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QUANTITATIVE MORPHOLOGY MODEL OF CHILDREN'S LITERATURE AND TEXTBOOKS OF PRIMARY SCHOOL

Abstract. The article defines a quantitative morphological model of children's literature and primary school textbooks. Quantitative morphological model of children's literature and primary school textbooks in primary school involves intensive development of speech, intellectual, creative abilities of the student, gaining knowledge about the structure and functions of language as a communicative system, the formation of skills and abilities of full, competent use of the richness of the native language in speech practice.

The assimilation of information for teaching and developing a quantitative morphological model of children's literature and primary school textbooks has a great impact on the overall development of students, contributes to the intellectual development of students, creates favorable conditions for the formation of theoretical thinking of children. Allows you to use grammar lessons to master the numerical morphological model of children's literature and elementary school textbooks in elementary school. Traditionally, the problem of continuity and prospects is considered primarily at the level of methods of organizing training at related stages. For primary schools, the emergence of educational standards, changes in the leading learning goals, the predominance of a personality-oriented approach, taking into account the psychological and age-related features of children's development, certain mental functions of various age periods, the possibilities of formation of neoplasms, as well as the role of leading activities in their formation, are of particular importance in building a learning system.

Keywords: morphology, model, children, literature, textbooks, elementary school.

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(Қазақстан, Түркістан қ.), e-mail: abdullina.gulzhan@ayu.edu.kz***Балалар әдебиеті мен бастауыш мектеп оқулықтарының
сандық морфологиялық моделі**

Аңдатпа. Мақалада балалар әдебиеті мен бастауыш мектеп оқулықтарының сандық морфологиялық моделі анықталған. Бастауыш мектептегі балалар әдебиеті мен оқулықтарының сандық морфологиялық моделі оқушының сөйлеу, интеллектуалдық, шығармашылық қабілеттерін қарқынды дамытуды, тілдің коммуникативті жүйе ретіндегі құрылымы мен қызметі туралы білім алуды, сөйлеу тәжірибесінде ана тілінің байлығын толық, сауатты пайдалану дағдылары мен іскерліктерін қалыптастыруды қамтиды.

Бастауыш мектепке арналған балалар әдебиеті мен оқулықтарының сандық морфологиялық моделін оқыту және әзірлеу үшін ақпаратты игеру оқушылардың жалпы дамуына үлкен әсер етеді және оқушылардың интеллектуалды дамуына ықпал етіп, балалардың теориялық ойлауын қалыптастыру үшін қолайлы жағдайлар жасайды. Бастауыш мектепте балалар әдебиеті мен бастауыш мектеп оқулықтарының сандық морфологиялық моделін игеру үшін грамматикалық сабақтарды пайдалануға мүмкіндік береді. Дәстүр бойынша сабақтастық пен перспектива мәселесі ең алдымен сабақтас кезеңдерде оқытуды ұйымдастыру әдістері деңгейінде қарастырылады. Бастауыш мектептер үшін білім беру стандарттарының пайда болуы, оқытудың жетекші мақсаттарының өзгеруі, балалардың дамуының психологиялық және жас ерекшеліктерін, әртүрлі жас кезеңдерінің белгілі бір психикалық функцияларын, неоплазмаларды қалыптастыру мүмкіндіктерін, сондай-ақ оларды қалыптастырудағы жетекші іс-әрекеттің рөлін ескеретін тұлғаға бағытталған тәсілдің басым болуы оқыту жүйесін құруда ерекше маңызға ие.

Кілт сөздер: морфология, модель, балалар, әдебиет, оқулықтар, бастауыш мектеп.

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(Казахстан, г. Туркестан), e-mail: abdullina.gulzhan@ayu.edu.kz***Количественная морфологическая модель
детской литературы и учебников начальной школы**

Аннотация. В статье определена количественная морфологическая модель детской литературы и учебников начальной школы. Количественная морфологическая модель детской литературы и учебников начальной школы в начальной школе предполагает интенсивное развитие речевых, интеллектуальных, творческих способностей учащегося,

получение знаний о строении и функциях языка как коммуникативной системы, формирование умений и навыков полноценного, грамотного использования богатства родного языка в речевой практике.

Усвоение информации для обучения и развития количественной морфологической модели детской литературы и учебников начальной школы оказывает большое влияние на общее развитие учащихся, способствует интеллектуальному развитию учащихся, создает благоприятные условия для формирования теоретического мышления детей. Позволяет использовать грамматические уроки для освоения числовой морфологической модели детской литературы и учебников начальной школы в начальной школе. Традиционно проблема преемственности и перспективы рассматривается, прежде всего, на уровне методов организации обучения на смежных этапах. Для начальных школ особое значение в построении системы обучения приобретает появление образовательных стандартов, изменение ведущих целей обучения, преобладание личностно-ориентированного подхода с учетом психологических и возрастных особенностей развития детей, определенных психических функций различных возрастных периодов, возможностей формирования новообразований, а также роли ведущей деятельности в их формировании.

Ключевые слова: морфология, модель, дети, литература, учебники, начальная школа.

Introduction

By the time entering a school children-speakers of all languages, including Kazakh, master the main kernel of the grammatical system of the native language. Linguistic goal of the primary school teaching in grammar is that, on the one hand, to carry out normalizing correction of assimilated grammatical material in preschool period, and on the other hand - to develop this system. The construction and concrete grammar material filling the texts of textbooks and children's literature together with organization of the native language grammar studying plays the significant role here [1].

In connection with it the particular tasks of this article are to conduct a linguistic and statistical analysis of quantitative data obtained from the results of quantitative (statistical) development of texts of textbooks and children's literary texts and reveal the dynamics of the development of the quantitative-grammatical system of children's books and textbooks [2].

- to carry out a comparison of the results of grammatical statistics of fiction and nonfiction texts;

- to compare the dynamics of quantitative characteristics of children's literature and books with the seven years children's knowledge entering the first grade, and third graders;

- to evaluate the level of impact of children's literature and books for normalization and development of the use of mother tongue grammar of primary school age Kazakh students.

The textbook differs from other publications in the following different features:

- firstly, its functions;

- secondly, the content;

- third, special requirements for the text;

- fourth, it has a special structure.

One of the channels for improving the methodology of teaching the Kazakh language is recognized as the writing and development of textbooks of the Kazakh language. There is a theory of creating a textbook. When creating new textbooks, advanced teaching practices and the theory of textbook creation are taken as a basis. When analyzing the system-structural features of textbooks of the Kazakh language, textbook theory reveals certain patterns.

In the system-structural features of the Kazakh language textbook, the main requirement of didactics is the consistent allocation of sections, chapters, topics, paragraphs. The general theory of the textbook deals with the study of the most universal principles of textbook creation and logical

justification. At the same time, the ways of creating textbooks of the Kazakh language can also provide information for the general theory of the textbook. This is explained by the fact that the role of the textbook in the development of cognitive abilities of the student, the connection of the textbook and other textbooks, the structural connection with other chapters of the theory is obvious. The private theory of the textbook reflects the laws of application of the principles of general theory, namely:

- 1) a specific scientific source of the discipline;
- 2) type of school;
- 3) teaching methods;
- 4) studies the psychological characteristics of students.

The textbook is one of the main didactic means in mastering the content of education. One of the main means of personal development and the formation of its basic culture is the content of education.

Methods

These tasks will be mainly solved on the material of nominal parts of speech (primarily, noun) as nouns and words, belonging to another class name, are the main means of fixation of new objects of the external world in the developing a child 's intellectual-logical mind.

This section first detailed the history of the study and the role of the researcher, followed by the study design, participant characteristics, data collection and analysis.

Children between the ages of 2 and 6 acquire language so rapidly that by 6 they are competent language users. By the time children are of school-age, they have an amazing language ability; it is a seemingly effortless acquisition. There remains a great deal that we do not know about language development in children. A child's language is constantly developing and changing. Children are actively engaging in communication as they are learning to communicate. The child is the active party in the language-learning process and in the process of making sense of language. His experience and interaction with others give him the background to relate language to the sound meaning relationship and to the purpose it represents. Children naturally obtain a "communicative competence," intrinsically understand the rules of grammar, and gain knowledge of the rules of using language. Linguistic structure comes through the child's own cognitive and social activity. Although there is great variation between individual children and the rate of their language acquisition, there is little variation in the pattern of development between languages. One language is not more difficult than another, as we can establish by observing the ease with which children acquire different languages by the same age. Virtually every child develops linguistic and communicative competence, and it is learned naturally and in context, not arranged in an easy-to-difficult sequence. The fact that both children and adults constantly communicate with a high degree of success is evidence that we are all following the same rules for appropriate communication behavior [3]. Patton Tabors asks educators to think of language as a "puzzle" with all of the pieces needing to come together for language to really work. These pieces of the puzzle are phonology, vocabulary, grammar, discourse, and pragmatics [4].

Language is also an important way for us to make sense out of our past experience, to learn from it, and to make it comprehensible. In the beginning, children's language growth comes from their direct experience. It is personal and related to the present. As their language understanding grows, children can relate to ever more expanding situations. This early language experience is necessary to be able to use language symbols apart from actual situations. Children use language metaphorically, providing evidence that for children language is creative as well as imitative. For children, language is a powerful tool for understanding the world around them. By questioning, children become active in their attempt to comprehend and learn

Children are constantly modifying their speech depending on their audience. An example of this behavior is when children modify their speech when talking to younger children. As children

develop their ability to use language, they become more and more understanding of social situations and learn how to control their own actions and thoughts. By listening to children's self-corrections, questions, and language play, we realize the extent of their knowledge of language structure. Those things that children can articulate give us an understanding of what they can comprehend. Their active, creative invention of language is amazing and unique to each child. Language development is a gradual process and reflects a child's cognitive capacities. Language is purposeful. As children play and work, they do so through language.

Laura Wagner, according to the scientist, is an object of research and a fertile area for identifying specific hypotheses that contribute to the development of children's history. A detailed quantitative analysis of these books not only allows us to take a fresh look at the structure of books, but also supports a number of specific assumptions that these books can have a huge impact on children's ability to understand and tell good stories [5].

What educational goals should be set in the process of teaching the Kazakh language in primary school and how to effectively achieve these goals? We believe that this question can be answered unambiguously only from the point of view of the technology of organizing the collective creative activity of students.

To apply the technology of education, it is necessary to determine the following points. What is the result to be achieved? what phenomena can be impressive, other than the result?

The expected result to be achieved is nothing more than a pre-planned goal, a model. The realization of the intended, conceived goal is the result, and in the technology of education, in addition to the result, there will be other effects. In the educational process, the teacher uses many educational techniques in an effort to achieve his goal. Ultimately, the educational methods used determine not only the goal, but also unexpected results.

Results and discussion

There is a large place of various methods used in the process of developing morphology training, the formation of a child's speech activity. Grammatical basis of students correctly formed speech can serve as a basis for great progress in their intellectual development. Then the theoretical knowledge obtained can be recognized as a unique phenomenon, which, in turn, imposes an incredible intellectual imprint on itself.

A word is a special linguistic unit that still remains in the language system with many aspects. An invaluable function of language in playing the human game through special exercises of both the grammatical nature of the word and its various stylistic shades.

It is necessary not only to learn again and again that a word belongs to a certain class of words, but also to master the possibilities of this word, that there may be grammatical homonymy, grammatical synonymy in the lesson.

In addition, in the process of developing morphology training, in order to correctly solve the problems of speech development, it is necessary to maintain close interdisciplinary ties with the style of speech and art objects.

Again, we consider it necessary to add that the most intensively studied area in linguistics in recent years is semiotics. Based on this principle of semiotics or symbolism, the symbol of language, every spoken word is a product of the inner thought of the person who utters it. In addition, the perception of the works of two writers, the analysis of them by one student, the replacement of any word between two texts and the analysis of what changes have occurred is an effective method that leads to an unconventional, different approach of the word to the symbol. the outside world is the same, but the consciousness of the people who perceive it is different and conveys thought.

Among the cool words, there is a special emphasis on the nature of the noun and verb. In these two words, you can see how great a person's ability to perceive the world around him, create thoughts, bring the game out, communicate with others.

The didactic interaction of the teacher and the student is of great importance in the process of teaching younger schoolchildren the development of grammatical concepts. Communication (communication) is an urgent problem both from a pedagogical and psychological point of view. Much attention is paid not only to psychologists and educators, but also to philosophers, sociologists, journalists, age and educational psychologists, since the nature of communication varies depending on the age characteristics of people, the course of personal development [6].

Considering the problem of communication from the point of view of perception by a primary school teacher and a primary school student of each other, we can once again emphasize its special importance in the process of assimilation and assimilation of theoretical concepts.

In the work of the scientist K. Moldabek, R. Kenzhebekova, such issues as human perception of each other are highlighted-the most important process, the form of comprehensive consideration and perception of the process, age-related features and the level of human development, the system of moral values, the peculiarities of the functioning of human physiological mechanisms in the process of perception [7].

Considering the perceptual aspect of communication, scientists pay great attention to the versatile nature of perception. Focusing on the ways of perception in the process of human interaction, the scientist argues that attention should be paid to the features of “a certain group of perception in a particular activity”.

In the works of E. Garcia, who studied the mechanisms of assimilation of theoretical concepts for younger schoolchildren, it is noted that the possibilities for the formation of scientific thinking of younger schoolchildren are enormous [8].

Considering a topic closely related to this problem, we are guided by the position that in the systematic, consistent assimilation of theoretical concepts by primary school students, pedagogically and psychologically correctly structured didactic communication between teacher and student is important.

Therefore, the core of the research work is the perception of the native language - the Kazakh language - especially by primary school students, as a subject from a theoretical and practical point of view. The perception of younger schoolchildren, which acquires special significance in the proposed teaching methodology, is considered more deeply from the point of view of the theory of communication.

With a simple eye, you can see that in younger preschool-age schoolchildren, the period at school acquires a special rate of change. Starting from entering the first grade and ending with the fourth, the student's relationship with adults, peers, and the teacher also increases.

In this growth, the teacher clearly sees that students are experiencing various difficulties related to communication, expanding their horizons.

Guided by the theory of developing teaching of younger schoolchildren in the process of mastering grammatical concepts, we rely most of all on the cognitive interest of students and the activity of educational and cognitive activity.

Therefore, much attention is paid to the issue of a comprehensive analysis of the forms and methods of work to activate the educational and cognitive activity of students and determine their place in the methodology. After all, it is only through a system of scientifically based methods of developmental learning that it is possible to model the personality of a student who has graduated from primary school. Before turning to the solution of just now listed tasks let us define some initial positions when considering Kazakh morphology [9].

The literacy textbook of 2016, prepared by Hayati and Kuralbayeva for schools by the Ministry of Education and Science of the Republic of Kazakhstan, and “İlkokul Turkche 1. Ulif Ders Kitabı”, prepared by the Ministry of Education of Turkey in 2018. Methods of teaching reading and writing, topics, types of text, text exercises and distribution of visual material were

considered. In total, 42 texts on the types and topics of texts are considered in the textbooks. As a result, some differences and similarities were identified and discussed [10].

It is known that specific of generation of word forms in Kazakh language, as well as in other Turkic languages, is that these word forms are not “retrieved” as a ready-made type of language paradigms, but are generated by adding affixes of a different nature to the root (base) in a certain order at the time of speaking . By this approach the elementary sign unit in the structure of Kazakh and other Turkic languages is a morpheme.

Highlighting, according to Turkological grammatical tradition of different kinds of morphemes (see classification diagram, shown in Figure 1) we will illustrate it by linguistic examples taken from Kazakh sentence *zhylky.shy. at. tar.dykora. ga. baila. dy* - the groom put the horses in the stable, and tied them. 2) hereinafter a breakdown of written together word forms into its constituent morphemes with insert points is shown.

Turkic morphemes (in other terminology - morpheme) or affixes.

Roots (R) are morphemes: *zhylky, at, kora, baila*; the rest morphemes (*shy, tar, etc.*) are affixes (A).

Affixal morphemes fall into lexical-grammatical word forming morphemes (called word forming affixes). An example of word forming affix (SA) is a morpheme *-shy*, the other morphemes *- tar, dy, etc.* essence (AFG) and (0).

Word changing morphemes are called a word changing affix. The example of AFG in our tested sentence is affix *- dy* (past tense of the word *bailady* - put, tied), affixes *- tar, dy, ga* are endings. The combination of a root with a word forming affix or morpheme of a functional-grammatical inflection provides a stem (N).

The general scheme of generating Kazakh nominal word form at the level of morpheme types (connection of the flexion (0) to the stem (N) is given above. Here we give examples of some variants of the generation of nominal word forms by affixation to the root (R).

1. R + SA; R + AFG; R + 0

zhumys.shy “worker” *kyran.day* “like a falcon” *zhumys.ka* “to the job”.

2 . R + O + AFG

ayna.lar.y.n.day “like a mirror”.

3 . R + SA + SA + SA

tu.ys.kan.dyk “affined”

4 . R + SA + SA + SA + O

tu.ys.kan.dyk.tyn “genitive case, affined”

5 . AFG RA + + 0

kala.shyg.y.nda . “in town”

6. R + + 0 + AFG AFG

k.ala.shyg.y.nda.gy “is in (his/her/their) town”

7. + R + AFG AFG

uy.shik.tey “as a house, like a house”

8. R + SA + AFG

bol.im.she “diminutive: office”

9. R + SA + AFG + 0

bol.im.she.de “diminutive: in the office”

10 . R + SA + + 0 + AFG AFG

bol.im.she.ler.i.nde.gi “diminutive: at their office”

11. R + SA + O

zhyldam.dyk.pen “with speed”

12.R + SA + 0 + AFG

bol.im.de.gi “located in the department (people, things)”

13. R + SA + 0 + 0 + AFG

bol.im.de.gi.ler.ge “located in the department”

14. R + SA + SA + + AFG AFG + SA + 0

kanagat.tan.dyr.ma.gan. - dyk.tar.ynyz.dan “from not getting satisfaction, from no ability to satisfy”

15. R + 0 + AFG

ake.m.diki “father’s”

16. R + 0 + 0 + 0

bala.lar.ym.a “for my children”.

Following these examples, we can say that:

- the system of Kazakh language and all other Turkic languages requires a strict order (see affixation of the morpheme to the root or stem) that is why the morphology of Turkic languages refers to the morphology orders;

- morpheme of lexical and grammatical derivation (SA) is not connected after the flexion (0);

- morphemes of functional - grammatical inflection denoting belonging to somebody - diki, niki, tiki canjoin to already ready-made word form after the flexion turning the latter into a new stem. They are used very rarely;

- the length of Kazakh noun is potentially an infinite value.

As our observations have shown the older preschoolers and the 1st grade students’ speech in the first months of their being in school (these observations apply to both urban and rural children), they mostly use the dialogic form of communication, which is characterized by;

1) Using a simple in extended and nominative sentences;

Muhametzhan, karashy!?! Muhametzhan, look!?! (Balausa K. 6 years and 11 months old, 13.05.2006. Shymkent).

Mama! Mama! Ane! Ane! Keldi! Mom! Mom! Look! Look! Come!

(Akylbay S. 7 years and 10 months old. 26.12.1996 vil. Shubar)

2) Widespread use of pronouns (men - “I”, sen - “you”, ol - “he” , “she” , biz - “we” bul - “this”, kim - “who”, ne - “what”, etc. Especially often it is used the first-person pronouns and forms of nouns of the first person. Compare:

Men kosmonavtpyn - “I am a cosmonaut”.

Menin Atym - “My horse”.

Menin mashinam – “My car”.

Sen traktorshy bol – “Be a tractor driver”.

Biz kazakstandykyz – “We are people of Kazakhstan”

Ol Doktor bolsyn – “Let him be a doctor”, etc. ;

3) A notable predominance of nouns in the initial (root) form (R) or as a stem (N) formed from the root and word form suffix (R + SA), such simple structures of two, rare three morphemes are used, four component word forms are met extremely rare.

Older preschoolers and elementary school students’ oral and written speech are characterized by the following grammatical errors:

a) lexical - stylistic: Taudyn betinde maldar zhaylyp zhur – “There is a cattle grazing on the mountain surface” – wrong, right variant; Taudyn baurayynda mal zhaylyp zhur – “on the foothills there is a grazing cattle”; Klastyn arkasynda suretter ilingen – “In the classroom there are paintings” - is wrong , right variant; Klastyn artky kabyrgasynda suretter ilingen – “There are pictures on the back walls of the classroom”;

b) morphological and stylistic: Bizdin uydin agashtarynyn zhapyraktarynyn tusi sargysh - Bizdin uydegi agash zhapyraktarynyn tusi sargysh. “The leaves of the trees of our house are yellow”. Bidaylar koktey bastady - Bidai koktey Bastady. “Wheat began to grow”; On shakty adamdar keldi - On shakty adam keldi. “About ten people have come”.

Statistical survey of these texts on the computer have showed that the quantitative-grammatical organization of these texts carry out two psycholinguistic and linguodidactic tasks.

First, this organization develop younger Kazakh students' grammar 'sense' of style.

Secondly, a sequential dynamic of the expansion of the grammatical system of the native language in the direction of more complex syntactic and morphological construction of presentation and word forms is provided.

In the noun morphology the dynamics of children's literature and textbooks is developed:

1. In sequential increase of the number of grammatical schemes of word formation from grade to grade;

2. In sequential increase of nominal word forms of the 3rd person, develop children's norms of monological speech peculiar to a modern written literary language.

A variety of techniques are employed in the process of morphology training development and the creation of a child's speech activity. The grammatical foundation of a student's perfectly structured speech can lay the groundwork for significant intellectual growth. A word is a unique linguistic component with numerous functions that continues to exist in the language system. An essential role of language is played in human interaction through exercises that focus on the word's grammatical structure as well as its many aesthetic nuances. It is vital to note that semiotics has recently received the greatest attention in the field of linguistics. According to the semiotics or symbolism, the symbol of language, principle, every spoken word is a manifestation of the speaker's inner thoughts. A particular focus is placed on the noun's and verb's nature. One can tell how well a person is at communicating with others.

When it comes to primary school kids' methodical, consistent assimilation of theoretical concepts, pedagogically and psychologically soundly designed didactic contact between teacher and student is crucial.

The primary focus of the research is how elementary school kids, in particular, see the Kazakh language as a subject from both a theoretical and practical standpoint. From the perspective of communication theory, the perception of younger students, which has special significance in the suggested teaching approach, is examined more thoroughly.

Conclusion

The result of the development of the grammatical system of the Kazakh language of younger school children, carried out in the process of active learning, the assimilation of grammatical rules borrowed from the texts of children's literature and textbooks, is the complexity of the syntactic and morphological organization of the formation of speech of younger school children at the end of the school year.

In order to determine the pedagogical function and impact of children's literature, this research study considered the personal stories of teachers. This study used the life story interview method within the qualitative narrative survey methodology. Data were collected through interviews and analyzed using thematic approaches and narrative structure. The narrative structure consisted of three components: problems, actions, and solutions.

Teachers who connect their stories with children's books achieve positive results for themselves and their students. This experience helps students to understand themselves and their environment, while also helping teachers to change personally and professionally.

Therefore, children's books have a pedagogical value for both students and teachers. This result shows that, first of all, we need to increase the awareness of teachers about the pedagogical importance of the values of children's literature. Future narrative research should focus on students' narratives to determine the impact of children's literature on children.

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