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Абай атындағы Қазақ ұлттық педагогикалық университетінің

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### **EFFICIENCY OF USING INFORMATION TECHNOLOGIES IN TEACHING THE ZERO FORM IN THE KAZAKH LANGUAGE**

**Abstract.** In modern Kazakh language teaching, it is important to take into account the grammatical features of the language. One of the specific grammatical features of the Kazakh language is the presence of a zero form. The zero form means that the words in the sentence express a specific meaning without any structural grammatical form. Consideration of specific task models and zero-form learning methods emphasize the importance of research. The main purpose of the article is to consider the features of the use of information and communication technologies in teaching the zero forms of the Kazakh language.

The use of modern information technologies in the classroom makes learning bright and interesting for a student of any age and forms an emotionally positive attitude towards the subject. The objective of the study is to teach the zero form of the Kazakh language using specific methods and sets of exercises with the possibility of information and communication technologies. A separate methodology for studying the zero form did not previously exist in the domestic methodology. Teaching the zero form in the Kazakh language has its own characteristics. In the practice of teaching the Kazakh language, effective cognitive methods were applied using the achievements of information and communication technologies in the use of zero forms. In this direction, the article presents a model and results of teaching the Kazakh language zero forms using this technology.

Our review of the methodology of domestic scientists, who considered the zero form as an object of study, also shows the practical significance of the article. It is especially important to teach the Kazakh language, taking into account its peculiarities of learning it. The results of classes conducted with students in the practical part of the research and the use of new technologies proved the effectiveness of teaching

methods. The study is of great practical importance. The results of the study can be used as a teaching aid and lesson planning for young methodologists and teachers of the Kazakh language.

**Key words:** information and communication technologies, ICT, zero form, Kazakh language teaching, teaching methods, Kazakh language grammar.

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### **ҚАЗАҚ ТІЛІНДЕГІ НӨЛДІК ФОРМАНЫ ОҚЫТУДА АҚПАРАТТЫҚ ТЕХНОЛОГИЯЛАРДЫ ҚОЛДАНУДЫҢ ТИІМДІЛІГІ**

**Аннотация.** Қазіргі қазақ тілін оқытуда тілдің құрылымдық ерекшеліктерін ескеру маңызды. Қазақ тілінің грамматикалық ерекшеліктерінің бірі – нөлдік форманың болуы. Нөлдік форма сөйлемдегі сөздердің ешқандай құрылымдық грамматикалық формасыз белгілі бір мағынаны беруін білдіреді. Нөлдік форманың нақты тапсырма үлгілері мен оқыту әдістерін қарастыру зерттеудің маңыздылығын көрсетеді. Мақаланың негізгі мақсаты – қазақ тілінің нөлдік формасын оқытуда ақпараттық-коммуникациялық технологияларды қолданудың тиімділігін қарастыру. Сабақта заманауи ақпараттық технологияларды пайдалану кез келген жастағы оқушы үшін оқуды жарқын және қызықты етеді, пәнге эмоционалды оң көзқарасты қалыптастырады. Зерттеудің міндеті – ақпараттық-коммуникациялық технологиялардың мүмкіндігімен нақты әдістер мен жаттығулар жиынтығын пайдалана отырып, қазақ тілінің нөлдік формасын оқыту. Нөлдік форманы зерттеудің жеке әдістемесі бұрын отандық әдістемеде болған емес. Қазақ тіліндегі нөлдік форманы оқытудың өзіндік ерекшеліктері анықталды. Қазақ тілін оқыту тәжірибесінде тиімді әдіс-тәсілдер қолданылды. Нөлдік форманы оқытуда ақпараттық-коммуникациялық технологиялардың жетістіктерін пайдалануда танымдық әдістер қолданыс тапты. Нәтижесінде мақалада қазақ тілінің нөлдік формасын ақпараттық коммуникативтік технология арқылы оқытудың моделі мен қорытындылары берілген.

Нөлдік форманы зерттеу нысаны ретінде қарастырған отандық ғалымдардың әдістемесіне жасаған шолуымыз да мақаланың практикалық маңыздылығын көрсетеді. Әсіресе, қазақ тілін оқытудың ерекшеліктерін ескере отырып оқытудың маңызы зор. Оқытудың практикалық бөлімінде студенттермен өткізілген сабақтардың нәтижелері және жаңа технологияларды қолдану арқылы оқытудағы әдістердің тиімділігі дәлелденді. Зерттеудің практикалық маңызы зор. Зерттеу нәтижелерін жас әдіскерлер мен қазақ тілі мұғалімдеріне оқу құралы және сабақты жоспарлау үлгісі ретінде пайдалануға болады.

**Түйін сөздер:** ақпараттық коммуникациялық технологиялар, АКТ, нөлдік форма, қазақ тілін оқыту, оқыту әдістері, қазақ тілі грамматикасы.

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## **ЭФФЕКТИВНОСТЬ ИСПОЛЬЗОВАНИЯ ИНФОРМАЦИОННЫХ ТЕХНОЛОГИЙ ПРИ ОБУЧЕНИИ НУЛЕВОЙ ФОРМЫ КАЗАХСКОГО ЯЗЫКА**

**Аннотация.** В современном преподавании казахского языка важно учитывать грамматические особенности языка. Одной из специфических грамматических особенностей казахского языка является наличие нулевой формы. Нулевая форма означает, что слова в предложении выражают определенное значение без какой-либо структурной грамматической формы. Рассмотрение конкретных моделей задач и методов обучения нулевой формы подчеркивают важность исследований. Основной целью статьи является рассмотрение особенностей использования информационно-коммуникационных технологий в обучении нулевой форме казахскому языку.

Использование современных информационных технологий на уроках делает обучение ярким и интересным для учащегося любого возраста, формирует эмоционально положительное отношение к предмету. В качестве задачи исследования было определено обучение нулевой форме казахского языка с помощью конкретных методов и комплексов упражнений с возможностью информационно-коммуникационных технологий. Отдельной методики изучения нулевой формы раньше в отечественной методике не существовало. Обучение нулевой форме в казахском языке имеет свои особенности. В практике обучения казахского языка были применены эффективные когнитивные



методы, используя достижения информационных и коммуникационных технологий в нулевой форме. В этом направлении в статье представлены модель и результаты обучения в нулевой форме казахского языка с использованием данной технологии.

Наш обзор методологии отечественных ученых, рассматривавших нулевую форму как объект исследования, также показывает практическую значимость статьи. Особенно важно преподавать казахский язык с учетом его особенностей обучения. Результаты проведенных со студентами занятий в практической части исследования и использование новых технологий доказали эффективность методов обучения. Исследование имеет большое практическое значение. Результаты исследования могут быть использованы в качестве методического пособия и планирование занятий для молодых методистов и учителей казахского языка.

**Ключевые слова:** информационно-коммуникационные технологии, ИКТ, нулевая форма, обучение казахскому языку, методика обучения, грамматика казахского языка.

**Introduction.** Nowadays, the increasing status of the Kazakh language as a state language requires consideration of new teaching methods of the Kazakh language. As a result of studying the Kazakh language course, students should be able to use modern technologies in language teaching and the methods of teaching the Kazakh language in practice. The lack of research on the methodology of domestic scientists who considered the zero form as a form of research shows the importance of our article. It is especially important to teach the Kazakh language taking into account its specific features. At the same time, we considered the teaching of the zero form in the Kazakh language as a separate research object, due to the relevance of the research.

Teaching the zero form in the Kazakh language has its own characteristics. At the same time, some research works on adaptation of current modern methods to zero-form teaching were analyzed. The main concepts forming the basis of the methodology include: goals, content, teaching process, principles, methods, approaches, tools and organizational forms. In this direction, the peculiarities and methodology of teaching the zero form in the Kazakh language were considered as a separate research object. Although the zero form in the Kazakh language is considered by many reporters and scientists, there are very few works that consider its teaching methodology. By zero form we mean that the words in the sentence express a certain grammatical meaning without any grammatical form. Learning languages, along with communicative methods, has recently received a new impetus, as well as cognitive methods: Recently, there is a shift from assimilating various aspects of the language (vocabulary, grammar) to active use of the foreign language in life. The Kazakh language, on the one hand, is becoming a professional or other means of obtaining information. And on the other hand, a means of communication. As Ahmetshein mentioned in his research, it is possible to talk about effective communication only



if a person receives or conveys information correctly (Akhmetshin, 2018). In this regard, we often hear from teachers and psychologists that communicative-cognitive competence is effective only if a person has critical thinking.

Today, different definitions of the term “informational communication” can be found in various scientific studies. Informational communication, according to a number of scientists, rational search and the ability to reject one’s prejudices (Bolotov V., Spiro D., 2009). Critical thinkers can come up with new ideas and see new possibilities. Sh. Brumfit, in turn, defines it as rational reflective thinking aimed at deciding what to believe and what to do (Sh. Brumfit, 2008). This is very important in solving new problems. Informative communication does not imply negativity or criticism.

According to D. Cole, this technology refers to consciously looking at different approaches to make basic judgments and decisions (D. Cole, 2008). Information and communication technology assumes that each student does not take anything for granted and forms his own opinion within the curriculum. This is important in the development of a consciousness that rejects dogmas, which develops through the formation of new information about life experience. According to Laletina T.A. informational communication is the starting point for the development of creative thinking. Information and communication technology develops the following skills for the listener:

- Ability to work together with others;
- Ability to take responsibility for one’s own education;
- Increasing the efficiency of information reception;
- Increasing interest in both the material being taught and the learning process itself;
- Desire and ability to be a lifelong learner (Laletina, 2010).

In summary, information and communication technology as a multifaceted and complex technology helps students to think creatively, consciously solve problems, form their own opinion and receive information.

The relevance of the research is in the systematization of zero-form teaching methods and the practical application of modern effective methods. In this direction, the effectiveness of teaching the zero form in the teaching of the Kazakh language was used based on the methods of domestic scientists and the results were presented. The importance of the research is that we consider the features and methodology of teaching the zero form in the Kazakh language.

**Research Material and methods.** One of the things to consider in learning the zero form is that the verb narrator consists of several morphemes, and each part of the word has its own grammatical meaning. For example: *bar-dı-m, (ayğay) sal— dı-m, sıq-tı, tında*. The root morphemes are: bar, ayğay sal, sıq, tında mean actions, and the following suffixes: - dy, -ty the forms represent the time of the movement, i.e. the temporal meaning (past tense). In this connection the practical research presupposed the use of visuality.

The visuality principle is necessary in the use of information and communication

technology. Kusayinov A.K. in his work “The main method of teaching is visualization” suggests its goals and methods (explanation, influence, memory) (Kusayinov, 2006). Another scholar, Cluster D. suggests that the acquisition of learning material is often dependent on the visual aids and technical tools used in the learning process (Cluster, 2008).

For example: introducing the zero form of the Kazakh language with the materials of the National Geographic Internet channel affects their meanings. Koneva V.S. also noted that providing students with various drawings, copies and symbolic images of phenomena, processes, objects has a positive effect on their perception of information (Koneva, 2010).

As we see in the use of ICT we use the method of visuality as we need to show the role of zero forms.

Polat E.S. believes that teaching without new technology is equivalent to fighting without weapons (Polat E.S., 2004). During the use of ICT, not only the above-mentioned visualizations and tools should be used, but new types of tasks and methods should be used.

In this connection, Sholpanbay S.K. suggests experimenting or showing subjects and phenomena in videos using the demonstration method. When relying on the help of the demonstration method:

- correspondence of visuality to the age characteristics of the zero form of the Kazakh language;
- use of visual aids in the lesson at the right time;
- see a demonstration of the zero form of all Kazakh languages;
- highlight the main idea, the meaning of the illustration;
- such principles as the involvement of the zero form of the Kazakh language in searching for the necessary information from visual aids and demonstration equipment are important (Sholpanbay, 2008).

And the main feature of information and communication technology is to create a problem for discussion. When using the problematic or situational method, the zero form of the Kazakh language moves from performance actions to creative actions. According to Servat Shirkhani, Mansur Fahim, the use of ICT may not be able to perform problematic tasks on its own (Servat Shirkhani, Mansur Fahim, 2011). Therefore, the teacher shows them ways to solve the problem. The students foresee and find ways to solve cognitive problems, even if they do not solve the problem.

The following scientists, like: Tsarenkova V.V., Shpanovskaya S.I. proposed the terms integrated methods. Integrative methods are reflected in the teacher’s skill in organizing learning. The common root of the terms “integrative “methods” and “integrative teaching” which means “joint actions” (Tsarenkova, et al, 2016).

We should not forget the cultural integration of topics during the lesson. Wilson, J., Ward, K. and Fisher, R. propose that culture should be part of language learning. That is, during the lesson, we should teach not only the language but also the culture of speech (Wilson, et al, 2013).

How to ensure the development of informational communication skills in the

Kazakh language class? On the one hand, it is difficult. Because it requires a large amount of “external” reproductive environment in learning the subject due to its specificity. According to Linares A., Morton T. and Whittaker R., language teaching always has a creative character due to its communicative nature (Linares, et al., 2012). All this, of course, requires creativity, independence and critical thinking. Based on this position, we conclude that information and communication technology methods should be used as simply as necessary in language classes.

In this direction, in the practical period of our experience, we conducted an Kazakh language lessons based on Internet resource materials using the effective points. We need to develop effective ways and methods of information and communication technology while teaching the zero form of the Kazakh language. It was created primarily for the selection of Internet resource materials on the subject of the lesson. Although the main goal is to develop linguistic and cognitive skills of using the zero form of the Kazakh language. The next chapter presents the research methodology and the results of the experimental study.

The effectiveness of the use of ICT in the study was proven by analyzing the literature of foreign and domestic scientists. Comparison of methods and formulation of research results were used in the research. Control and experimental lessons were conducted for 2 groups of students (24 students). Mathematical statistics methods were used during evaluation of lesson results and data analysis.

**Result and discussion.** In determining the direction of our experience and describing the methods used, the effective methods of information and communication technology in the development of students’ using zero forms in Kazakh classes were analyzed.

The goal of our experiment is to determine their interest in the lesson, the development trend of their cognitive and communicative skills, systematically using the methods of information and communication technology in the experimental group. The total number of lessons held in both groups was 48 hours, 1 semester. In the course of the research, test tasks were prepared and we compared their development indicators with the indicators of the control group.

Let’s describe the stages of using the methods of information and communication technology during the experiment. Information and communication technology lessons organized by us were based on a three-stage structure.

Preparation stage (I) In this stage, existing knowledge is updated, interest in a new topic is aroused. During the introduction period, it is important that each student takes a job aimed at realizing his own experience.

1. The Brainstorming method helps the student to increase his cognitive ability by mastering logical types of work both when introducing a new topic and during repetition.

2. Presentation *method* - during the study of the language, it is easy to find the Kazakh equivalent of new words and phrases acquired through various pictures. This makes it possible to determine the conjugation boundary of the content of language

learning. Learning different terms related to the topic will not only enrich students' vocabulary, but also positively contribute to the achievement of their goals.

In particular, active use of ICT in teaching process, which is one of the cornerstones of updating educational content, is undoubtedly very effective and will bring good results. This is necessary so that, on the one hand, they can see the collected information in a "collected" categorical form. And all comments can be added to the structure. We call this method "*True-False statement*". At this stage, it is very important for the teacher to listen to all opinions.

In addition, there are no "right" or "wrong" conclusions at this stage. The rule is: "every student's opinion is valuable". At this stage, it is considered important and difficult not to correct students' opinions, not to criticize, not to impose my point of view on them. At this stage, we believe that it is effective to use the "Question-Answer method", which allows us to solve 2 tasks at the same time. This is necessary for the development of the skills of obtaining information and constructing interrogative sentences.

For example: "Cities of Kazakhstan": to start the topic, the following questions are asked using the "Brainstorming" method:

Astana twralı ne bilginiz keledi?

Interrogative sentences on the board: Ne..? Qayda..? Nege..? Qalay..? starts with questions.

Students complete the questions on the board. It is important to remember that even grammatical errors cannot be corrected at this stage. While reading the text, students get the necessary information and answer the questions. If the information is not available, other texts are suggested. We can also work with the mind map and use the library. Associations arising from the main concept are systematized in the form of main schemes using the "Mind Map". This method can be implemented using both lexical phenomena and grammatical phenomena in Kazakh lessons.

The stage of understanding the content (using the content). This stage can also be called the stage of meaning based on new information. If we remember that in the initial stage, students have determined the directions of their education. During the reflexion, the teacher has the opportunity to emphasize the questions expected and the questions asked. The organization of work may be different at this stage. This can be through conversation, lecture, individual, pair or group study or video viewing methods. In any case, this information will be collected and tracked individually.

The main objective is to maintain students' activity, interest and movement inertia during the stage of understanding the content. At this stage, the "*Interactive method*" is used. This method also helps with lexical and grammatical tasks. For example, when working with the topic "Environmental protection", we can offer the monitoring task "Monitoring the environment state in the Kz". Students make notes and fill in the presented table so that they understand the information. The teacher's next task is to teach assessment using this framework:

- *I think that ... (meninşe ...)*

- *I didn't know that ... (menin bilwimşe ...)*

- *In my opinion ... (menin tusinigimşe ...)*
- *It is new for me that ... (bul men uşın jana ...)*
- *I don't understand why ... (men tusinbegen tusım ...)*

Technique of using critical thinking: two students read the text, stop after each paragraph and ask each other different levels of questions about the content of what they read. This form contributes to the development of communicative and cognitive skills.

Reflection period. This period includes reflection, the birth of some new knowledge, as well as setting new learning goals. In the process of reflection, new information becomes the student's acquired knowledge. Reflection of the process becomes the main goal of teacher and student activity. It is quite possible to accept some judgments. Different opinions call for discussion. In any case, the reflection period actively contributes to the development of informational communication skills. In this regard, speech exercises at this stage become creative. Often used methods: organization of round tables; writing creative works; project protection (Zimnaya I.A., 2008).

During this period, one of the favorite techniques is Cinquain. It can be actively used. It comes from the French word "cinq" - five. This is a five line poem. It is used as a method of material synthesis.

Cinquain develops critical thinking. By building Cinquain, each student can express his/her intellectual, creative abilities. If the task is done correctly, the sync is bound to be emotional. The level of information communication is very important. If the student demonstrates the ability to find the most important features in a large flow of information, analyze, draw conclusions and formulate his conclusions several times. Mainly, the ability of critical thinking is sufficiently developed. At this stage, we can use the "comparison table" method. It is a very important method of repeating, generalizing and revising the information obtained.

Ghavifekr S., Rosdy, W.A.W. and Fahad N. Alfahad (2012) consider, the integration of ICT is getting more important as it helps students in enhancing their collaborative learning skills (Ghavifekr, et all, 2015).

In our practical part, thinking of interesting quotations and proverbs, working with proverbs, such as "Wordplays", "Situational tasks", "Mindmaps", known as "idea grids". The working with proverbs can be a good basis for developing students' critical thinking and creative work. Therefore, in order to develop informational communication, the following tasks are used in foreign language lessons.

1. "Wordplay" Students come up with questions for the group and give them categories on any topic: names of countries, professions, numbers, colors, months, days of the week, etc.

For example:

Arman- a) tegi b) atı b) balanın atı

- Ulbritaniya: a) til a) ult b) el.

Sitwaciyalıq tapsırma: Demalis kezinde siz ata-ananızben Angliyağa barasız, Londonga ékskwrsiya jasaysız, neni körginiz keledi, qol tigizginiz keledi, birinşi

kezekte kimmen jane ne uşın syleskiniz keledi. Ađılışın tilinde bul jerdi sipattanız: tarixi qundılıđı, leşemi, tusi, iisi, t.b. Sayaxatınız nelikten osı jerden bastalatının jazınız.

Another method is “Question Board”. The question board should be placed in an easily accessible place. When the teacher does not have time to answer all the questions, the students can write them down. Later, the teacher can collect them, study them, and give written or oral answers in subsequent lessons, or bring them up for class discussion. In the use of this method, students can automatically use zero forms of the Kazakh language.

According to Ilkhom Suyunov, the technology-based teaching and learning can bring many changes to a school that requires proper planning and policy making (Suyunov, 2022). In this connection, “Line of values” is designed to draw students’ attention to a specific problem, to say what they think about it. We understand that there can be different opinions about the same thing. It is also possible to take a position on an issue and how to turn one’s mind in one’s favor. To begin to reflect on their actions, the student needs to create a reflection environment that includes:

- 1) special space (“round tables”, pedagogical living rooms, clubs);
- 2) positive acceptance of others in the process of reflection.

In general, during the lesson, information and communication technology gives the teacher the following opportunities:

- creation of an atmosphere of real communication and responsible cooperation between students of the group;
- using a system of effective methods that contribute to the development of grammar skills;
- assisting the students to become practitioners and analysts who can competently analyze their activities at the same time;
- using a valuable source of information for students in drilling zero forms.

As stated by scholars, Ghavifekr, Simin, Rosdy, Wan Athirah Wan (2015), Pavan Jadhav, Hemlata Gaikwad, K.S. Patil (2022), our study aims to analyze teachers’ perceptions on effectiveness of ICT integration to support teaching and learning process in classroom. For future studies, we need for consideration of other aspects of ICT integration especially from the management point of view regarding strategic planning and policymaking.

According to the results of the research conducted with the students of the 2nd group, two different results were obtained for the zero form of the Kazakh language. Zero forms were used in communicative relations and activities through situational tasks. In the control group, only traditional methods of teaching were used. The experimental group was dominated by learning informational content with use of zero forms. It was observed that the students have full opportunity to form their speaking behavior when listening to them for the first time, narrating, discussing, revealing the content of the topic and providing teaching materials.

In the end we conducted grammar tests on the use of zero forms for 2 groups. In order to verify these criteria, we also conducted oral testing and oral monitoring.



This showed that students have a positive attitude towards information and communication technologies in Kazakh classes. In this direction, we were guided by the following criteria:

1. Motivation for the lesson;
2. Problem solving skills;
3. Communicative skills;
4. Cognitive skills.

The results of the experimental work can be shown in the following figure 1.

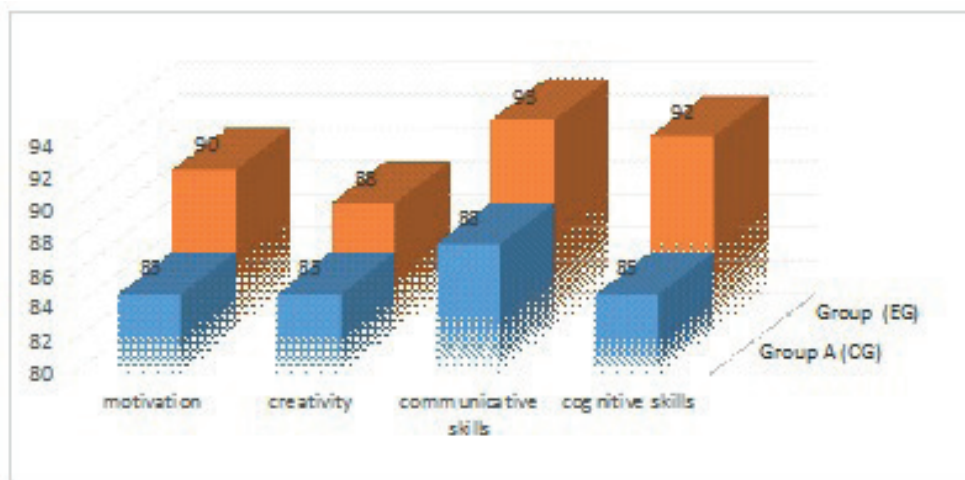


Figure 1 - Results of development of students' abilities in information and communication technology

As we see in the Figure 1, the results of 2 groups are different. The test results showed that, the use of ICT and effective methods has worked out better results. Some positive changes were observed in the experimental group that used information and communication technology. The results of experimental group are higher from 3% to 7%. However, some disadvantages were also noted, namely:

- it took a lot of time to work with questions and tasks of the zero form of the Kazakh language;
- difficulties in systematic performance of speech act tasks on the use of the zero form were observed;
- some grammatical and lexical errors in the formation of language skills were often observed.

All participants of the experimental group interacted with each other, exchanged information, solved problems together. We were able to evaluate the actions of students in the group and their own behavior by modeling situations. They felt themselves in the atmosphere of real language communication. After summarizing the practical lessons, we were involved in the technical equipment of the classrooms and ensuring the execution of tasks on zero-form of all Kazakh languages. In the first case, the zero form of the Kazakh language was forced to use ICT while working



with Internet resources. In such cases, we had to reorganize the learning process so that the zero form of the Kazakh language, who does not have a smartphone or tablet, was involved in the learning process.

**Conclusion.** In conclusion, we would like to note that the use of effective methods using information and communication technology in Kazakh language classes has a positive effect on students. Effectiveness of the use of information and communication technology in the development of students' using zero forms has been proven in practice. Teaching zero forms need to develop student's understanding the content. When performing any critical thinking tasks, students practice understanding the main idea, reconstructing the logics of information, understanding the problem, comparing it with what they already know in this area, and drawing conclusions. In particular, the use of information and communication technology case tasks, brainstorming method, problem and situational exercises to develop language and cognitive skills of students gave effective results.

According to the results of the research, the use of zero forms of Kazakh language requires the formation of certain intellectual skills. It is the need for students to be able to analyze the structure of sentences, use it in solving problems, and learn to synthesize it to prove their point of view. All this not only develops their grammar skills, but also remains important in the development of their communicative cognitive and language skills. In future we need to develop students' cognitive skills in understanding the zero forms in practice.

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