipline determines the structure of the curriculum, which takes into account the study of the history of syntax from the standpoint of modern cognition of language processes on the basis of the structural-semantic principle. The main stages of the evolution of linguistic thought and modern trends in the development of syntax that determine its prospects are highlighted. The introduction of undergraduates to the methodological foundations of science continues in systematic observations of live speech, with the identification of new processes in the development of syntax.

Interactive methods of work are used in the classroom, undergraduates make reports, participate in discussions, turn to primary sources, get acquainted with the methods of work of scientists and at the same time perform practical tasks. The content of the training program is changing, the forms of conducting exams are also changing: the traditional oral examination or test of knowledge is being replaced by creative forms of exams, which provide an opportunity to demonstrate research skills and mastery of the word. The topics proposed for independent work make think, independently study individual issues and look for important information on the Internet.

Conclusion

The authors confirm the constant: acquaintance with the primary sources of linguists, whose works laid the foundation for new paradigms of language learning, helps to understand the logic of the progressive development of the science of language and has a positive effect on the cognitive abilities of students, future scientists and specialists who own the methodology of analyzing scientific works, able to establish deep connections of scientific knowledge.

The topology of language learning has fixed the historical processes in the language, determined by the ways of knowing the world. Paradigms of language cognition are not replaced, they coexist, testifying to a different level of knowledge. Thus, the logical direction with its “Universal Grammar” meant an important stage in the knowledge of the world and language. “Universal Grammar” with its statement, since the logic is one, then the grammar should be the same for all languages, marked a certain stage in the cognition of the language. It was replaced by a new paradigm, but the logical principles of the study of language processes have remained in the methodology of language cognition to the present day.

Various methods were used to achieve the objectives of the study. Thus, the comparative method made it possible to identify the features of the representation of linguistic material in different historical eras; the method of comparative analysis of the main provisions and hypotheses of language learning established the difference and similarity of language paradigms: logical, structural-semantic and anthropocentric. The choice of research methods is dictated by the nature of the material being studied. Wilhelm Humboldt called one of the main antinomies in the language the contradiction between the statics of the language and the dynamics of the development of the language, the emergence of ever new means of expressing thought, providing in certain speech situations a more accurate transmission of the meaning of the statement [2, 326-351

In this regard, processes of transitivity, syncretism, and equivalence are observed at all levels of the language. Knowledge gained through memorization is good for learning spelling and punctuation, where the rules are arbitrary and may not change for decades. Understanding the structure of the language, its semantics requires a problematic approach and recognition of the relativity of scientific knowledge, including in the field of linguistics.

The reasons for the unpreparedness for scientific work of university graduates in philological specialties are highlighted. To improve the quality of knowledge, a methodology is proposed that will help form the basic part of the theory of linguistics, the main, significant, achievements of traditional and modern linguistics. The change of dominant views reflects the natural process of knowing the world. The interaction of scientific paradigms emphasizes the connection of the present with its past, which conditions the present. The present reveals the problems of modern concepts and determines future research, which becomes the tasks of tomorrow. For modern linguistics, anthropocentrism has become the dominant trend. But this in no way means the completion of the process of learning the language. The near future of linguistics will probably be associated with the development of a syncretic approach to language

learning using the methodology of all paradigms of its study, in the short term, in our opinion, the development of cognitive linguistics will become the dominant interest.

List of references

1. Zhubanova A.A. Rol' kursa «Istoriyalingvisticeskikhuchenij» v sistemeuniversitetskofilologicheskoypodgotovki [The role of the course “History of Linguistic Doctrines” in the system of university philological training] // Problempoetikiistihovedeniya. [Problems of poetics and versification] – Almaty: Iskander. – 2009. – pp. 594-599.
2. Amirova T.A., Ol'hovnikov B.A., Rozhdestvenskiy Yu.V. Ocherki po istoriilingvistiki [Essays on the history of linguistics]. – M.: Science. – 1974. – 559 p.
3. Lomonosov M.V. Rossijskayagrammatika [Russian Grammar] // Poln. sobr. soch., t. 7. [In the book: Complete. coll. cit., v.7.] – M.-L. – 1952. – 996 p.
4. Lomonosov M.V. Kratkoerukovodstvo k krasnorechiyu [Brief guide to eloquence] // V kn.: Poln. sobr. soch., t.7. [In the book: Complete. coll. cit., v.7.]– M.-L. – 1952. – pp. 19-80.
5. Barsov A.A. Rossijskayagrammatika [Russian Grammar]. – M.: Moscow university. – 1981. – 776 p.
6. Arutyunova N.D. Funkciiopredelenij v bytijnyhpredlozheniyah [Functions of definitions in existential sentences] // Russkijazyk. Tekstkakceloeikomponentyteksta [Russian language. Text as a whole and text components]. – M. – 1982. – pp. 29-46.
7. Ufimceva A.A. Tipyslovesnyhznakov [Types of word marks]. – M. – 1974. – 205 p.
8. Gak V.G. O semanticheskoyotnositel'nostiyazykovyhedinic [On the semantic relativity of linguistic units] // TezisyVsesoyuznojnauchnojkonferencii po teoreticheskimvoprosamyazykoznaniya [Abstracts of the All-Union Scientific Conference on Theoretical Issues of Linguistics]. – M. – 1974. – pp. 23-29.
9. Russkayagrammatika. T.2. [Russian Grammar. Vol. 2] – M.: AN SSSR. – 1980. – 710 p.
10. Potebnya A.A. Mysl' iyazykIzknigi: Potebnya A.A. Slovoimif. [Thought and language From the book: Potebnya A.A. Word and myth.]. – Access mode: URL: <https://textarchive.ru/c-2570947-p16.html> (10.08.2022)

З.П. Табакова, А.В. Старкова

СТУДЕНТТЕРДІ ҒЫЛЫМИ ЗЕРТТЕУГЕ ДАЙЫНДАУДЫҢ БІР ТҮРІ РЕТІНДЕ БАСТАПҚЫ ДЕРЕККӨЗДЕРМЕН ЖҰМЫС ЖАСАУ

Қорытындылай келе, зерттеу авторлары іргелі білімнің құлдырауының себептерін анықтады, онсыз ғылыми жұмысты елестету мүмкін емес. Сонымен қатар, университеттердің білім беру бағдарламаларында тарихи пәндерді факультативтік емес, міндетті пәндер ретінде қалпына келтіру қажеттігі дәлелденді. Авторлар лингвистикалық білімнің негізін қалаған және қазіргі заманғы парадигмалардың бастауына айналған бастапқы дереккөздерге жүгіну қажеттілігін негіздеді. Орыс лингвистика ғылымының құрылуының қысқаша тарихы М.В. Ломоносов пен А.А. Барсовтың антропоцентризмге деген

көзқарасы мақалада талданған. Авторлар зерттеуде ұсынылған теориялық тұжырымдамаларды көрсету үшін мысалдар келтірді.

З.П. Табакова, А.В. Старкова

РАБОТА С ПЕРВОИСТОЧНИКАМИ КАК ФОРМА ПОДГОТОВКИ ОБУЧАЮЩИХСЯ К НАУЧНЫМ ИССЛЕДОВАНИЯМ

В заключении, авторы исследования выявили причины снижения базовых знаний, без которых немыслима научная работа. Более того, была доказана необходимость в образовательных программах вузов восстановить исторические дисциплины как обязательные, а не факультативные предметы. Авторы обосновали необходимость обращения к первоисточникам, положившим начало лингвистических знаний и ставшими истоками современных парадигм. Краткая история создания русской лингвистической науки от М.В. Ломоносова и А.А. Барсова до антропоцентризма проанализирована в статье. Авторы представили примеры с целью продемонстрировать теоретические положения исследования.

ӘОЖ 378.1.146

Ы.Ә. Тұранов

педагогикалық ғылымдар магистрі, педагог-шебер,

қазақ тілі мен әдебиеті пәнінің мұғалімі

Целиноград ауданы ББ «Қараөткел ауылының мектеп-гимназиясы КММ»

Ақмола облысы, Қазақстан

bereke1984@mail.ru

МЕКТЕПТЕГІ «ҚАЗАҚ ТІЛІ» ПӘНІНЕН ТЕРЕҢДЕТІЛГЕН «ҚАЗАҚ ЕСІМДЕРІНІҢ НОРМАЛАНУЫ» ОҚУ-ӘДІСТЕМЕЛІК ҚҰРАЛЫ: «АНТРОПОНИМИЯ ҰҒЫМЫ, ТАРИХЫ, ТІЛДІК СИПАТЫ» БӨЛІМІ

Мақалада мектеп бағдарламасындағы «Қазақ тілі» пәніне қосымша тереңдетілген «Қазақ есімдерінің нормалану негіздері» атты авторлық бағдарламаның өзектілігі туралы сараптау жүргізіледі. Мектептердегі грамматикалық білімді тереңдетуге, пәнге қызығушы оқушыларды пәндік олимпиадаларға, ғылыми жобаларға, ҰБТға әзірлеуге оқушыларға, студенттерге, мұғалімдерге таптырмас құрал болатыны жайлы сөз болады.

Кілт сөздер: мономлаб, дисиллаб, полисиллаб, лингвознак, номинация, протеза, эпитеза, эпентеза, апакон, элизия, редукция, метатеза, т.б.

Қазақ тілі пәні мектептерде бірінші сыныптан бастап, он бірінші сыныпқа дейін үздіксіз жүргізілетіні жасырын емес. Атаған пәнді тереңірек түсіну мақсанда «Қазақ есімдерінің нормалануы» атты элективті курс әзірледік. Аталған жұмысымызды Л. Гумилев атындағы ЕҰУ ұйымдастырған Ұлмекен Отарқызының 60 жылдық мерейтойына арналған «Қазақ тілін оқыту мәселелері