

The cognitive structure of the word-formation system and methodological issues of teaching of the Kazakh language

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Abstract

Human beings understand and interpret what is happening around them in their mother tongue. It is a fact that in recent years, language teaching has been given importance as a communication tool. Each language carries out the processes of understanding and explaining, consisting of its own specific structures and rules. In terms of the basic language skills involved in these two processes, the behaviours and methods of language learners and teachers who will ensure that they can use their mother tongue correctly are very important. The historical development of multilingualism in Kazakhstan consists of several stages. Multilingualism has brought with it problems in Kazakh teaching in Kazakhstan. For this purpose, it is important to determine the opinions of classroom teachers about teaching the Kazakh language in terms of word structure, the suitability of the contents of the textbooks, and the qualifications of teachers in language teaching. For this purpose, interviews were conducted with 19 classroom teachers working in Kazakhstan. In this study, the findings obtained using the qualitative research method were analysed in detail. It has been concluded that there are points where the contents of the textbooks are not suitable for the classroom teachers, the methods and techniques they use in language teaching are insufficient and these inadequacies cause problems.

Keywords: Kazakh, language teaching, method and technique, language, speaking

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1. Introduction

The concepts of communication, speech and language are used interchangeably by most people, but these three concepts are different from each other (Bernstein, 2002). Communication is a verbal communication tool. When communicating, there is a sender or more than one receiver. Language is a tool used in communication. Language is a communication tool used by societies to express meanings, traditionally formed from a system of symbols based on consensus, and used in interaction. Languages grow, develop and evolve. Language is also a cultural heritage. People acquire their language within the culture and social environment in which they live (Hedge & Maul, 2006; Hamzaoui, 2021). The language used in communication is divided into two groups. These; Verbal language and non-verbal language. Verbal languages are languages such as Turkish, English, French and Latin, which are based on speech within the framework of certain rules of societies. Non-verbal languages consist of tools used based on hearing, touch and vision to convey messages in the communication process (Kazanoğlu, 2015).

Through language, communication is established not only about instant situations, but also about the past and future. It can also report situations that can be spoken, invisible, inaudible, or intangible. So language has a communicative and representational function. To take full advantage of this communication tool, it is necessary to learn the complex system (Gökdağ, & Hakan, 2021; Heidari, & Parvaresh, 2021). To facilitate this complex structure, language has been divided into components by linguists. These components are form, content and usage (Leaman, & Archer, 2021). The content morphology component of the language includes phonology, morphology, and syntax structures. Content, which is one of the components of the language, includes the semantic information of language; On the other hand, usage includes pragmatics (use knowledge) that includes the communicative functions of the language (Acarlar, & Diken, 2019; Topbaş, 2017; Bauman-Waengler, 2016; Tayyebi, 2021).

- **Semantics (Semantics)**

Semantics is defined as a system of rules about sentence meanings and phrases (Schow & Nerbonne, 2017; Bauman-Waengler, 2016).

- **Morphology (morphology)**

Formal information is the smallest unit of meaning that can be deduced from words. The state that is not divided into smaller meaningful parts is called a morpheme. Morphology is the branch that deals with how the root of the word and the affixes of the word are combined and what the inflectional features are (Etlan, 2021; Kaya, 2020).

- **Syntax (Syntax)**

The syntax is a system of rules that includes the ways in which words or groups of words are combined to form sentences according to the grammatical rules in a language. Each language has its own word order rules. In Turkish, sentences are constructed based on the order of "subject-component-action" (Etlan, 2021; Kaya, 2020).

- **Pragmatic (Pragmatic)**

Acquires language in the process of learning to communicate with children. It is used in language communication, which is a social phenomenon. Language learned by socialising is pragmatic. Then your pragmatic language focuses on the use and communication processes of the language (Pehlivan, 2021; ASHA, 2021).

E. Phonology

It is a branch of science that examines speech sounds used in all languages in the world with their natural features. The language component that contains the rules about speech sounds is called phonology. The phoneme (phoneme), which is the building block of words, is the smallest unit that makes sense in a language when they interact with each other, even though it does not make sense on its own. In this context, phonology briefly examines the qualities of human language, how language is formed, how it is transmitted with sound waves, and the sound dimension of language and communication (Aksan, 2007; Topbaş, 2017).

Speech

Humans are the only creatures that use speech for communication. Humans are not the only creatures that produce sound. However, the only living thing that produces sound by using the special structure of the vocal folds is the human. Kontrot (2006) defines speech as the transformation of verbal language, a tool we use as a means of expressing our thoughts, into sounds as a result of shaping the throat, mouth, and nose with the help of air coming from the lungs.

Language and speech are interrelated. Zarama (2020) argued that learning to read is a kind of initiation ceremony and a way out of the position of addiction and incomplete communication in every society with literate individuals, and argued that every child learning to read contributes to the collective memory of the society through books. Methods that are thought to be more effective in the light of researches are preferred in primary literacy teaching. If the right methods are not used while teaching reading and writing, problems may arise. In literacy teaching, the student recognises the sound, reaches open and closed syllables, the word is obtained, but "understanding" does not occur. A combination without understanding is only called "pronunciation", which would not be a reading that satisfies today's needs described above. Because understanding will not occur, and where there is no understanding, there will be no thinking and critical gaze (Nurbekova, Odanova, Sabdenova, Adilbekova, & Osmanova, 2018).

There are approaches to language learning. The Word Approach (Approche par le lexique) is one of the most important approaches (Ç. O. R. A., & Çapan, 2019). This approach was born as a reaction to the grammar approach and the grammar-translation method, which could not be used in daily life in the 1890s. In this approach, emphasis was placed on vocabulary teaching instead of grammar teaching, which was applied previously. According to the language teaching thought that was common in kindergarten and primary education in those years, "The first thing to be taught to the student is the elements of the language. So they are words." Based on this idea, vocabulary teaching was included at the beginning of language teaching.

Teaching the linguistic foundations of the language with new methods and technologies is a type of education that is not limited to the student. A student's overall development includes thinking, thinking, summarising, remembering, imagination, representations, etc. including word formation. Each country has its own languages. But although the teaching methods of these languages differ, they are all given for the same purpose.

If we look at the linguistic basis of Kazakh language teaching, the exact methodology of teaching Kazakh-derived words is connected with language, linguistics with interactive technologies. Linguistics is the science and teaching technique related to language. Words derived with modular interactive technologies, patterns in Kazakh teaching and effective ways of applying them are linguistics. With such methods of teaching derived words, the communicative features of the language being taught

are primarily of interest. In philological specialisations, derivative words are taken into account in branches. They encourage grammar and interactive development. These; technologies are linguistic regularities, orders and word formation methods (Nurbekova, Odanova, Sabdenova, Adilbekova, & Osmanova, 2018). The Kazakh language is the language of the ethnic origin that is the founder of the state. It has been given constitutional status in our constitution.

Kazakh language textbook and Kazakh language education program is the document that determines the aims and objectives of the main Kazakh language. For the purpose of providing information about the formation of the Kazakh vocabulary language, practical skills are determined. Taking as a basis the main state standards of Kazakh language textbooks, for the realisation of the consistency of information-theoretic materials and exercises provided in the main language branches, exercises and tasks for the formation of vocabulary, the formation of cognitive level students, grammar should be formed on this theoretical knowledge.

- **The importance of the research**

Many different methods are used for language acquisition. While some of these methods contribute to the language to be acquired, some are not effective. Language teaching methods are very important in word formation. The Kazakh language is a state language, the Russian language counts as the official language being used on an equal basis to the Kazakh language used in state institutions and local language governing bodies.

- **Purpose of the research**

It is seen that the teaching of the Kazakh language, which is their own language, is important in Kazakhstan, where multilingualism takes place. It is very important to determine and solve the problems experienced in teaching the Kazakh language. In this research, in order to determine the methodological problems of Kazakh language teaching, the problems experienced by classroom teachers in teaching the Kazakh language are determined. Within the scope of this general purpose, answers were sought for the following sub-objectives.

- The suitability of the contents of the textbooks
- The effect of multilingualism on teaching Kazakh
- General views on the Kazakh language structure.

2.Methods

This research was prepared using a qualitative research design. The case study method, in which a certain situation is examined with a holistic approach from the qualitative research design, was used (Creswell, 2013).

In this research, in order to determine the methodological problems of Kazakh language teaching, teachers' opinions were sought to determine the problems experienced by classroom teachers in teaching the Kazakh language. The opinions of the classroom teachers who play a leading role in language teaching are important.

2.1. Research questions

In order to identify and solve the problems experienced in Kazakh language teaching, classroom teachers were asked about the methods they used during language teaching and their opinions about the difficulties they experienced.

- Are the contents of the textbooks sufficient for teaching Kazakh language?
- The effect of multilingualism on teaching Kazakh
- What are your general opinions about the Kazakh language structure?

2.2. Working group

The participants of the research were consulted to the opinions of 19 classroom teachers who voluntarily participated in the research during language teaching in terms of easily accessible situation sampling among the classroom teachers working in state schools in Kazakhstan. While choosing the classroom teachers, it is obligatory to be a 1st grade teacher. Purposeful sampling, in which knowledgeable individuals are selected by the researcher in order to obtain data about an event or phenomenon in the sample of the study (Ary, Jacobs, Irvine, & Walker, 2014, p. 169; Babbie, 2017) The demographic information of the sample is shown in Table 1.

Table 1. Demographic Characteristics of the Research Group

Variable	Features	N
Gender	Woman	10
	Man	9
Age	22-27	4
	28-33	6
	34-39	9

2.3. Data Collection Tools

In the research, a semi-structured interview form, one of the qualitative research techniques, was used to determine the opinions and experiences of the classroom teachers about the methodological problems and word processing model in the Kazakh language. Semi-structured interview questions prepared by the researcher were given their final form by taking expert opinions. The interview form was examined and evaluated for content validity by a classroom teacher, a Kazakh language expert, and two experts who had studied on word processing. The forms were rearranged in line with expert opinions.

3. Result

3.1 The content of the textbooks used in Kazakh language teaching

Table 2. Opinions of primary school teachers about the contents of textbooks

	N
Negatif	17
Dialogue	10
Events	9
Eligibility for student level	6
distribution of basic	6
language skills	
Pozitif	
	2

In the finding regarding the opinions of the classroom teachers about the content of the textbooks they use in teaching the Kazakh language, 17 teachers gave a negative answer, while 2 teachers found it sufficient. On the negative side, there are 10 teachers who stated that the dialogues were insufficient, 9 teachers stated that the activities were insufficient, 6 teachers stated that they were not suitable for the level of the students, and 6 teachers stated that they were insufficient in terms of the distribution of basic language skills.

Examples of the opinions of the teacher;

“The textbook I use is convenient at the starting point, but not very useful afterward. Dialogues are insufficient. I have to take advantage of other books as well.”

“The activities that should be included in the textbooks are insufficient. Activities are of great importance in language teaching. Various and different activities should be included in the content of the textbooks.”

“The contents of the textbooks are insufficient for skill development. In terms of language development, it is necessary to determine the spelling, meaning according to spelling, and activities according to meaning in the teaching process. I think it is insufficient in this part”

3.2. The effect of multilingualism on Kazakh language teaching

Table 2. Opinions of primary school teachers about multilingualism

	N
Russian overtakes Kazakh language	10
Kazakh alphabet variety	9
pseudo-equivalent vocabulary	6

Classroom teachers were asked about the effects of multilingualism problems experienced in Kazakhstan on language teaching. From the opinions of the classroom teachers, they stated that the Russian language preceded the Kazakh language, the percentage of Kazakh, which is the official language of Kazakhstan, is spoken at homes, schools and outdoors, and Russian is spoken more. Additions from many languages were made in the Kazakh alphabet and its final shape was given. It is also seen that words from Arabic, Russian and Persian entered the Kazakh language. Pseudo-equivalent words added in Kazakh and transferred from other languages can create a direct meaning problem for learners who learn Kazakh.

Examples of the opinions of the teacher;

“The citizens of Kazakhstan, who are now more focused on the bilingual Russian language, are turning to monolingualism, and although the opinion that the Kazakh education in the families will prevent their children from learning Russian properly and having a good place in the society has gradually disappeared, the opinion has not changed completely yet.

“I can accept that every country has its own cultural conditions, and that all linguistic theories, cultural policies and nationalization process cannot fully preserve their validity. These problems also pose

many problems in language teaching. The change in the language repertoire of the state originating from different nations causes it to move away from the understanding of the mother tongue.

3.3. General opinions about the Kazakh language structure

When we look at the findings of the classroom teachers regarding the general views on Kazakh language education, 16 classroom teachers stated that the grammar structure and rules of the Kazakh language are very complex. For this reason, they stated that it should be used in teaching supplementary materials to textbooks. 5 classroom teachers stated that the main purpose of primary education should be to provide information only to students, as well as to improve their general education skills and competencies. 4 classroom teachers stated that since Kazakh is not a language of its own, typical group work activities related to communicative language teaching do not provide an equivalent feature to cooperative learning.

3. Discussion and Conclusion

When the results of the findings of the classroom teachers about the content of the textbooks used in Kazakh language teaching were examined, 17 teachers gave a negative answer while 2 teachers found it sufficient. This is very thought provoking. Classroom teachers find the content of the textbooks insufficient. Many classroom teachers state that the dialogues in the content of the textbooks are insufficient. Likewise, 9 teachers stated that the activities in the books were insufficient, 6 teachers stated that they were not suitable for the level of the students, and 6 teachers stated that they were insufficient in terms of the distribution of basic language skills. Considering that the contents of the textbooks taught in schools are not so appropriate, it is surprising that there are so many teachers.

Classroom teachers were asked about the effects of multilingualism problems experienced in Kazakhstan on language teaching. From the opinions of the classroom teachers, they stated that the Russian language preceded the Kazakh language, the percentage of Kazakh, which is the official language of Kazakhstan, is spoken at homes, schools and outdoors, and Russian is spoken more. Additions from many languages were made in the Kazakh alphabet and its final shape was given. It is also seen that words from Arabic, Russian and Persian entered the Kazakh language. Pseudo-equivalent words added in Kazakh and transferred from other languages can create a direct meaning problem for learners who learn Kazakh. The implementation of multilingual education provides the creation of a new education model that will contribute to the formation of a competitive generation that can speak at least three languages. words. Language learners look for effective ways to increase their opportunities to retain new words in long-term memory, but forgetting is a common problem. The importance of learning vocabulary also poses some challenges for teachers (Farjami, 2018). According to the statistical figures of another researcher, the rate of using a single language in the country is 83.9% among Russians, while this rate is 25.2% among Kazakhs. Again, while the rate of using Russian and Kazakh together is 74% among Kazakhs, this rate remains at 16.1% among the Russian population.¹⁰⁰ As can be seen from the statistics, Kazakhstan is far from a linguistic unity, especially due to the ethnic Russian population in the country (Valieva, Sagimbayeva, Kurmanayeva, & Tazhitova, 2019; Zhumabayeva, Kdyrbaeva, Nurzhanova, Stambekova, & Uaidullakzy, 2020).

When we look at the results of the general views of the classroom teachers in Kazakh language education, 16 classroom teachers stated that the grammar structure and rules of the Kazakh language are very complex. This can be caused by the Kazakh language borrowing too many words from other languages. They stated that as a solution, it should be used in the supplementary materials to the

textbooks. 5 classroom teachers who stated that the main purpose of primary education should be to provide information only to students, as well as to improve their general education skills and competencies. 4 classroom teachers stated that since Kazakh is not a language of its own, typical group work activities related to communicative language teaching do not provide an equivalent feature to cooperative learning. Valieva, Sagimbayeva, Kurmanayeva, & Tazhitova, 2019; Zhumabayeva, Kdyrbaeva, Nurzhanova, Stambekova, & Uaidullakzy (2020) and Rivai, Yusri, Rivai & Anwar (2021) supported their study with similar results. In my acquisition of language skills, it is aimed to support teaching with different methods and techniques while teaching languages with complex language structures.

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