

Ways of Realization of Inter Subject Communications in Educational Process

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Abstract: There are some difficulties in an explanation for pupils of phrases, because this subject in comparison with others much more difficult and complex. To allocate a place and the purposes of use of phrases and also ability to distinguish phrases from words and set phrases, it is necessary to apply various methods. When using phrases in the language relations first of all it is necessary that pupils could mark out value of these phrases. Therefore they need to be trained in work with the dictionary of phrases.

Key words: System, model, ability to distinguish, practice, creative abilities

INTRODUCTION

In modern system of primary education structural models of phrases seriously influence development of abilities and increase of knowledge of the personality. That fact is the reason for that that the present younger generation is not object but the important subject educational processing, being its direct participant. And the requirement of time is use of the new methods of training developing theoretical thinking and creative abilities of this subject, bringing it to such level when the subject finds ability effectively to put the gained knowledge into practice.

Research actuality: Education of the younger generation is the main goal of mankind which is actual throughout its existence. In the performances before the people the Head of state N.A. Nazarbayev concretized one of our major tasks education of the hardworking, cultural, adapted for adulthood identity of HH of an eyelid. In the fourth direction of Strategy of future development of the country of “Kazakhstan-2050” (APRK, 2012) “Knowledge and professional skills key reference points of a modern education system, preparation and retraining of personnel”, the President specified: modernizing techniques of training and creating the regional school centers, it is necessary to develop new education systems actively.

In the course of training in the models of phrases stated above pupils master such knowledge and skills: Creation of phrases by means of models. We will consider

for example the phrase a gold watch. In this syntagmatic row there are two words: gold+hours. ADJ an adjective S-a noun. The received semantic relation attributive as the main member that hours and the dependent member what?-gold. It is clear that this color (characteristic) are inherent in these hours. Considering features of the Kazakh language, in Dan a case in the phrase there is a semantic dependence without the terminations of a form of the word.

Children thanks to the presented models learn to use the necessary terminations to a place. For example toy+child. Besides, pupils learn to attach correctly personal, possessive and declensional endings and also the terminations of plural. Change of sense of the phrase at shift of words is studied. For example, according to the ADJ model-an adjective+S-a noun, a gold watch hour gold, the transparent lake lake transparency.

The 21st century is science century. Therefore on the way of updating of training of the younger generation there are basic changes. Education at school is directly connected with science, therefore it needs to be supplemented with innovations of a new era. The educational policy of the Republic of Kazakhstan is based on equal terms all citizens in education, care of the state over talented persons, humanistic and progressive nature of educational process, education informatization. For the solution of such large tasks there is a need making a start from traditional system of training to use the new technologies of training allowing to reach intensive development. In the Message of the Head of state Strategy “Kazakhstan 2050 a new political policy of the

taken place state” it is specified: “To become the developed competitive state, we have to become the highly educated nation. In the modern world of simple universal literacy it is already obviously not enough. Our citizens have to be ready to constantly to seize skills of work on the most advanced equipment and the most modern production. It is also necessary to pay much attention to functional literacy of our children, in general all younger generation. It is important that our children were adapted for modern life” (APRK, 2012). In this regard, creation of a new model of education, search of new ways and methods of the organization of educational and educational process for development of a certain knowledge, skills and abilities, use of new technologies at lessons becomes a main objective of the teacher. Education of the good expert becomes a result of productive pedagogical process (Jack and Theodore, 2014).

MATERIALS AND METHODS

Application of new methods in the course of improvement of the contents and increase of level of knowledge at comprehensive school one of the actual problems of the present because correctly organized process of training is one of ways of high-quality development of the content of knowledge. If the teacher in the course of a lesson is able correctly and to apply these or those methods and technical means to a place, pupils actively master knowledge. And illiteracy of the pupil is a consequence of lack of experience at the teacher and inability to apply correctly training methods according to goals.

Thus lack of a result a lesson is connected not only with ignorance of methods but also with application faceless, the methods of training. That is in case throughout all lesson the teacher gives only one classes (for example, performance of exercises or the teacher's monologue), at pupils interest in a lesson and level of assimilation of knowledge will sharply fall. Therefore the teacher before a lesson has to consider, what methods it will use. Correctly picked up methods not only will allow pupils to master knowledge but also will increase their creative abilities. Therefore today the question of what methods are effective and in what sequence it is necessary to use them is very actual. Scientists-teachers consider that use of these or those methods in the course of training depends on the object set for training. If so, in definition and grouping of methods of training an important role is played by a question what relations and actions are realized between the teacher and the pupil, what skills and abilities are improved by the teacher at the

pupil. Therefore, each scientist-teacher has own look on the main method taking into account the content of education and the purpose of training. Most of scientists (M.Zh. Arstanov, P.I. Pidkasty, Zh.S. Haydarov, M.A Danilov, B.P. Yesipov, I.Ya. Lerner, M.I. Makhmutov, etc.) consider that the method is an achievement of a certain result between the teacher and the pupil. The lesson of the Kazakh language can become an example of an esthetic lesson. For this purpose the teacher reads the text with expression, using art intonations that opens all beauty of language. The organization of minute of poetry, a lesson binding to such subjects as music, drawing, the native language is a reliable support for esthetic education. One more effective method is use at lessons of works of writers and poets about the native earth, disclosure of the content of works in order that pupils could remember or learn these or those works more fully. For example:

My mysterious Homeland, your earth is
generous and mountains are beautiful; And
if I far from you-I strongly miss you;
Melancholy of my heart; You-fire covering my
soul; (M. Amireuly)

- Task 1: Open value of a line “your earth is generous and mountains are beautiful”
- Task 2: Why expressions “your earth is generous and mountains are beautiful”
- Task 3: What phrases expressions Melancholy of my heart, fire covering my soul?

At elementary school at lessons of the Kazakh language it is considered important studying of grammar because learning the Kazakh language, knowledge, skills and abilities which are used and on other subjects and in the daily language relations accustom. Therefore language training is conducted from the first days of arrival of the child in school. In initial classes of the child train in the phonetic phenomena, lexical features and grammatical regularities of language.

Concerning a question of historical studying of formation of communicative competence studying in the course of training in phrase at elementary school it should be noted, especially works of such scientists as Y. Altynsarin, A. Baytursynov, M. Zhumabayev, Zh. Aymaulytov, T. Shononov, G. Begaliyev, A. Saduakasov, S. Zhiyenbayev, I. Uyykabayev, Sh. Sarybayev, K. Bozzhanova, M. Zhubanova, S. Rakhmetova, G. Uaysova, K. Moldabek, A. Zhumabayeva, etc. Works of above-mentioned scientists take an important place not only in formation of communicative competence studying in the course of training in phrases at elementary school

but also at all methodology of training in the Kazakh language. Name of the great teacher I. Altynsarin all technique of training in the Kazakh language at elementary school is directly connected. He spoke: "The school is the main tutorial of Kazakhs.

All our hopes, the future of our people are connected with school", thus it connecting blossoming and development of the people with primary education. I. Altynsarin created for children such works as. "The Kyrgyz anthology", "An initial tutorial of Kazakhs to Russian" and "Maktubat" where very much to a place I applied the last achievements of didactics to development of literacy of children. Y. Altynsarin in "The Kazakh anthology" carried out the comparative analysis of sounds Kazakh and Russian and tried to create own alphabet of the Kazakh language.

At the beginning of the 20th century some textbooks, articles and methodical grants of A. Baytursunov connected with a question of training in the Kazakh language were published. "What method is better than article?", "A separate method", "A method "separate together" and methodical grants "Storyteller", "A language grant" take a special place in this row so these works didn't lose relevance and to this day. In the works of A. Baytursunov focused attention on formation of communicative competence of pupils already at elementary school. A. Baytursunov spoke: "Ability to speak, ability to write even more important" is how necessary, "it is necessary to speak correctly using creation of words", "when writing words taking into account their construction it is necessary to know as words change in this or that place of the offer as communicate with each other and as continue each other". "The main sense of speaking to introduce the idea so that another understood it. That the thought was clear it is necessary to use the corresponding words. If the first floor is taken for definition of thought, the subsequent supplements it and the third explains". This idea plays an important role in determination of features of communicative and informative training in syntax.

The conclusions of the scientist have the high value because at the moment in a technique of training in the Kazakh language work on introduction of the advanced samples of world pedagogic and use of new innovative technologies is conducted. However at the beginning of the 20th century spoke about it A. Baytursynuly. That is already at the beginning of the 20th century he understood that it is necessary to learn without jaggling language materials and connecting them with life and proving the language relations. A. Baytursunov's works are directed on formation at pupils of communicative

competence and its conclusions and ideas play an important role in training in phrases. In A. Baytursunov's works there are effective methods allowing to develop the language relations: Among the game exercises developing the speech, the extensive place is taken by tongue twisters and substantial texts. For example didactic game "Who Will Read with a Mistake Reads Anew".

Children share on groups and read, competing with each other. It is necessary to read without mistakes, in case of a mistake it is necessary to read anew, each child reads on one line. If one was mistaken, the mistake is set off to all group. If the party which was mistaken, read other tongue twister without mistakes, to it write off all mistakes. Summing up the result, it is necessary to tell that the models intended for formation of skills of application of phrase by pupils of elementary schools are also aimed at the correct and effective use of language materials and also the received skills and abilities in various language relations. Therefore it is necessary to make selection are various types of the tasks having practical value. By means of application at lessons of the Kazakh language of the specified models, first, skills of productive thinking of pupils are improved, secondly, the lexicon increases and language develops, thirdly, skills of the correct creation of phrases, in the fourth are formed, the fantasy and abstract thinking, creative skills, in the fifth is opened wide, the concepts connected with communicativeness and literature extend, the culture of language, develops in the sixth, pupils enter the language relations and more well more freely and clearly express the thoughts. As a result theoretical knowledge of pupils of the Kazakh language by means of experience are actively realized in various vital circumstances.

RESULTS AND DISCUSSION

Advantages inherent in active methods of training: the correct target application of the specified methods increases the developing nature of training, gives ample opportunities for research activity of pupils, creates the positive emotional atmosphere between the teacher and the pupil. When forming communicative competence of pupils of initial classes it is possible not only to use the methods stated above but also to expand area of their application. Training in the Kazakh language at school is the pedagogical process which is carried out by means of a certain system and sequence. Language is means of a certain process of understanding therefore the purpose of use of the facts of regional geography at lessons of the Kazakh language is development of language materials by means of use of conceptual, communicative construction tools by pupils of phrases.

By means of phrases at lessons of the Kazakh language in initial classes the whole system of complex didactic work on formation of communicative competence of pupils is constructed and the contents gives not simply scientific concept of the word and the whole model of the phrase allowing to use it in the speech and the letter is presented. It isn't enough tasks and exercises in textbooks for understanding of the nature, forms and types of communication in phrases. Creative search and ability to think of pupils of initial classes depends on contents of the texts and grammatical subjects presented as the tasks and exercises directed on formation of cognitive activity. Integrity of a lesson depends not only on subjects of which it consists and the corresponding exercises in the textbook but also from the didactic purpose of the tasks and exercises which are specially selected for formation of communicative competence of pupils by means of phrases. Due to training in phrases at lessons of the Kazakh language in 3-4 classes scientific pedagogical and educational bases of formation of communicative competence of pupils are generalized. That is lessons need to be conducted by development of communicative competence of pupils by means of phrases because the developing training improves activity of pupils, on the basis of specially organized work developing their personal, national, esthetic qualities. Thus quality of a lesson also increases application of new technologies.

For example at oral communicative activity of thought are summarized briefly and it is shattered therefore others require special giving. Talking everything it is clear because between them there is an intellectual communication and existence of preliminary joint experience and situations supplements shortage of language means and methods. The language methods taken for definition and expression of nature of educational process, the speech, letter and listening influencing ways of construction and a formulation of phrases create conditions for specification of similarities and differences between various language activity. In the third, it is impossible to confuse language activity of the individual to the terms "language activity", "language practice".

The knowledge and skills necessary for participation in language activity are proved by the motivational interests lying outside language activity (Cory *et al.*, 2015). Dependence of methods of drawing up and expression of thought on a set of the factors making structure of language activity and boundless opportunities in a choice of a way of expression of thought not too most as communicative language skills because pupils, realizing the language program with the uniform contents in this or that public and communicative activity, in its absence express thoughts differently without any logical conclusion. It is necessary to pay

attention to that fact that communicative competence of any pupil can't be at the same time in four types of language activity. In the course of dialogue of native speakers they can perceive hundreds and even thousands of semantic structures which aren't used in a written language. These facts all are well-known therefore the level of mutual validity of mastering all four types of language activity isn't a priority problem for expression of communicative competence of the pupil as integration mechanism. It needs to be considered as a combination of four private competences: speaking, writing, listening and readings. Perhaps communicative competence would be correct to be considered as two basic facts: oral statement and perception.

Training in phrases at lessons of the Kazakh language at elementary school is based on education of such qualities as humanity, decency, an esthetics, patriotism, etc. Therefore the purposes of training and development of knowledge by means of phrases is: awakening in pupils of feeling of respect and love for the country, to the people, to the country, development of abilities to supervision and the analysis.

The scientist who for the first time specified questions of language and verbal expression of thoughts in the Kazakh linguistics and showed their differences (Orazbayeva, 2005) in the research. "The language relations: the theory and a technique" says that language and verbal expression are connected among themselves, however they should be perceived as two different phenomena having the following general characteristics: and as public and social; and as private, having independent value; and as to the phenomenon.

Together with it training in phrase it doesn't border by good knowledge of the lexical units studying it is necessary to train in rules and features of an oral pronunciation of words. In use of words, in the language relations and creation of phrases the special place is taken by grammatical rules because saying the phrase and expressing thoughts by means of the offer we use first of all grammatical and lexical laws, their interrelation. Therefore their uniform use without division into separate rules in the course of oral expression and training in such integrated look will yield to us positive result.

Activity of pupils when training in phrases at lessons of the Kazakh language we call a certain group of the actions used for the solution of the put problem by means of the combined efforts of pupils, their theoretical knowledge and practical skills. Only correctly organized tasks in the course of training will satisfy motivation studying as achievement of a goal that as a result will have positive impact on development of other psychological abilities of the child because it generates external and internal incentives to achievement of the purpose and the carried-out actions thus are regulated by motive feelings. Feelings allow to enter interaction with

the outside world and under the influence of the outside world the child gives the answer to it. Incentives are connected with such feelings as sight, the perception, hearing, emotionality, etc., therefore, correctly organized didactic games at the same time influence at once some feelings of the child, influencing such quality as reasonable understanding, acceptance and development of language material. For this purpose for the purpose of activation of visual perception the teacher needs to use art means and visual aids and for activation of acoustical perception to speak by a pleasant voice with expression. Interestingly passing lesson causes emotional splash therefore they take part in a lesson, in research and the analysis of the studied material more actively in pupils. Such lessons awaken cognitive interest in pupils. The cognitive interest becomes a basis of high-quality development of knowledge of phrases. Improvement of informative process of pupils is a necessary condition of their development. Process of knowledge complex process. Due to informative process pupils try to master new material consciously. Therefore when training in regional geography at elementary school it is necessary to pay special attention to improve of cognitive activity of pupils. By means of realization of cognitive activity of children their motivation (interest, diligence, diligence) to a subject and occupations increases, the area of concepts and outlook extends, powers of thinking. Therefore the main task of the teacher when forming language skills and abilities to stimulate the pupil to independent work with books and reference books, to planning of own activity, finding of the correct answer and intelligent performance of exercises and tasks. Only if pupils are able to use skills and abilities, acquire at lessons of the Kazakh language, in new circumstances, their communicative competence will be created and there will be incentives to communication. By means of communicative activity pupils master language laws more deeply. Therefore effective formation of language knowledge and skills of pupils is very important problem in educational process. Psychological features of formation of communicative competence of pupils when studying phrases in initial classes.

At the moment interaction between the teacher and the pupil is limited only to a reproductive method, that is formed in transfer reception system, however this interaction demands the relations "subject subject" based on mutual respect and trust. And the pupil has to master not simply only proved, numbed knowledge and show the target activity, express the thoughts and be able to prove them. Any educational process is aimed at development of abilities of the pupil. Therefore productivity of educational process is defined by the level of familiarity of knowledge and the available skills and abilities. Investigating scientific bases of training in phrases at lessons of the Kazakh language, leaning on

conclusions of domestic and foreign scientists, it is possible to draw the following conclusions: first, when training in phrases in pupils the feeling of patriotism and love for the country is formed and also the language culture is cultivated. Secondly, the purpose of training in phrases not only doesn't block the all-educational purposes, on the contrary, working in the same direction, defines model of the child of 21th century with already created feelings of patriotism and love for the country. There is a set the lingua-static of methods of training and research of phrases because researches of syntax of the Kazakh language on the basis of the concrete language facts at the moment were widely adopted. These research precisely show real situation, the sphere and a framework of use of language units of the Kazakh language. In scientific and art style there is a set of options of use of these or those phrases which show their style features. If so, in training in phrases the priority has to be given to the textbooks written by scientific style.

CONCLUSION

At an explanation of phrases some difficulties, because this subject in comparison with others more difficult arise the pupil sometimes. To allocate a place and the purposes of use of phrases and also ability to distinguish phrases from words and set phrases, it is necessary to apply various methods. When using phrases in the language relations first of all it is necessary that pupils could mark out value of these phrases. Therefore they need to be trained in work with the dictionary of phrases. By means of training in phrases as to the main conditions of formation of communicative competence of pupils taking into account educational aspects allows to increase quality of knowledge and productivity of occupations.

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