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Article

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Psychological Features of Teaching Zero Morphemes in the Kazakh Language

Abstract. The primary objective of language teaching is to cultivate the skill to effectively and proficiently use language. This involves strengthening the link between language and thought, enhancing intellectual and creative capabilities, and gaining an understanding of the function and structure of language within the communicative system. Attaining this goal is often closely tied to mastering one of the most crucial areas of linguistics—morphology. The focus of our research is the zero morpheme, a linguistic unit that serves as an indicator for all morphological categories and acts as a word-forming nominative element in word formation. Understanding the general patterns of knowledge and skill formation, along with the content of psychological processes, should assist the researcher in visualizing the psychological structure of the final product that training aims to achieve. In turn, a psychological analysis of learning outcomes is essential for evaluating the effectiveness of different teaching methods employed by educators.

Keywords: zero morpheme, language, morphology, psychology, language unit, learning, thinking

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Introduction

The main goal of language teaching is to develop the ability to fully and competently use language based on the development of the connection between language and thinking, the development of intellectual and creative abilities, and the acquisition of knowledge about the function and structure of language in the communicative system. Achieving this goal is often closely related to the mastery of one of the most important chapters of linguistics - morphology. The object of our research is the zero morpheme, which is a linguistic unit that occurs as an indicator of all categories of morphology, as a word-forming nominative element in word formation.

Zero morphemes have been found in Turkic languages since the time of ancient written monuments. The older the written monument, the more common the zero morpheme is. In M. Kashgari's work "Dīwān Lughāt al-Turk" the affixed and non-affixed (zero) forms of the genitive case are used simultaneously. In pronouns, the meaning of belonging is conveyed by a suffix. For example: Aniñ éligi iška jeşildi, bu išta séniñ tablagiñ barmu. A genitive case affix is added to a noun if it comes after the attribute formed from a demonstrative pronoun. For example: bu aiakniñ aruki bar. The affixed form of the genitive case is also used to indicate belonging. For example: Satrniñ azuki apig bolsa, iol uza iep (Baltabaeva, 2006: 18).

In this work, when the zero morpheme of the genitive case represents a part of the whole, when a word with a possessive ending has a relative meaning, when a word with a possessive meaning is formed from a personal pronoun, if a noun comes after the definition formed from a demonstrative pronoun, then the meaning of the genitive case is conveyed using zero morpheme.

Let's give an example of such situations:

a) When expressing a part of a whole: Koi başı utuldi, erkaç eti em bolyr, eçku eti iel bolur.

b) When a word with a possessive ending has a relative meaning: Bir tilku terisin ikila soimas.

c) When a word with a possessive meaning is formed from a personal pronoun: Er ózi ierlandi. Er ózi tolgandi.

d) Rendering a personal pronoun with a zero morpheme: Kişi óz iunin súrúndi. Neça iitik biçak ersa oz sabin ianumas. Tulku óz iniga ursa uzuz bolur.

e) Noun comes after the definition formed from a demonstrative pronoun: Bu boz eni neça? Bu osugy mundag.

Degree of the topic study

K. Karimov, who considered the case category in the Kutadgu-Bilik language, wrote about the zero morpheme of the accusative case.: «The only syntactic function of the accusative case is to form a direct object. This direct object complements, in addition to the predicate, other members of the sentence if their semantics is related to the concept of action. It complements: in this case, two adjacent words enter into a subordinating relationship with each other using the accusative case; the second of these words in lexical terms is always associated with the concept of action, movement. The case affix of the first of them is absent in most cases» (Baltabaeva, 2006: 12).

In the dictionary of M. Kashgari, considered a monument of the 14th century, there is a zero morpheme for the accusative case. For example: Ol kişi melim soz aitgan. Su bermese sut ber. Su é urmasga sut ber. In the Divan language, the zero morpheme of the accusative case is more common than the affixed form. A word in the accusative case formed by a zero morpheme is placed immediately before the verb.. For example: Mán at beklattim. Ol meña sui saçratti. Ol meni ier kezitti. Ol tauar satti.

W.Whitney, F.Fortunatov, Baudouin de Courtenay, S.Bally, F.F.Fortunatov, A.M.Peshkovsky, Yu.S. Maslov, I.G. Miloslavsky, A.I. Smirnitsky, P.S. Kuznetsov, V.I. Degtyarev, I.P. Ivanova, V.V. Burlakova, G.G. Pocheptsov T.B. A.M. Peshkovsky, Y. Mamanov, S. Isaev, N. Oralbaeva, Zh. Baltabaeva, A. Omarova and other scientists contributed to the study of the zero morpheme. A. Omarova divided the zero morpheme in the Kazakh language into two large groups: grammatical and word-formative and gave a definition to each of them: "Grammatical zero morphemes are linguistic units that serve as indicators of grammatical categories and express their meaning. A zero morpheme that functions in a group of word-formation units of a word-formation field and performs the function of creating word formations is called word-formation" (Omarova, 2004: 36).

It is known that not all types of grammatical meaning are produced by grammatical forms alone. That is, a grammatical form is a type of linguistic device that creates grammatical meaning. The transmission of grammatical meaning without any grammatical form is explained by the concept of zero form in morphology. The zero form and the grammatical form differ by their function in expressing grammatical meaning. The zero morpheme is an integral part of morphology, which makes it possible to identify common learning principles for them, justified from a psychological point of view. Due to the psychological specifics of studying any discipline, there is a need to use different methods of teaching the zero morpheme. Therefore, psycholinguistics, which studies and determines the specifics of

language cognition as an educational subject, takes the analysis of the content of the named field of knowledge as the starting point of the study. It is important to take into account not only individual facts, phenomena and patterns of linguistics, but also to clearly understand the general principles underlying these factors, transforming disparate concepts and ideas into systematic knowledge, reflecting the essence of the subject in all its connections and mediations (Bogoiavlenski, 1958: 91). The structural elements of language, their functions, connections and interactions, grammatical techniques for analyzing language material act as units of study, from a psychological point of view, these are units of acquisition - concepts about the structural elements of language, grammatical concepts, skills and abilities to analyze linguistic means. The psychological characteristics of the content of teaching should include the definition of units of teaching, methods of levels of their assimilation, criteria for the quality of knowledge, skills and abilities. The following model of educational technique is common to the grammatical analysis of language material: a) goal (task) – disclosure of a grammatical concept; b) educational material; c) method of action - abstraction, awareness and correlation of the meaning and formal attribute of the object being studied.

When teaching morphology, one should take into account the fact that each grammatical meaning, each grammatical form exists insofar as it opposes other meanings and forms in the same grammatical category, which requires the use of the technique of opposition (comparison) and identification. Only by contrasting and identifying units of study of the same grammatical category that are somewhat similar and differ in some characteristics can one abstract and understand the desired meaning and its material carrier (formal feature) (Zhuikov, 1979: 55).

S.Isayev wrote: «The zero form is a unit that does not have a special form expressing meaning, and according to these properties, it is opposed to the forms of one grammatical category with other forms, connects with it and forms a whole. The absence of the same sign in a given sign system is itself a sign” (Omarova, 2004: 8). According to A. Omarova, the presence of a zero morpheme in a word can be distinguished by comparing it with a word with an affixal form of the same category (Omarova, 2004: 12). That is, in order to determine the zero morpheme in a word, its meaning and function, we need to compare it with the affixal form of the word.

Another scientist who studied the relationship between language and psychology, A.A. Potebnya considered grammatical form as a semantic-syntactic concept and said that by the connection of one form with other words and forms in speech and language, its presence or function is not recognized otherwise. He believes that grammatical form cannot be determined by sound because it is primarily meaning, and writes that in some cases many grammatical forms do not have a phonetic sign. Grammatical forms can be conveyed both by the formal elements of a word and by its syntactic connections. Thus, the general linguistic concept of Potebnya is based on the fundamental position of linguistic psychology about a single process of thinking and language development, which cannot develop one without the participation and development of the other. The very origin of thought reveals its close connection with language. Thinking begins with the first linguistic activity and is formed in its categories - ideas, images, concepts - simultaneously with the formation of linguistic categories and forms. Considering coherent speech to be the basic reality of language, Potebnya studied language in connection with folk poetry, folk beliefs and customs. Potebnya associates changes in grammatical forms and the grammatical structure of language with changes in forms of thinking, on the basis of which he creates a coherent grammatical theory.

Results and discussion

The most important aspect in the psychology of mastering morphology should be considered the statement of D.I. Tikhomirov that grammatical knowledge is always abstract in nature, therefore there is a danger of purely verbal assimilation of definitions and rules, since

the transfer of knowledge to the area of skills is a transition from one type of thinking (abstract) to another (concrete). This approach allows the scientist to build a methodological model for teaching grammatical concepts: from observation and analysis of linguistic phenomena to their abstract perception, consciously reinforced with the help of specific types of exercises. In the psychological aspect, it is especially important to determine the psychological structure of students' activities, how the features of language material are reflected in the process of acquisition. The process of the emergence of associations from the point of view of psychology is ultimately the result of the combination of all kinds of conscious actions based on observation and analysis of the studied language units, which require the application of acquired knowledge in practice (the formation of skills). Studying grammar, according to D.N. Bogoyavlensky, "leads to an awareness of the dependencies that exist between the forms and meaning of language, allows you to verbally designate grammatical categories, verbally describe them and thanks to this correctly operate with them" (Bogoiavlenski, 1957: 277).

The assimilation of grammatical concepts requires a high development of generalizing and abstracting mentality, because the essence of grammatical concepts requires not only abstraction from objects and phenomena of the real world, but also abstraction from the specific meaning of words that generalize our immediate impressions of this world. Grammatical generalizations serve as a kind of second "floor" of abstractions, built above the primary verbal generalizations (Bogoiavlenski, 1957: 111). Psychologically, this means that the assimilation of a rule, behind which certain linguistic generalizations lie, is a process of meaningful memorization based on the close interaction of the first and second signaling systems. The fact that the rule operates with grammatical concepts, indicating the connection of a given grammatical form with its meaning, gives the rule a generalized character.

If the first stage of work on understanding the morphological concept "zero morpheme" requires generalization, then the second stage of students' analytical and synthetic activity should be differentiation, that is, the ability to distinguish and isolate the studied structural element of the language from a complex context. This stage is characterized by the ability to distinguish and highlight grammatical forms, abstracting from the lexical and syntactic context in which they appear (Bogoiavlenski, 1958: 120).

Conclusion

Based on the above, we can identify and generalize the main principles of the psychology at studying of zero morphemes:

- The abstractness of the zero morpheme requires their study from an abstract-generalized perception to a specific one;
- Conscious perception of the zero morpheme is possible on the basis of inductive-deductive presentation of the material using the method of observation and analysis of the zero form, the method of generalization, comparison, differentiation, classification, etc.
- Studying the zero morpheme is impossible without implementing intra-subject connections with other levels of language, especially vocabulary and syntax;
- Conscious use of zero morphemes is possible only when they are consolidated in practice, based on a well-thought-out system of training exercises;
- The study of the zero morpheme should be closely related to the level of language proficiency, since it is speech experience that allows one to realize knowledge about the word in the unity of its structure, content and function.

General patterns of the formation of knowledge and skills, the content of psychological processes should help the researcher imagine the psychological structure of the final product to which training should lead. In turn, psychological analysis of learning results is necessary to assess the effectiveness of various methodological techniques used by teachers.

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Қазақ тіліндегі нөлдік морфемаларды оқытудың психологиялық ерекшеліктері

Аңдатпа. Тіл үйретудегі басты мақсат – тілді тиімді, шебер қолдана білуге дағдыландыру. Бұл тіл мен ойлау арасындағы байланысты нығайту, интеллектуалдық және шығармашылық қабілеттерін арттыру, тілдің қарым-қатынас жүйесіндегі қызметі мен құрылымы туралы түсінік алуды қамтиды. Бұл мақсатқа жету көбіне тіл білімінің маңызды саласының бірі – морфологияны меңгерумен тығыз байланысты. Барлық морфологиялық категориялар үшін көрсеткіш қызметін атқарып, сөзжасамда туынды номинативті элемент қызметін атқаратын тілдік бірлік саналатын нөлдік морфема – біздің зерттеу жұмысымыздың өзегі. Білім мен дағдыларды қалыптастырудың жалпы заңдылықтарын, сондай-ақ психологиялық процестердің мазмұнын түсіну зерттеушіге оқыту бағытталған соңғы өнімнің психологиялық құрылымын елестетуге көмектесуі керек. Өз кезегінде оқытудың нәтижелерін психологиялық талдау мұғалімдер қолданатын әртүрлі оқыту әдістерінің тиімділігін бағалау үшін қажет.

Түйін сөздер: нөлдік морфема, тіл, морфология, психология, тілдік бірлік, оқыту, ой.

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Психологические особенности обучения нулевым морфемам в казахском языке

Аннотация. Основной целью обучения языку является развитие навыка эффективного и искусного использования языка. Это включает в себя укрепление связи между языком и мышлением, повышение интеллектуальных и творческих способностей и получение понимания функции и структуры языка в коммуникативной системе. Достижение этой цели часто тесно связано с освоением одной из важнейших областей лингвистики — морфологии. В центре нашего исследования находится нулевая морфема, языковая единица, которая служит индикатором для всех морфологических категорий и действует как словообразовательный номинативный элемент в словообразовании. Понимание общих закономерностей формирования знаний и навыков, а также содержания психологических процессов должно помочь исследователю визуализировать психологическую структуру конечного продукта, на достижение которого направлено обучение. В свою очередь, психологический анализ результатов обучения необходим для оценки эффективности различных методов обучения, используемых педагогами.

Ключевые слова: нулевая морфема, язык, морфология, психология, языковая единица, обучение, мышление.

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