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ПЕДАГОГИКА ЖӘНЕ ОҚЫТУ ӘДІСТЕРІ

PEDAGOGY AND TEACHING METHODS

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THE IMPORTANCE OF HEDGING IN ACADEMIC WRITING

Abstract. Academic writing in the English language must comply with certain rules and conventions accepted in the scientific communicative culture. Writers should be careful in expressing their statements and try to soften the claims to avoid being extremely categorical. One of the ways to achieve this is using hedging techniques. Therefore, teaching hedging strategy should become an obligatory aspect in the development of EFL (English as a foreign language) learners' academic writing competence. The article presents definitions of hedging from different points of view, the importance of using this strategy and the diversity of hedging. This brief overview of hedging techniques aims to inform novice writing instructors of this indispensable part of academic writing and to highlight the significance of teaching them in academic writing classes.

Keywords: Hedging, academic writing, techniques, strategy.

Introduction

When writing scientific or academic papers, one should distinguish statements from facts, and thus be careful in expressing opinions or ideas. Hedging is a communicative strategy of the author of a scientific text, assuming the expression of judgment as a possible, rather than an indisputable statement of a certain state of affairs [1]. Obviously, knowledge of Hedging has a great significance for academic writing. This is a strategy that aims to weaken the illocutionary power of statements, without which it may sound impolite, overly emotional or even aggressive. Hedging tools are "vital" [2] and should be taught in textbooks as a significant strategy, especially, to EFL learners. Due to the fact that readers interpret and evaluate the author's judgments through the prism of the existing disciplinary postulates, the addressee of the text calculates in advance what informative weight to give to a particular judgment, determining the degree of its accuracy and reliability. Hedging implies that the justification supports the author's judgment, revealing the degree of conviction

that it is advisable to attribute to the proposed statement.

Some examples of using hedging are the following:

Research proves the link between alcohol drinking and liver disease.
(categorical claim)

Research suggests/indicates a (possible) link between alcohol drinking and liver disease. (hedged claim).

The fire was caused by the lightning storm. (categorical claim)

The fire was probably caused by the lightning storm. (hedged claim). [3]

Since 1980, a considerable number of scientists have expressed their viewpoints concerning the significance of hedge words. At the moment, linguists unanimously believe that the use of hedge words in language mainly depends on the genres. Lakoff [4] first introduced the term hedge. In his opinion, hedges are words and expressions that make statements “more or less blurred” [4] and contribute either to softening the meaning of statements (a little bit, sort of), or vice versa strengthening some of its characteristics (very, really, extremely). Brown and Levinson [5] also believed that the function of hedge words is two- sided - they are able to both strengthen and soften the statement. They were the first to use the term "face threatening actions" and developed positive politeness strategies aimed at avoiding criticism in order to preserve goodwill and solidarity. According to the theory of Wright and Hosman [6], intensifier can strengthen the power of claims, and in contrast, hedging can soften it. This view is contradictory to Lakoff's ideas, but nowadays linguists prefer to distinguish between these two phenomena. Probably, taking into account other different strategies in writing, researchers have done little research on the importance of hedging and its use. In this article, we will discuss the significance of hedge words in academic papers and how to soften claims and statements to avoid overconfidence.

Main part

Hedging definitions

Hedging can be defined as a type of language use that "protects" one's claims. Using hedging can protect your statements from criticism. It also helps to indicate one's level of confidence regarding evidence or support. According to Hyland [7], hedging makes it possible to compose expressions of modesty and caution, and the status of such statements should be discussed with diplomacy, especially when it comes to the work of colleagues. In this regard, Salager- Meyer's [2] contribution should be noted, which gives a definition of hedging along with three concepts: 1) purposeful uncertainty, in other words, it is a strategy to reduce criticism; 2) the author's modesty in relation to his achievement and personal participation; 3) unwillingness or inability to achieve an absolute and accurate evaluation of all observed phenomena. Holmes [8] defined hedging as such: “Hedging is self-reflexive linguistic expressions used to express epistemic modality and change the illocutionary power of speech acts”. Different scientists have suggested their own points of view on the use of hedging, for example, we can use it to: determine the author's commitment to the proposal [9], demonstrate uncertainty of the statement [10], renunciation of

obligations and open dialogue [11]. It can be summed up that hedging methods are strategies of academic writing, where flexibility and softness in the formulation of statements are manifested. Such statements are not considered categorical by them [3].

The significance of Hedging

The implementation of hedge words in academic papers enables the writer to be academically cautious, as it is important to show a degree of uncertainty in statements without asserting the absolute truthfulness of the fact. A considerable number of scientists expressed their viewpoints concerning the significance of hedge words. For example, Chen and Zhang [12] suggested that writers should be aware of how important hedging is in writing and thus advised writers to improve their skills in using stylistic and rhetorical expressions. In accordance with the previous author, Dafouz-Milne [13] found that academic papers in which rhetorical expressions are used in an appropriate way become more convincing to the audience. Also, a study of Hyland and Milton [14] demonstrated that it is problematic to set a balance of proper certainty in academic and scientific papers. Based on this, we can say that hedging has an important role in pragmatic functions, namely in the case of convincing and influencing readers to accept the author's statements [15].

To sum up, the use of hedge words is important because it gives an opportunity to the authors to:

- a) contribute to scientific research in a significant, cooperative, and productive way;
- b) leave space for other research perspectives or voices;
- c) take participation in academic dialogue in areas where new proofs and evidences are generated through the time, it is not possible always to stay aware of new findings;
- d) avoid making categorical statements which can be understood as the scientific researcher has revealed the only answer [3].

Hedging classifications

With the help of hedging, writers have the opportunity to soften their claims in order to reduce criticism for being overconfident. Thus, in this study, we examined different types of hedging in order to choose a suitable classification as a basis for data analysis. There are different types of hedge language suggested by various scholars. For example, Hu & Cao [16] presented four hedging categories:

- 1) modal auxiliaries;
- 2) miscellaneous;
- 3) epistemic lexical words;
- 4) epistemic adverbs and adjectives.

At the same time, Salager-Meyer [2] categorized types of hedges by taking into account their functions. The classification consists of shields, frequency and time, emotionally-charged intensifiers, approximates of degree, writer's personal doubt, quantity, and compound hedges. One more example of categorizing hedgings is the following classification:

- 1) verbs;
- 2) modal verbs;
- 3) adjectives;
- 4) adverbs;
- 5) expressions showing writer's distance [17]

Hyland [18] presented eight types of hedges:

- 1) lexical verbs;
- 2) adverbials;
- 3) adjectives;
- 4) limiting conditions;
- 5) modal verbs;
- 6) lack of knowledge;
- 7) models, methods, theories;
- 8) modal nouns.

Taking previous classification as a basis, one more taxonomy was created, which includes five types of hedges, such as:

- 1) tentative and modal verbs ;
- 2) tentative adjectives and adverbs;
- 3) distancing phrases;
- 4) solidarity features;
- 5) self-mention reference [19].

Oprit-Maftei [20] suggested the following classification and its descriptions:

- 1) Modal auxiliary verbs: can, should, must, may are overused, however, could, would and might are used rarely.
- 2) Introductory verbs: appear, indicate, estimate - sentences with this type of hedge words can be more tentative.
- 3) Certain lexical verbs: assume and believe – express caution in a sentence.
- 4) Modal adverbs: probably, perhaps, possible, apparently, unlikely, about, mostly - these words reduce the force of statements expressing uncertainty.
- 5) Adverbs of frequency: sometimes, often, seldom - can not show a certainty.
- 6) Modal adjectives: apparent, most, many, some, several, supposed – these hedge words are used to demonstrate the level of commitment
- 7) Modal nouns: uncertainty, probabilities, possibility, assumption.
- 8) If-clauses: if we examine...we can reach, if we consider...the analysis must be this way - these sentences can demonstrate the level of possibility.
- 9) Impersonal and passive constructions: it is known to be, it is proposed by; it has been noted, it may be perceived – this type of statement shows objectivity and the focus is on the process there, not on the person.
- 10) Approximators: about, approximately - these words can be used to soften statements.
- 11) Hedging expressions: some experts argue, another important issue, it is

hard to establish. In general, such expressions demonstrate the level of possibility.

- 12) Compound hedges – it is believed, it should also be noted that. This type of combination of words helps to soften claims in some cases.
- 13) Concessive conjuncts: yet, however.
- 14) Negation: we cannot speak about, we cannot deny, it cannot be ignored.
- 15) Punctuation marks: inverted commas and parentheses, such as in words <public> circumstances, analysis of “competition” – these punctuation marks can focus on a word which refers to another context.

The above classifications may be useful for non-English-speaking writers when writing academic papers. Also, these categories of hedge words can help researchers to compare and investigate the use of hedging in different disciplines and cultures.

Conclusion

Based on the above, it can be summed up that hedging is important for entering the academic environment, for the formation of research competence, as well as for the development of intercultural and academic writing competence. Therefore, we can conclude that hedging tools can play a significant role in academic papers. Linguistic experts are emphasizing the necessity for including Hedging to be taught in relevant courses. Wallwork [21] states that the ability to soften claims accurately gives opportunities to writers to publish their scientific papers in prestigious journals which are published in English-speaking countries. Proper understanding and the use of the academic writing strategy should be accepted as mandatory requirements when writing scientific papers. Thus, writing academic and scientific papers in English is problematic for EFL writers since they should master various academic writing conventions alongside the complicated grammatical structures and formal vocabulary. Therefore, this article presented the phenomenon of hedging and informed novice academic writing teachers about its importance in academic writing.

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АКАДЕМИЯЛЫҚ ЖАЗУДАҒЫ ХЕДЖИРЛЕУДІҢ МӘНІ

Аңдатпа. Ағылшын тіліндегі академиялық жазу ғылыми коммуникативті мәдениет саласында қабылданған белгілі бір ережелер мен конвенцияларға сәйкес келуі керек. Авторлар өз талаптарын білдіруде абай болу керек және шамадан тыс категориялықты болдырмау үшін мәлімдемелерді жұмсартып айтуға тырысуы керек. Бұл мақсатқа жетудің бір жолы – хеджирлеу әдістерін қолдану. Осылайша, хеджирлеу стратегиясын оқыту EFL (ағылшын тілі шет тілі ретінде) студенттерінің Академиялық жазбаша құзыреттілігін дамытудың міндетті аспектісі болуы керек. Мақалада хеджирлеудің әр түрлі анықтамалары, осы стратегияны қолданудың маңыздылығы және хеджирлеудің түрлері келтірілген. Хеджирлеу әдістерінің бұл қысқаша шолуы жаңадан келген жазу нұсқаушыларына академиялық жазудың осы ажырамас бөлігі туралы хабарлауға және оларды академиялық жазу сабақтарында оқытудың маңыздылығын көрсетуге бағытталған.

Түйін сөздер: хеджирлеу, академиялық жазу, әдістер, стратегия.

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ЗНАЧЕНИЕ ХЕДЖИРОВАНИЯ В АКАДЕМИЧЕСКОМ ПИСЬМЕ

Аннотация. Академическое письмо на английском языке должно соответствовать определенным правилам и условиям, принятым в научной коммуникативной культуре. Авторы должны быть осторожны в выражении своих утверждений и стараться смягчать претензии, чтобы избежать чрезмерной категоричности. Одним из способов достижения этой цели является использование методов хеджирования. Таким образом, обучение стратегии хеджирования должно стать обязательным аспектом в развитии академической письменной компетенции учащихся EFL (английский как иностранный язык). В статье представлены определения хеджирования с разных точек зрения, важность использования этой стратегии и виды хеджирования. Этот краткий обзор методов хеджирования направлен на то, чтобы проинформировать начинающих инструкторов по письму об этой неотъемлемой части академического письма и подчеркнуть важность обучения их на занятиях по академическому письму.

Ключевые слова: хеджирование, академическое письмо, методы, стратегия.

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THE IMPORTANCE OF WRITING SKILLS FOR EFL LEARNERS: COMMON ERRORS AND WAYS OF IMPROVING

Abstract. In order to attain specific language mastery, it is required to obtain four major skills of language such as writing, reading, listening, and speaking. One of the most complicated and highly required skills among all these four skills is writing, and since it is considered to be difficult, it is impossible to acquire this skill in a natural way for EFL (English as a foreign language) learners. Moreover, it is mostly accepted as the skill that has many complexities thus playing a determining role in linguistic output. For example, EFL learners frequently face difficulties in writing connected with such language components as vocabulary, grammatical structure, coherence and cohesion, spelling and punctuation. The following article aims to emphasize the significance of writing in learning a foreign language. It also attempts to highlight some common errors in students' writings and to suggest extensive reading as an essential solution and effective way of developing writing skills.

Keywords: writing skills, EFL, importance, errors, solutions, extensive reading.

1. Introduction

Writing is considered as one of the most complicated skills among all four skills in mastering English as a foreign language. Also, it can be accepted as essential element of learning EFL and effective instrument to develop thinking and learning abilities. The procedure of writing is very extensive, which includes such steps as planning, writing a first draft, revising and editing the last version. Besides, it is accepted as a final and crucial stage which clearly shows the learners' academic literacy progress in language learning. In EFL classrooms writing plays an indispensable role where language learners use this skill as an instrument to transmit their thoughts, represent viewpoints, and analysis. Moreover, it is a key aspect of being successful in both professional and academic spheres of life.

As it was mentioned before, writing in EFL is extremely complicated skill to master, especially, at the initial levels of language acquisition. Consequently, language learners face different kinds of obstacles on the way to ideally accomplish this skill. Apart from the importance and relevance, there are

noticeable errors that need to be regulated thus specifying the ways of improving writing skill. Therefore, the current article is aimed at highlighting not only the significance of writing skills but also some frequent errors that EFL students commit in their writing in more detail, including parallelism, sentence structure, transitions and conjunctions, cohesion and coherence, and consider the ways of coping with these difficulties.

2. Main part

As Nofal [1] stated, EFL learners are mostly anxious about the exterior facets such as grammar errors, word spelling, selecting an appropriate vocabulary in their written assignments. However, the complexity of writing is viewed in Al-Samadani's [2] work as a skill which demands not only grammar, spelling and vocabulary knowledge, but also such core-aspects as punctuation, capitalization, organization, planning abilities, and writing style. Writing in EFL is accepted as an active ability in both learning and teaching. It is also considered to be as an important way of expressing ideas in target language. Since the thinking process is an essential element of writing, it should be distinct to consider and the language must be comprehensible. However, a number of students from EFL classrooms find it difficult to develop their writing skills in consequence of errors found in their written works.

Errors made by students can be applied as an instrument to identify how learners make progress in their writing performances. According to Heaton [3] writing is such complex and crucial skill to teach and to learn, thus demanding not only grammatical excellence but also knowledge of stylistic and linguistic devices. Wilson and Glazier [4] argued that writing should be viewed as starting point with short words and covering levels of structure that connect phrases, paragraphs, and sentences.

The ability of using the appropriate set of knowledge, skills and competencies in writing is critical to good writing. Moreover, different aspects of knowledge of a genre or a text, any skill to establish, transfer, use and apply genres in a professional environment, include various competencies. Murray [5] has created such key principles to writing as selecting appropriate topic and idea, connection of ideas, clarity, evidences, readability and meaningfulness. In this regard, Ferris [6] enumerated common errors in EFL learners' writings, while Dulay [7] argued that errors are an imperfection on the part of the student in their speech and writing. Below are some of the frequent writing errors that EFL learners commit at the elementary stages of mastering writing skills.

Omission errors

Dulay [7] noted that missing a word in the sentence can be described by the insufficient knowledge of grammar or lack of practice as in the examples:

*She the Chemistry teacher in a new school (the correct phrase is: "She is the Chemistry teacher in a new school ", the linking verb «is» is omitted).

-*Where... you live? (Where do you live?)

-*I am ... student (I am a student)

Addition errors

In comparison with omission, improper word can be described as an addition of one or more unnecessary words. As Dulay [7] described, this term

can be characterized by the addition of an element that is not necessary in a well-structured statement. For instance: Greg didn't know *a* her name (well-formed sentence must be "Greg didn't know her name", the article "a" is not necessary). Replacement errors

**He very liked it (He liked it very much).*

Grammar errors

**She made me to do it (She made me do it),*

**I must to go (I must go);*

Written and spoken language differences

Al-Fadda [8] noted that the major issues faced by EFL learners are distinguishing differences between written and oral language, avoiding grammatical errors, containing verb-subject agreement, and connecting statements into a single paragraph. Moreover, he specifies that one of the significant foundations of writing is the students' abilities to access and evaluate relevant links to connect different ideas and attitudes so that they can show viewpoints.

In this context, Haiwen [9] thoroughly studied the current state of teaching writing in English language in Chinese colleges and identified that the writing abilities of college were not satisfactory. Apart from this work, similar study was conducted by Nofal [1] in Jordan University in Philadelphia where senior EFL students' main reasons of drawbacks in their writings were examined and explored thoroughly. In addition, the researcher emphasizes that it is hard for students to sufficiently communicate ideas in their writing.

Extensive Reading as the way of improving writing skills.

Many findings show that students who started learning language had shown poor performance in their writings in the early stages, and over time errors were eliminated by using various effective approaches aimed to improve writing skills. According to Hyland [10], EFL teachers always search for the solution to numerous problems in order to develop students' writing skills.

For example, Ho [11] attempted to improve 200 upper and lower grade students' writing skills and change their viewpoints toward writing assignments. As a result, six primary school teachers, three of which from high school, have implemented an innovative writing program which lasted two months in their schools. Similar to this study, Storch [12] studied the influence of cooperation on the accuracy of grammatical structure through different assignments: a close practice, conversion of the text, and a construction of the task. One of the main benefits of this method was that by working in small groups students had a great possibility to exchange ideas of their choices of grammatical structure. In spite of the fact that it was time consuming to accomplish the assignments in collaboration, it helped to produce more proper written works in comparison with working individually. The results of compositions done by groups of students were more concise and syntactically complex, and general performance was accurate.

Many authors in various branches of science such as psychology, education, and especially in linguistic study has given definitions to the concept of extensive reading, relying on their experience. As Day and Bamford [13]

stated, extensive reading has been described as language learning technique where students read much by selecting materials independently. Palmer [14] formed the notion of extensive reading which is described as an activity of reading longer materials and texts suitable to students' language competency. Furthermore, it was claimed by Richards and Schmidt [15] that ER is aimed to read texts to acquire the primary idea of what has been read.

Moreover, there were different studies which have shown the connection between ER and writing performance. In current researchers' studies it is distinguished that it can be helpful for students to integrate writing with reading in English classrooms. As Graham and Hebert [16] stated, integrating writing with extensive reading can stimulate learners to write about the materials they read and help connecting ideas concerning their readings, knowledge, understandings and thoughts. According to Tsai [17], with the help of connecting these two skills, learners can have possibilities to build their second language vocabulary and be able to construct grammar and so on.

In addition to strengthening learners' vocabulary and grammar knowledge, Nuttal [18] defined extensive reading as a great technique to improve their reading speed and to form habits on reading. In this regard, Salehi et al. [19] investigated the impacts of ER on foreign language students' writing abilities at Iranian college. According to the results, it was identified that extensive reading influences positively writing skills of college EFL students. The other research studied by Hany [20] has clearly demonstrated that reading is an achievable instrument for increasing Egyptian second language students' writing performance. Alkhalaf [21] investigated the Jordanian secondary school students' perceptions of connections between extensive reading technique and developing writing abilities. According to the results of the investigation, it was established that L2 learners can have an opportunity to improve their thinking, vocabulary, and the ways of structuring sentences through ER. In order to explore the relationships between the terms of writing and reading, an investigation was conducted by Yoshimura [22] to study the advantages of integrating writing with extensive reading. Furthermore, Dennis [23] conducted a research which supplies the effectiveness of perception of reading extensively on developing writing abilities in the second language, and provides some effective elements cooperate with extensive reading and writing in L2. The issue raised in the investigation was about post-secondary Korean students who make an effort to ideally write in English. The findings of this study imply that it is necessary for learners to read many complicated readings despite these texts might not have relevance as much as it was believed earlier.

All above-mentioned works done by different researchers indicate to the benefits of extensive reading as an effective instrument in improving EFL learner's writing skills that can motivate them in improving their written works.

3. Conclusion

Generally, writing is one of the most significant but complicated skills that foreign language learner should master. Along with various issues, its role in language development is considerably influential: it encourages students to read and think critically. It promotes independent learning. In addition, writing is

considered to be a very useful aid for both teaching and learning. This helps teachers to realize their actions and experiences. Thus, it is beneficial for general communication, learning and teaching language. Due to the importance of these terms, this skill has become a very essential need for EFL classrooms. Though, learning to write comes with different challenges that arise from different perspectives on writing. These issues depend on various factors which are language and cultural environment, students, teachers and the learning context. To sum up, only when all the obstacles and difficulties mentioned in this article are considered, the language learners will be able to develop writing skills and perform tasks of any complexity with high quality.

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ШЕТ ТІЛІН ҮЙРЕНУШІЛЕР РЕТІНДЕ АҒЫЛШЫН ТІЛІН ЖАЗУ МАҢЫЗДЫҒЫ: ЖАЛПЫ ҚАТЕЛІКТЕР ЖӘНЕ ЖЕТІЛДІРУ ЖОЛДАРЫ

Аңдатпа. Белгілі бір тілді меңгеру үшін жазу, оқу, тыңдау және сөйлеу сияқты төрт негізгі тіл дағдысын алу қажет. Осы төрт дағдының ішіндегі ең күрделі және жоғары талап етілетін дағдылардың бірі жазу болып табылады және ол қиын деп есептелетіндіктен, шет (ағылшын тілі) тілін үйренушілер үшін бұл дағдыны табиғи жолмен меңгеру мүмкін емес. Сонымен қатар, ол негізінен көптеген күрделілігі бар дағды ретінде қабылданады, осылайша тілдік нәтижеде анықтаушы рөл атқарады. Мысалы, шет тілін үйренушілер лексика, грамматикалық құрылым, үйлесімділік пен үйлесімділік, емле және пунктуация сияқты тілдік компоненттермен байланысты жазуда қиындықтарға жиі кездеседі. Келесі мақала шет тілін үйренудегі жазудың маңыздылығын көрсетуге бағытталған. Ол сондай-ақ студенттердің жазбаларындағы кейбір жиі кездесетін қателерді бөліп көрсетуге және жазу дағдыларын дамытудың маңызды шешімі және тиімді әдісі ретінде кең оқуды ұсынуға тырысады.

Түйін сөздер: жазу дағдылары, ағылшын тілі шет тілі ретінде, маңыздылық, қателер, шешімдер, кең көлемді оқу.

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ВАЖНОСТЬ НАВЫКОВ ПИСЬМА ДЛЯ ИЗУЧАЮЩИХ АНГЛИЙСКИЙ КАК ИНОСТРАННЫЙ ЯЗЫК: РАСПРОСТРАНЁННЫЕ ОШИБКИ И СПОСОБЫ УЛУЧШЕНИЯ

Аннотация. Чтобы овладеть конкретным языком, необходимо получить четыре основных языковых навыка, таких как письмо, чтение, аудирование и разговорная речь. Одним из самых сложных и крайне необходимых навыков среди всех этих четырех навыков является письмо, и, поскольку оно считается трудным, невозможно приобрести этот навык естественным путем для изучающих английский язык как иностранный. Более того, это в основном считается навыком, который имеет много сложностей, поэтому играет определяющую роль в лингвистическом выводе. Например, изучающие английского языка часто сталкиваются с трудностями при письме, связанными с такими языковыми компонентами, как словарный запас, грамматическая структура и связка, орфография и пунктуация. Данная статья призвана подчеркнуть важность письма в изучении иностранного языка. В нем также делается попытка выделить некоторые распространенные ошибки в письменных работах учащихся и предложить обширное чтение в качестве важного решения и эффективного способа развития навыков письма.

Ключевые слова: навыки письма, английский язык, важность, ошибки, решения, обширное чтение.

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LEARNING ENGLISH IN AND OUT OF SCHOOL IN KAZAKHSTAN

Abstract. This article is an exploratory review of the research examining out of school learning and performance in English as a Foreign Language courses at secondary schools in Kazakhstan. Trilingual policy implementation and limitations of the current English language training at secondary schools are discussed. The opportunities and potential limitations of out-of-school English language training are explored.

Keywords: English proficiency, English language acquisition, out-of-school learning, academic performance in English courses.

Out-of-school English language learning and academic achievement in Kazakhstan

Introduction

English as an international language is spoken in many countries all over the world, both as a native and as a foreign language. Nowadays, nearly a quarter of the world's population speaks English, using it in science, education, politics, world trade, media and commerce. As Kachru and Smith (2008) state, in the time of globalization, all countries need to increase citizens' proficiency in the English language in order to be competitive, so they will be able to function well in international relations, trade and areas of science and education. The English language has a decisive role not only as a means of international communication but also as the foreign language of learning in schools. Educational system of Kazakhstan is making an effort to ensure that all school students achieve literacy in English, taught as a foreign language.

However, the majority of public schools have been posting less than optimal results in developing students' English proficiency (Ahn & Smagulova, 2022). The reasons limiting the progress may be related to the teachers, students or schools (Stefanson, 2012). It is no surprise that students and parents tend to invest in out-of-school English language training courses (Ahn & Smagulova, 2022). Convenience, engaging teaching methods, and higher perceived quality may be the factors influencing parental choices in selecting paid out-of-school English language training options.

There is a longstanding line of applied linguistics literature comparatively investigating the formal and informal foreign language learning environments (Krashen, 1981). For example, Oates and Hawley (1983) even proposed

engaging native speakers of the target language in extracurricular learning, meetings, interviews, thematic weekends and role playing. However little research has been done to study the impact of out-of-school foreign language learning on their English proficiency and academic achievement of high school pupils. This paper aims to provide an exploratory literature review focusing on the link between out-of-school English language learning and English proficiency and achievement in English coursework in school.

2. English learning in and out of school

2.1. English as a Foreign Language in Kazakhstan's educational system

In the 2013-2014 academic year, Kazakhstan implemented a multilingual language policy in secondary schools (Karabasova, 2021). One of the main objectives of this reform was to make sure students develop proficiency in three languages: Kazakh, English, and Russian (Kubeev et al., 2008). A special focus was on English proficiency as the core STEM subjects in schools were planned to be taught in English. In other words, the policy aimed to implement the English-medium instruction of STEM courses. While English-medium instruction has been shown to be successfully implemented in a variety of contexts including Central Asia (Nurshatayeva & Page, 2020; Nurshatayeva, 2020), the results of the implementation of the trilingual language policy in Kazakhstan remain to be evaluated empirically.

Reliable data is key for understanding educational phenomena (Weidman & Nurshatayeva, 2018). One reason it is difficult to study the effectiveness of English language related reforms is lack of rigorous data on students' English language proficiency. We also lack data on the teaching practices, something that could help a lot in understanding how English is actually taught in schools despite or thanks to the announced reforms (Millan, 2021).

The scant literature offers some glimpses into what happens in schools regarding English language learning. For example, a survey by Yeskeldiyeva and Tazhibayeva (2015) suggests that while most students are satisfied with their English learning and proficiency, approximately 8,2 % students were not satisfied by how advanced their English language proficiency was and reported that the English languages training system offered in schools was not beneficial for students. Students also reported several reasons causing poor academic performance in English language learning such as lack of infrastructure (27,0%), weak motivation of students (37,5%), weak teacher preparation (10,5%), old methods of teaching (18,5%), lack of reliable materials (47,5%) (Yeskeldiyeva & Tazhibayeva, 2015). In sum, this survey suggests that there is likely much room for improvement in how English is learned at schools in Kazakhstan.

2.2. Is out-of-school English learning a solution?

According to Hymes (1971), out-of-school learning of foreign languages is necessary as it allows students develop communicative competence, which includes grammatical, strategic and sociolinguistic competences. Indeed, out-of-school English language training overcomes many limitations of the formal in-school language training by offering students advance their communicative competence allowing individually tailored opportunities for language

acquisition (Nordquist,2018). Given the importance of students' motivation in learning English (Nurshatayeva, 2011), out-of-school learning may be more motivating for students by providing the unrestricted learning environment without formal evaluation as well as by fostering a welcoming space for sharing and creating. Indeed, studies showed that students with different educational backgrounds showed higher involvement in out-of-school activities (Slastenin, 1997). Out-of-school English language learning can be organized at a time and in a location convenient for students. Furthermore, according to Tyabina (2011), out-of-school English learning centers tend to choose engaging and various topics and teaching materials.

But can out-of-school English learning address all limitations of the formal English language training in schools? Based on some studies of out-of-school learning and general academic achievement, the answer is no. According to Shulruf (2010), extracurricular activities do not directly affect academic achievement measured by standardized tests and GPAs (Reeves, 2008). According to the studies of Melnick, Sabo, and Vanfossen (1992), high school athletic involvement and being evolved in youth groups, was not essentially related to test scores and grades of students.

However, some studies have defined the positive influence of out-of-school and extracurricular activities on students' grade point averages. Involvement in sports and youth groups was found to be associated with the development of students' motivation, regular participation in the classroom, better academic performance, better developed social skills and self-confidence of the students (Marsh & Kleitman, 2002; McCarthy, 2000; Silliker & Quirk, 1997).

In sum, there is limited and mixed evidence on how out-of-school learning may influence learning and achievement. With English, this evidence base is still in need of development.

3. Conclusion

This exploratory review suggests that teaching English as a foreign language in Kazakhstani secondary schools could be substantially improved. This review of the relevant literature has also shown that out-of-school learning could be an important avenue allowing students to learn English well and thereby improve their performance in English at school.

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ҚАЗАҚСТАНДА МЕКТЕПТЕН ЖӘНЕ МЕКТЕПТЕН ТЫС АҒЫЛШЫН ТІЛІН ҮЙРЕНУ

Аңдатпа. Бұл мақала мектептен тыс оқытуды және Қазақстанның орта мектептеріндегі ағылшын тілі курстарындағы шет тілі ретіндегі үлгерімге арналған зерттеудің алдын ала шолуы болып табылады. Үш тілділік саясатын іске асыру және орта мектептерде ағылшын тілін ағымдағы оқытуды шектеу талқыланады. Мектептен тыс ағылшын тілін оқытудың мүмкіндіктері мен шектеулері зерттеледі..

Түйін сөздер: ағылшын тілін білу, ағылшын тілін игеру, мектептен тыс оқыту, ағылшын тілі курстарындағы академиялық үлгерім.

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ИЗУЧЕНИЕ АНГЛИЙСКОГО ЯЗЫКА В И ВНЕ ШКОЛЫ В КАЗАХСТАНЕ

Аннотация. Эта статья представляет собой предварительный обзор исследования, посвященного изучению внешкольного обучения и успеваемости на курсах английского языка как иностранного в средних школах Казахстана. Обсуждается реализация политики трехязычия и ограничения текущего обучения английскому языку в средних школах. Исследуются возможности и потенциальные ограничения внешкольного обучения английскому языку.

Ключевые слова: владение английским языком, овладение английским языком, внешкольное обучение, академическая успеваемость на курсах английского языка.

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THE TEACHERS` AND STUDENTS` AWARENESS OF STEM EDUCATION PRACTICED IN ENGLISH LANGUAGE IN KAZAKHSTANI SPECIALIZED SCHOOLS

Abstract. This article highlights the vital role of teaching STEM (Science, Technology, Engineering and Math) in English in Kazakhstani secondary schools specialized in science and explores teachers` and students` knowledge and awareness of STEM education practiced in English. The data reflected in this article is based on small-scale research held through the survey conducted among 149 Kazakhstani secondary school learners with in-depth study in math, physics and biology and interviews with 3 content teachers who practice teaching STEM subjects in English in schools specialized in science. The results of the survey demonstrate that students` general knowledge about a term of STEM is relatively low. Also, the results of the interview with teachers show that the STEM approach is applied through English in specialized schools and participants relate this approach to other methods such as PBL and CLIL. It provides encouraging expectations for further study and implementation of integrated STEM education with ELT in Kazakhstani secondary schools.

Keywords. STEM, STEM education, English in STEM, soft skills, integrated approach, professional English, ELT.

Introduction

Nowadays, humanity is experiencing a rapidly occurring transition period within the industrial revolution. It can be characterized by huge flows of information, digital transformation and new technological developments being invented every day. The main trends of this decade are creative and innovative thinking, digital technologies, and multifunctionality

in the ability to correspond to new challenges. Undoubtedly, these enormous changes impact the educational sector as well. The competency to meet the new requirements of society and the needs of employers led to the emergence of new and adapted educational programs and approaches such as STEM (Science, Technology, Engineering and Mathematics). Wahono (2020) defines that STEM education covers teaching, learning, and integrating the knowledge and skills of these areas, focusing on the real-world problem-solving capacity of the learners.

The STEM approach to teaching and learning originated in the 1990s in the United States and is now being implemented at the state level in countries focused on growing their own scientific and technical elite. STEM in integration with the acquisition of the English language is able to provide a number of positive socio-economic effects, improve employment patterns and bring a decrease in social tension in the labor market in the regions of Kazakhstan and prepare an internationally competent generation.

Scientists around the world faced the challenge of developing STEM as a new approach to teaching that would allow children to see interdisciplinary connections and apply them in practice. According to Kennedy and Odel (2014) STEM as an interdisciplinary discipline demands that educational tactics must be different from traditional methods so students could learn indeed. Thus, recent decades introduced STEM to education - that does not teach individual subjects but allows them to be learned in conjunction with each other in the framework of the implementation of complex educational projects.

Furthermore, key influencers to economic growth are specialists in science and technology who need to comply with international requirements, so accordingly, know English. The acquisition of Professional English for science specialists is essential considering the modern demands of the labor market as well as expanded access to science literature, novelty, and other resources in English for personal development. As emphasized by Francis and Stephens (2018), success in STEM for English learners opens new opportunities for better and stable income and economics. In this case, implementation of the STEM approach through English could help learners to acquire both content and language knowledge through soft skills, practice, and application in real-life situations. Language teachers could take advantage of this skills-oriented approach and reach appropriate results considering children's interests by putting them into real-life situations.

Literature review

Almost all educational projects and programs require a needs assessment, a detailed planning process, and regular discussions with all stakeholders for an objective evaluation (Day-Miller & Easton, 2009). Currently, STEM is one of the main trends in education all over the world and one of the peculiarities of this approach is that it can be accompanied by English learning to cover learners' soft skills or "skills of the 21st century", including communication, negotiation, problem-solving, creative thinking, and cross-cultural skills. However, as stated in PISA (Program for International Student Assessment) 2018 results, Kazakhstan shows lower results than the OECD (The Organization for Economic Co-operation and Development) in reading, math and science. According to Ministry of Education and Science of the Republic of Kazakhstan (MoES) (2022) the National Report on the State and Development of the Education System of the Republic of Kazakhstan, the transition of secondary education to updated content will be emphasized considering the weakly expressed relationship with PISA tasks, i.e. elements of STEM education in the context.

Nevertheless, many leading secondary schools such as NIS, FizMat, BIL, and other organizations which practice STEM elements in Kazakhstan show significantly better results than other schools. As reported by the official website of Republican Scientific and Practical Center "Daryn" of the Ministry of Education and Science of the Republic of Kazakhstan (2022), participants from above mentioned intellectual schools are in the lead according to the republican subject Olympiads in natural as well as humanitarian sciences.

Overall, the goal of STEM education is to analyze how this interdisciplinary and project-based approach can reinforce the scientific and technological capacity of learners, expand skills of critical, inventive and creative thinking, problem-solving, communication and collaboration and such advantages can be brought in the English language. This approach could be a beneficial tool that fosters learning science through English language acquisition and vice versa. For example, in Argentinian schools, integrated teaching of professional content and English has been incorporated into an official teaching curriculum as a "language-driven" mechanism (Banegas, 2015, p.104). Thus, the gradual adoption of this approach allows us to develop and improve language competency among learners.

The development of STEM education is also reflected in Israel's

preschool institutions. The following recommendations were presented at the International Research Conference "STEAM forward" which was held in Jerusalem in 2014 which are relevant and significant for inclusion in the educational space of all developing countries of the world:

- STEM education should start from the earliest preschool age.
- The study and development of the English language should be constantly ongoing. The language of science is English. The introduction of the English language is required in the teaching of subjects in the natural science cycle as the most significant scientific resources are published in English. For example, all 100 most influential scientific journals in the world according to the SCImago magazine ranking publish articles in English. Nobel laureates speak English.

As reported by applied research conducted in Kazakhstan, there is no unique method of teaching STEM in schools and universities. STEM is taught differently according to possibilities, the direction of the school and priorities of stakeholders, etc. (Imangaliyev et al., 2019). In the COVID-19 pandemic conditions, the country felt the urgent need of staff with critical thinking abilities, to create digital solutions and products. Therefore, the main approach to teaching STEM is the integration of STEM techniques and methods to existing subjects such as problem-solving, teaching through discovery, teaching in teams, the personality-oriented approach where English can be used as a target language.

Also, applied research on STEM in Kazakhstan states that there are many educational initiatives, such Science stars by the British Council, Maker Space by US Embassy, Oyla events, Science on stage by FizMat are held in English. Considering the direct and indirect beneficiaries of such projects, we can certainly say that popularization of the English language is increasing fast. Participants involved in such projects can be inspired so that more people are influenced to learn about STEM through English. As highlighted by Schleppegrell (2007), it is very important to understand that the material taught in STEM subjects is not separable from the language as the language is the key tool to have access to the content itself. No information that can be transferred or learned without language.

As the integrative interdisciplinary approach to learning, STEM offers the academic scientific and technical concepts to be taught by a student-centered approach. In schools specialized in STEM subjects, English is used as a means of communication and medium of instruction, but not as a separate issue that they need to solve. This simplifies the perception of

language learning from a psychological point of view. Also, a student learns language better by problem- solving which is the core target of STEM. Based on these assumptions, the given article is aimed to answer two research questions:

1. What are students` knowledge and awareness of STEM education in schools specializing in science?
2. What are content teachers` knowledge and awareness of STEM education and its application through the English language?

Research methods:

The data collection for this small-scale research was conducted in two stages through a mixed method approach: the quantitative survey from students and qualitative semi-structured and opinion-seeking interviews from instructors on awareness of the STEM approach and its applications.

The first stage - survey was done through the online google forms on an anonymous base among learners with B1 English language proficiency among participants from 3 Kazakhstani secondary schools specializing in math, physics and biology. Overall, 149 learners of secondary schools specialized in science participated in the questionnaire and all of them are currently studying specialized subjects in Kazakh or Russian. The majority of science students showed their enthusiasm to learn English through projects or other activities related to math, physics, and biology. However, as demonstrated in Figure 1. below, only 19.5 % of participants are familiar with STEM education.

3. Do you know what STEM is? STEM бағыты Сізге таныс па?

149 ответов

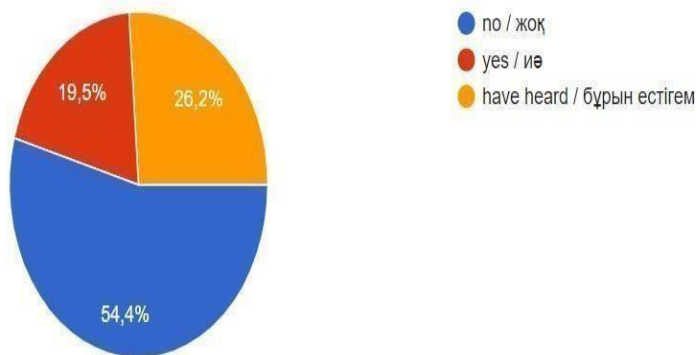


Figure 1. Results of the survey.

The conducted survey claims that learners` needs mostly require the integration of their interests. Undoubtedly, children of the digital era concur with the idea of integrating the English language learning process with science in practice.

The second stage interviews were conducted with two male and one female participants of the research (overall three) - content teachers from intellectual schools of Kazakhstan, Almaty (Participant 1 - math teacher, Participant 2 - biology teacher, Participant 3 - physics teacher). Interviewees were acknowledged with the aim of the research, on its confidentiality and that interview process is not compulsory. Participants` sensitive data are not published in open resources, but used to identify their experience in the STEM approach through English. Interviews were given a link to the Teams platform for a 15-minute online face-to-face meeting with recording upon participants` consent. The interview covered the following questions:

1. How do you understand STEM education?
2. Do you use STEM elements in your classes? What elements?
3. Can you please differentiate using STEM education through the English language from other approaches like CLIL, PBL, EMI?
4. Your opinion about STEM classes in English? Advantages and disadvantages?
5. Are you knowledgeable and skillful in using STEM education through the English language? If not, what is needed? Participants could outline their awareness and views on the integration of STEM approach and language learning through science projects according to the open-ended questions. Teachers shared their feedback on the STEM approach as well as the challenges in widening its applications within educational programs. Interviewees highlight the positive influence of STEM similar to other reviewed studies that this approach enhances the academic excellence of the students as they often participate in international Olympiads and competitions where English knowledge is mandatory. As emphasized by Participant 3, one of the famous questions of students during theory classes is "Where do we use this knowledge in our life?". Therefore, teachers believe that STEM Education can help to demonstrate and explain to students

the answer to the mentioned question. The techniques revealed by participants were exercises with calculus and other equations, digital games, and group work that stressed on content vocabulary and grammar improvement while applying English language practice during the classes. Participants 3 and 1 evaluate that teaching the STEM approach in English can be fulfilled using CLIL and PBL methods. Also, they reported that the benefit of teaching STEM in English is that both instructors and students have access to enormous sources of materials e.g. books and relevant scientific literature, videos, experiment guidelines and newly adopted technological science platforms, worldwide websites and science communities of international level etc.

Notwithstanding, Participant 2 highlights the examples of using the STEM approach offered in English that almost every topic in biology courses requires knowledge and skills from math and physics, chemistry or even informatics. For example, when students study the properties of water they learn the molecular structure of water, types of chemical bonds, polarity and charges. All these aspects allow teachers to explain the role of water and why it is essential for human life and the planet. Also, another sample was biomechanics when students use knowledge about motion and levers to understand how the human skeleton is adapted for bipedal locomotion. In genetics and ecology, participants use statistical formulas to assess the validity of predicted models of inheritance or compare variation in populations. But participants do not provide valuable examples with exact techniques and elements of how these processes are explained to students through the STEM approach, which shows a weakness of experience in using the STEM approach, its teaching methodologies, and concern about networking with other content and EL teachers.

Moreover, participants concur that challenges exist in broadening this approach which emphasized the limitations of the study that more expanded research is to be done covering ordinary secondary schools. Firstly, participants believe that they teach biology, physics or other science to reach and discover technology and engineering, but not all teachers cannot understand the connection between them in a simple way and feel uncertain in using the STEM approach in English as they refer it to CLIL or PBL. Secondly, as reported by participants, mentioned schools and lyceums implement curriculums specially designed according to high school biology, physics or math of the United States that might not be taken

into consideration by other organizations.

Participants believe that using English in STEM projects fosters language learning and studying only during English classes does not fulfill students' needs and they have to connect English with their chosen interest subjects, thereby should have additional learning opportunities. It is emphasized that collaboration between content teachers and English teachers is required to advance the performance of such initiatives.

All three participants expressed their understanding of STEM through English and related this approach to CLIL (content and language integrated learning) and PBL (project-based learning), using EMI (English Medium Instruction). However, the STEM approach reflects all these tactics to demonstrate to students the relevance of practice with theory by non-traditional methods.

Conclusion:

Based on the survey and interviews, the study needs deeper analyses on how teaching English through STEM can be appropriately implemented to gain better results in language proficiency. The survey with science students has revealed the current state of the ELT in specialized schools and the gaps for further studies. Also, the interviews with content teachers prove diverse tactics and perceptions of the teachers while teaching STEM in English. The findings of the current study are consistent with those of Wang, H. et.al. (2022) who states that instructors in each STEM discipline propose their individual perceptions about STEAM and how it can be offered to students which leads to various classroom proceedings. As a result, new questions emerge for future studies to explore the perspectives of STEM education:

- Whether current forms of ELT classes offer sufficient STEM elements and do not limit students' perceptions.
- Whether teachers of the STEM subjects are competent in STEM pedagogy.

Moreover, Karabay, A. (2017) demonstrates the findings that both STEM and social sciences students anticipated to achieve better results in English during the study, but only social sciences students were more adaptable to such integration and succeeded in it.

Considering that science subjects are primarily taught in Kazakh or Russian within Kazakhstani secondary schools, there is a need to initiate at least laboratories where content teachers in collaboration with English teachers could practice STEM projects through the English language with

learners and let them be acquainted with this approach. The main reason for proposing the STEM approach is that traditional English teaching methods may not always fulfill the needs of learners of the natural sciences. An interdisciplinary collaboration of ELT and science subjects can create a convenient environment to learn language by discovering laboratory, project-based, and real-life environment opportunities.

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**ҚАЗАҚСТАННЫҢ МАМАНДАНДЫРЫЛҒАН МЕКТЕПТЕРІНДЕГІ
АҒЫЛШЫН ТІЛІНДЕГІ STEM TESHING
ПРАКТИКАЛАРЫНЫҢ МҰҒАЛІМДЕРІ МЕН**

ОҚУШЫЛАРЫНЫҢ ХАБАРДАР БОЛУЫ

Аңдатпа. Бұл мақала мамандандырылған қазақстандық орта мектептерде STEM (Science, Technology, Engineering and Math) бағытын ағылшын тілінде оқытудың маңызды рөлін және мұғалімдер мен оқушылардың STEM білім беру бағытын ағылшын тілінде қолдануы туралы зерттеу қорытындыларын қарастырады. Мақалада ұсынылған деректер математика, физика және биология пәндерін тереңдетіп оқытатын қазақстандық орта мектептердің 149 оқушысы арасында жүргізілген сауалнамаға және аталған бағыттағы мектептерде STEM пәндерін ағылшын тілінде оқыту тәжірибесі бар 3 пән мұғалімімен жүргізілген сұхбат арқылы даярланған шағын көлемді зерттеулерге негізделген. Сауалнама нәтижелері оқушылардың STEM термині туралы жалпы білімінің салыстырмалы түрде төмен екенін көрсетті. Сондай-ақ мұғалімдермен жүргізілген сұхбат нәтижелері STEM әдісі мамандандырылған мектептерде ағылшын тілі арқылы қолданылатынын және қатысушылар бұл тәсілді PBL және CLIL сияқты басқа әдістермен байланыстыратынын көрсетті. Нәтижелер қазақстандық орта мектептерде интеграцияланған STEM білім беру бағытын ағылшын тілі арқылы оқытуды одан әрі зерттеу қажеттілігін ұсынады.

Түйін сөздер. STEM, STEM білім беру бағыты, STEM дегі ағылын тілі, икемділік дағдылары, интеграцияланған тәсіл, кәсіби ағылшын тілі, ағылшын тілін оқыту.

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ОСОЗНАНИЕ УЧИТЕЛЯМИ И СТУДЕНТАМИ ПРАКТИКИ ОБУЧЕНИЯ STEM В АНГЛИЙСКОМ ЯЗЫКЕ В КАЗАХСТАНСКИХ СПЕЦИАЛИЗИРОВАННЫХ ШКОЛАХ

Аннотация. В этой статье рассматривается особая роль преподавания STEM (наука, технология, инженерия и математика) на английском языке в казахстанских средних школах,

специализирующихся на естественных науках, а также исследуются знания и осведомленность учителей и учащихся о STEM-образовании, практикуемом на английском языке. Данные, приведенные в этой статье, основаны на небольшом исследовании, проведенном путем опроса 149 учащихся казахстанских средних школ с углубленным изучением математики, физики и биологии и интервью с 3 преподавателями предметов, которые практикуют преподавание предметов STEM на английском языке в школах специализирующихся на естественных науках. Результаты опроса показывают, что общие знания студентов о термине STEM относительно низкие. Также результаты интервью с учителями демонстрируют, что подход STEM на английском языке применяется, и участники связывают этот подход с другими методами как PBL и CLIL. Результаты показывают необходимость дальнейшего углубленного изучения и внедрения интегрированного обучения STEM с преподаванием английского языка в казахстанских средних школах.

Ключевые слова. STEM, STEM-образование, английский язык в STEM, гибкие навыки, комплексный подход, профессиональный английский, преподавание английского языка.

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ШЕРХАН МҰРТАЗА ШЫҒАРМАЛАРЫНЫҢ ТІЛДІК ТҰЛҒАСЫ

(Ай мен Айша шығармасы бойынша)

Аңдатпа. Мақалада Ш.Мұртазаның шығармаларының тілі, жазушылық шеберлігі туралы сөз болады. «Ай мен Айша» романындағы жазушының тілдік тұлғасын танытатын, тіл шеберлігін көрсететін тұстарынан үзінді ала отырып, талдау жасалынды. Шығармаларындағы кейіпкерін тілі арқылы кейіптеу тәсілі Ш.Мұртазаның соны жолы, ерекше қасиеті, өзіне тән шеберлігі. Мақалаға «Ай мен Айша» романындағы кейіпкерлер тіліне тоқтала отырып, жазушының ерекше тілдік тұлғасын анықтағандай болдық. Жазушының тілдік тұлға мәселесін тілдік, экстралингвистикалық (тарихи, мәдени, әлеуметтік, психологиялық) факторларды сабақтастыра отырып, кешенді түрде талдап, тілдік тұлға қалыптасуының тілтанымдық негізін анықтама берілді. Шығармадағы Айша бейнесі, өз сөзімен мінездеме берген Барсхан бейнесі қарым-қатынас тілі арқылы ашылады. Коммуникативтік байланыс мүшелері шығарманың негізгі қаһарманы мен реципиент оқырман.

Түйін сөздер: тілдік тұлға, шеберлік, суреткер, кейіпкер тілі, өзіндік стиль, коммуникация.

Әлемдегі жансызға жан бітіріп, күш-жігер беріп, өзінің бойынан тамшы рух беріп, тірілту әрекеті - ана мен жазушының ғана қолынан келер шеберлік болса керек. Жазушыны әлемдегі аяулылардың қатарына қосу себебіміз де осы «жансызға жан бітіру» кереметінде. Әрбір шығарма жазушының көкірегінде пісіп, жетіле отыра, тілі арқылы жарыққа шығады. Әдемі де кестелі өрнектермен оқырман жүрегіне жол тартады.

Көңілдегі көрікті ойын қағаз бетіне түсіруде әр жазушы өз стилін, өз ерекшелігін айқын таңбалайтыны анық. Сол таңбасы әр шығармасында менмұдалап тұрады. Әдебиет көкжиегінде әлдеқашан таңы атып, өз оқырмандарын қалыптастырып, қолтаңбасының «кодын» айқындап тастаған марғасқа жазушыларымыз аз емес. Олардың қатарына М.Әуезов, Ә.Кекілбаев, Ш.Айтматов, Ш.Мұртаза, Т.Әлімқұловты жатқыза аламыз.

Дегенмен, әр істің өз иесі бар дегендей, әр құдірет пен керемет бар жан иесіне тиісті емес. Әр жазушының жеткізу шеберлігі әртүрлі. Сөз сиқырына елтіп кеткен оқырман шығарманың ішіне бойлап отырып, әр қиғаны өз көзімен өткеріп отырады белгілі. Осы бір керемет әсерге қайта бойлағысы келіп, «өз жазушысын» іздеп жүріп, жаңа туындысын тауып оқи береді, оқи береді. Сондай бір ерекше қасиетке ие жазушының бірі Шерхан Мұртаза туралы сөз қозғамақпыз.

Халқымыздың басынан өткізген небір зұлмат жылдарын кейінгі оқырман санасына «тайға таңба басқандай» етіп анық, әсерлі жеткізе алатын қарымды жазушы. Ондай шығармалары «Балалық шаққа саяхат», «Өлгендер қайтып келмейді», «Жусан иесі», «Жабайы алма», «Бұлтсыз күнгі найзағай», «Қырық бірінші жылғы келіншек», «Ай мен Айша», «Интернат наны» т.б. жазушының өз өмірін сипаттағанымен, еліміздің басынан өткізген ауыртпашылыққа толы тағдырын суреттеді..

Шерхан Мұртаза туралы Қ.Мұхамеджанов сөзі: «Түгелдей алғанда, Ш. Мұртаза туындылары қазақ халқының көркем әдебиетінің өркендеп өсу жолындағы баға жетпес зор табыс болды. [1]

Кейіпкер бейнесін келтіруде, тілдік тұлғасын қалыптастыруда сан қырлы әдіс-тәсілдерді қолданады. Осындай шеберлік жағынан Ш. Мұртазаға тең келер жазушы санаулы. Ол айырықша қасиетті «Ай мен Айша » романы арқылы талдап көрер болсақ:

«Тарпаң тағдыр табанына адамды бір салмасын. Бір салса, тас керен боп, айқайласаң да, арызыңды есітпейді» . Мұндағы «тарпаң тағдыр»- (Тарпаң сөзі-В.В.Радловтың көрсетуінше, қазақ тілінде жабайы жылқының атауы) жабайы жылқыдай асау, әр қиындықты бір көрсеткен асау тағдыр мағынасында болса, «Айша кейде осындай. Мейірімі түседі» тіркестерде Айша мінезінің жалпы қатты екендігі сезіледі. Оны екінші сөйлем аңғартып тұр. Мейірімі түседі, кейде деген сөздер бір-бірінің мағыналас синонимдері.

«Мұндай кәусар ауаны үзіп-жұлқып жұтпай, сіміре берукерек саумал қымыз сияқты. Ауаны сіміру- тілдік қолданыс жағынан да, биологиялық қасиеті жағынан да теріс ұғым. Бірақ ауаны толықтай, көкіректі кере-қарыс ашып, жұтына дем алу деген ұғымды келістіре беріп отыр.

Жалпы Ш.Мұртаза өз кейіпкерлерін суреттеуде де алдына жан салмайтын шебер суреткер.

Сонда менің көз алдыма Шоңқара диірмені келді. Оның айдын суында неміс диірменшінің үйрек-қаздары қаптап жүреді. Ауласында тұмсығы салбыраған түйетауықтар... шыңғырған торайлар, қорсылдаған мегежіндер...

Бұл үзіндідегі «неміс диірменшіні» автордың жақтырмаған

көзқарасы білініп тұр. Кейде шығарма авторы кейіпкер тілі арқылы ғана емес, өз сөзіарқылы да көзқарасын білдіріп қояды. «Үйрек-қаздары қаптап жүреді.»Жалпы ұнататын нәрсеге, жан иесіне немесе жағымды кейіпкерге «қаптап» сөзі қолданылмайды, Қаптап сөзі-әрдайым жағымсыз пікірді білдіреді (Қаптап келеді, қаптап кетті, қаптаған жұрт). Осы жағымсыз пікірін «тұмсығы салбыраған, қорсылдаған т.б» сөздері арқылы да көрсетіп алады. Жазушының айқындауыш тәсілі арқылы оқырманға неміс диірменшісі жағымды адам болып көріне қоймайтынын байқаймыз..

«Ал мұнда болса, екі-үш тауық жем таба алмай шұрқырайды. Қазақтың тауығына дейін ебедейсіз бе...».

Бұл бөлікте қазақ халқының еншісіне тиген мінез - ебедейсіздік дей отыра , келесі бөлік арқылы момын да баяу халқына деген махаббаты қосыла өріледі.Құрт, құмырсқа, жәндік жеу халқымызда жоқ қасиет екендігін іштей сүйсіне баяндайды.

Тұла бойы тұнған намыстан жаралған қайран қазақ. Намысы мол, айласы аз, бағы да сол, соры да сол.

Романға нәр берген бір жетістік – ұлттық характерге мән беру. Қазақ халқына ғана тән ұлттық ерекшеліктер жазушы кейіпкерлерінің бойынан көптеп кездеседі. Жазушы сол кейіпкерлеріне тіл бітіре, коммуникативтік әрекеті арқылы әдемі де жан-жақты көрсете алады. Кейіпкер тілінің жатықтығы сонша, сіз кейіпкердің бүкіл болмысын сезіне аласыз.

Жазушының өзінің қолтаңбасын қалдырған, өзіндік стилін қалыптастыруда үлесін қосқан айырықша белгісі-әрекеттерді, сипатты қарама-қарсы қою. Ақ пен қараны, зұлымдық пен жақсылықты, әділдік пен әділетсіздікті қатар қоя отырып, бірінен бірінің артығырақ екендігін аша түседі.

Мысалы, «Дүниенің жаратылысында жазық жоқ, мүкісі жоқ. Дүниені бүлдіретін – өзіміз. Ең ақылды жаратылған жан – ол адам. Ақылды азапқа айналдырған да – адам. Жаратылыста жазық жоқ».

Мұндағы, Дүниені бүлдіретін өзіміз деп, табиғаттың жалғыз жауы-адамзат дей отыра, адамды ең ақылды жаратылған жан дейді. «Адам бейшараны қуанту үшін көп нәрсе де керек емес екен зой. Көңіл жетсе, бәрі жетеді екен зой» дейді. Яғни, өзі жаратылған жаратылысқа зұлымдық жасаушы адам дей келе, жаратқанның ең бір сәтті шыққан жаратылысы адам екендігін және оның ақылды екендігін айтады.

«Бейшара»-адам ойын білдірудегі орнымен қолданылған сөзі.

Халқымызда жақсы көрген, аяушылық танытқысы келген адамды бейшара, байғұс дейтіні бар. Жазушы да «адам бейшара» қанша табиғатқа залалын тигізуші болса да, ең ақылды жаратылыс және оған керегі бір-бірімен жылы қарым-қатынас қана болса болды, артық

ештеме керек емес дейді. Жазушы кейіпкер мінезін сөз арқылы бере отырып, кейде өз сөзімен айқындап та қояды.

Сонда Жолдасбек:

– Ағай, басқа планетада адамдар бар ма? – деп әңгіменің арнасын басқа сайға бұрып жіберді. Қу зой.

Егер, «Қу ғой» деген тіркес қосылмаған болса, оқырман Жолдасбекті адал, аңқау, әлі ойлау қабілеті толық жетілмеген бала деп қабылдауы мүмкін еді. Басқа планетада адам бар, жоғын сұрауы әңгіменің арнасын басқа жаққа бұрғысы келуінде. Бұл да кейіпкерді кейіптеу шеберлігі.

Бұл үзіндіде адамдарды диалогке кіргізе, тілдестіре отырып, жалпы адамзаттың қиялын, ойында жүрген сұрағын баса танытады. Адамдардың миында болуы мүмкін сұрағына жауап беруде кейіпкерін қолданады.

Жазушының тағы бір тілдік ерекшелігінің бірі- сөйлемдерде когеренттіліктің жиі кездесуі. Тілдік тірлік сөйлемдерде жақсы сақталады. Жазушы бірінші сөйлемде айқындаса, екінші және үшінші сөйлемдерімен анықтайды. Оған дәлел:

«Тірмізік екенмін. Қасқырдың тарамысынан жаралғандай тырмысыпәлі тірі жүріп келемін...»

«Балалық шығар. Таласбай бұлақтың суындағы көкқасқа бақаларды садақпен атып, таспен ұрып, талайын өлтіріп ек»

«Нәметқұл оқыса, зор ғалым болар еді. Темірден неше түрлі құрал шығарады»

Бұл сөйлемдердегі айқындауыш бөлік- «Тірмізік екенмін», «Балалық шығар», «Темірден неше түрлі құрал шығарады», ал анықтауыш бөлім екінші бөліктері. Айқындауыш мүше не алдыңғы, не артқы бөлігінде кездесе береді.

Шығармада жиі кездескен тағы бір ерекше көңіл бөлерлік нәрсе-сол уақытта жиі қолданған, бірақ қазіргі уақытта (шығарманың жазылған уақытында) тұрмыста, өмірде қолдана бермейтін кейбір сөздердің мағынасын ашып, түсінік бере кету.

«Әуіт дегеніңіз – кәдімгі бөгет».

«Желдің аты – Алтынкүрек. Адамдарды қан қақсатқан, ызғарлы суықпен сүйегін сырқыратқан дүлей дию сияқты сиықсыз қысты бір түнде жайратып салатын Алтынкүрек. Қарды ғана ысырмай, адамдардың еңсесін езген қайғы-мұңды да аршығысы кеп, уайымыңды жеңілдететін Алтынкүрек».

«Айтпақшы, сол күні Наурызкөк келді.

Наурызкөк – моп-момақан. Екі көзі моншақтай қап-қара, көгілдір аспан

Шығарманы оқу барысында оқырман қандай да бір сөздердің мағынасын түсінбей қалмайды, түсіндірме сөздік іздеп кетпейді, автор өзі қолданған сөздің мағынасын келесі сөйлемінде ашып, талдап береді. Ш.Мұртазаның қай шығармасын алсаңыз да, осы қасиет сақталады. Жазушының өзіндік қолтаңбасы, тілдік тұлғасы анық, айқын көрініп тұрады.

Мінеки, жазушының шеберлігі, басқаларға ұқсамайтын ерекшелігі осында жатыр. Шығармаларындағы тілінің жатықтығымен қоса, жазушылық байқампаздығы мен шеберлігі бір-бірімен аса бір ұқыптылықпен өріліп, жан жағы жинақы, шашауы шықпаған толық, біртұтас қалпында көз алдымызға келе қояды.

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LINGUISTIC CHARACTERISTICS OF SHERHAN MURTAZA'S WORKS (BASED ON LUNA AND AISHA)

Abstract. The article talks about the language of the works of Sh. Murtaza, his writing skills. Taking excerpts from the novel "Ai and Aisha", which show

the linguistic personality and linguistic abilities of the writer, an analysis was made. Sh.Murtaza's way of characterizing his characters through his own language is a unique feature, his own mastery. Focusing in the article on the language of the characters in the novel "Ai and Aisha", we kind of revealed the unique linguistic personality of the writer. The problem of the writer's linguistic personality was analyzed comprehensively, combining linguistic and extralinguistic (historical, cultural, social, psychological) factors, and the linguistic basis for the formation of a linguistic personality was determined. The image of Aisha in the work, the image of Barskhan, described in her own words, is revealed through the language of communication. The participants of communicative communication are the protagonist of the work and the reader-recipient.

Keywords: language personality, mastery, artist, character language.

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ЛИНГВИСТИЧЕСКАЯ ХАРАКТЕРИСТИКА ПРОИЗВЕДЕНИЙ ШЕРХАНА МУРТАЗЫ (по мотивам Луна и Аиша)

Аннотация. В статье говорится о языке произведений Ш.Муртазы, его писательском мастерстве. Взяв отрывки из романа «Ай и Аиша», которые показывают языковую личность и языковые способности писателя, был сделан анализ. Способ Ш.Муртазы характеризовать своих персонажей через свой язык – это уникальная черта, его собственное мастерство. Сосредоточившись в статье на языке персонажей романа «Ай и Аиша», мы как бы выявили уникальную языковую личность писателя. Проблема языковой личности писателя анализировалась комплексно, сочетая языковые и экстралингвистические (исторические, культурные, социальные, психологические) факторы, определялась языковая основа формирования языковой личности. Образ Аиши в произведении, образ Барсхана, описанный ее собственными словами, раскрывается через язык общения. Участниками коммуникативного общения являются главный герой произведения и читатель-реципиент.

Ключевые слова: языковая личность, мастерство, художник, язык персонажа.