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**THE RELAVANCE OF TEACHING
PASSIVE VOICE CATEGORY IN TFL**

The English teachers often struggle with the problem how to raise their Kazakh learners' motivation to use passive constructions more and how to teach them to its correct application. The reason is obvious – passives are used in English more frequently and spontaneously than in Kazakh. Moreover, there are some specifications, restrictions and differences in the usage.

Distinguishing and examination of voice categories is a very controversial issue. This research work aims to explore ways to help English as a Foreign Language (EFL) learners notice and revise voice in English and Kazakh languages and raise their awareness of when and how to use active and passive constructions to convey meaning and will help to know the peculiarities of each voice category, how to form them and how to translate sentences grammatically and semantically.

This research is also an action research which pays a particular attention to the effectiveness of collaborative learning rather than traditional one in teaching voice constructions.

Keywords: English teachers, voice category, peculiarities, exploration

Introduction

Modern linguistics – a broad, multidisciplinary doctrine that is rising to the heights of development. Approved by the Decree of the President of the Republic of Kazakhstan, «Languages for the purpose established by the state program of application and development» The solution of the main task to achieve was proposed. In one of them: «Language, first of all, the state language, to serve in public life in our country expand the scope. Conducting research on topical issues of linguistics and improving the quality of teaching and learning methods in language schools, original language teaching programs are new to language teaching and learning emphasis was placed on the need for methodologies.

The voice forms express the relation between the action and the subject and the object. The voice forms cannot be used for any verb root; they can be used only in accordance with the valence of the meaning. The voice forms can transform the transitive verb into the intransitive verb, or the intransitive verb into the transitive verb. Not only the relation between the subject and the object of the action by the voice. Because it is known that from denoting-conceptual aspect the subject is the doer of the action and the action itself is connected with the object. It is about the fact that the subject and the object are semantic categories in the syntactic structure of the sentence, and they correspond to some linguistic units. Due to traditional terminology, it is the subject or the direct or indirect object. In other interpretation, they are syntactic actants or predicative actants. Thus, to acknowledge the subject and the object as the semantic categories in the syntactic structure of the sentence appropriate to some linguistic units» the concept the **diathesis** (voice) takes place.

Object of research: Passive theory in grammar

Subject of research: Identify the features of the combination of functional concepts of verbs in English and Kazakh.

Objectives: Determination of the scientific and theoretical basis of the proposed topic; combination of functional grammar concepts of verbs.

Research methods and results

Interview, book, additional material work, planning, task performance, control, research, repetition, graphic work, exercises, narration of the studied material and using of interactive methods.

In Kazakh linguistics the main attention in learning voice category was given to historical position by Professor M. A. Kazen-Bekom, in comparison to other grammatical categories by M. Terentyev for instance, he compared Voice category with the category of Aspect, P. M. Melioranskiy and A. K. Borovkov investigated Voice category from morphological viewpoint. G. Begaliev and N. Sauranbayev, S. Kanasbayev and S. Zhienbayev in their books of «Kazakh grammar» pay a great attention to Passive Voice, I. I. Meshanikov and M. M. Gukhman compare Passive Voice with other grammatical categories, as well as A. Kalybayeva-Khasenova analyses Voice category from the position of Syntax and S. G. Shkuridin from the position of comparative analysis. Voice category from historical position with the close relation to verbal control in the language of ancient Turkic monuments is examined by A. S. Amanzholov [1, 72] in his research studying. A great attention paid to voice formatting affixes and their role in language as well N. K. Dmitriev [2, 179] in his work «Grammar of Bashkir language». A. N. Kononov regards formative affixes of voice category to Turkic languages in his works on the grammar of modern Uzbek literary language. Category of Voice is also illustrated in the works of A. Iskakov, K. Akhanov, M. Tomanov, and M. Sergaliev.

In Kazakh linguistics A. Kalybaeva-Khasenova – in her work «Voice Category of Kazakh language» [3, 6] contrasts active and passive voices in a different way, using for this purpose the notion of centrifugal / centripetal action.

F. I. Buslaev in his «Historical grammar of Russian language» does not make any fundamental changes to the Lomonosov system of pledges.

Academician V. V. Vinogradov noted an essential feature of the theory of voice category A. A. Potebni: «...Potebni's teachings on passive turns are organically intertwined with questions about the history of the subjective-objective system of the sentences, with questions about the development of different types of sentence-verbal-nominal and verbal» [4, 600].

Even though we have a lot of achievements on studying voice categories there are much confusion in Kazakh grammar. Teachers ask a lot of questions about the category of voice in the middle schools, because there is not enough scientific information in the school grammar and books of Universities [5, 175].

Speaking of our perception of active and passive forms of voice, it is stated that they are based on no matter in what language they are handled is the same relationship between the subject, action, and the object, but considering in parallel to each other active and passive forms under «various angles»: from the subject performing the action, or the object side, experiencing the action.

New directions of exploring passive voice have opened the theory of field passivity. There are several structures in the field of Kazakh language passivity or field of passive voice in English language. Thus, in the center of the field of passivity in Kazakh language (according to research of A. Kalybaeva - Khasenova) is grammatical category of passive voice, expressing this value by means of affixes –л, –ыл, –іл; –н, –ын, –ін, which are attached to the base of the verb: Tapsyrma beril-di (The task was given).

These authors in making charts and schemes of the voice have repeatedly referred to historical heritage of A. Baytursynov. He made a great contribution to the study of voice-formation in Kazakh language. According to the classification of A. Baytursynov the voice system of Kazakh language is represented in 10 species; in the seventh in his table entitled «Voices» he highlights the form of passive voice (бырқысыз етіс).

The voices are defined as a verbal category in the system of English language, in which the relation to its subject is denoted in the verbal form. The verb form can show whether a person or an object, is playing a role of subject, is the doer of an action or not, i.e. where this action takes its beginning: from the subject or to the subject. For example, in the sentences «They walked slowly», «They told me a story» the verb forms points, that the action is directed from the subject, presented as a subject.

In the sentences «He was helped», «I was told a story» the verb form points, that the action is directed to the object, presented as a subject. Generally, there are two types of voices in modern English language: **active and passive** while in Kazakh language four types are concerned. However, some scholars disagree with these statements. So, this paper shows us the different ways of distinguishing categories of voices and comparison between English and Kazakh language.

Table 1

№	Voices	English	Kazakh
1	Active (негізгі)	+	-
2	Reflexive (өздік)	-	+
3	Passive (ырықсыз)	+	+
4	Reciprocal (ортақ)	-	+
5	Causative (өзгелік)	-	+

Collaborative learning is not just the classroom technique. It is also a personal philosophy. There are numerous names due to this form of teaching: cooperative learning, collaborative learning, collective learning, learning communities, peer teaching, peer learning, reciprocal learning, team learning, study circles, study groups, and work groups.

Due to the positive effect of using collaboration on the pupils' behavior and attitudes and results, the following recommendations are presented to develop the eighth grade pupils' ability to use passive voice correctly in learning English as a foreign language:

1 Teachers should motivate pupils by adopting new efficient and up to date techniques such as collaborative learning, competition, games, puzzles and role-play. Teachers are advised to alter and vary their techniques or methods in order to keep pupils more encouraged, alert, motivated and interested.

2 Teachers are advised to adjust techniques and methods that focus on the learners. Because he/she is the center of the learning process.

3 Implementing collaborative learning into a course involves careful planning and arrangements of pupils, but it is very profitable.

Collaborative learning has also been used via the innovative technologies. The widespread use of computer or interactive boards for instructional purposes, both as a companion to and a replacement for the traditional classroom, has encouraged teachers and pupils alike to approach teaching and learning in ways that incorporate collaborative learning and the social construction of knowledge.

4 The researchers think it results teachers to educate themselves about the innumerable techniques and philosophies which establish interactive environments where pupils take more responsibility for their own learning and that of their peers. Then it will become possible to pick and choose those methods which best appropriate a particular educational goal or community of learners.

5 The research is a guide to engaged researchers to carry out collaborative learning skills and activities into their teaching practices and to do more research in other skills such as comprehension, speaking, reading and listening as well.

6 More research about collaboration among groups of pupils and teachers from different schools or universities, and different countries via the wise use of the internet.

To sum up, in this paper was given some arguments and comparison of voices between Kazakh and English language. Having enumerated briefly the chief difficulties in the analysis of voice in Modern English and Kazakh, we should inquire into each of these problems, to find objective criteria as far as this is possible. We see that there are still some disputable arguments about voices. If we want to achieve some objective solutions and go further, we have to rely on objective data. It requires a lot of facts and researches.

Passive construction is considered one of the most difficult areas in learning English language. It puts both teacher and pupil in difficulty. Pupils should focus on the knowledge of be verb and participle-both regular and irregular forms. Among Kazakh pupils the phenomenon «regular-irregular verbs» does not exist. Therefore, Passive construction is comparatively a complex process.

Having analyzed the voice category in English and Kazakh languages I have come to the following view: As a result of the analysis of voice category in English and Kazakh languages, it is revealed that the category of voice is presented in language through the originality of verbal semantics finds expression in complexity and high degree of the semantic structure.

As a result of the scientific analysis of the functional semantics in the category of voice in the Kazakh language, it was found out that the voice category has a complicated nature, that the main peculiarities of the functional semantic features were closely connected with its character whether it is active or passive. The rules concerning the functions of the lexical and grammatical units used in everyday speech to convey any kind of information have been identified by means of the category of voice. We have dealt with the function and meaning of the category of voice, in analyzing the inner essence of the category of voice from the functional aspect, we have considered the term voice together with such concepts aspectualization, temporality, and modality.

The concept of predicative sign is recognized as a unit containing functional-structural features, because any active syntactic structure has a syntactic function. If the predicative sign is used as the subject or the attribute in the position of the main part of the sentence, its function can be expressed by a noun or a pronoun. If the predicative sign is not reflected in the sentence structure, its reflection will be identified by the form of the predicate.

The structural function of the predicative sign is very important for the meaning of the category of voice. If such a function identifies the form of the category of active voice, it expresses the predicate-subject direction and if it identifies the form of the passive voice, it expresses the initial-object direction.

We can use the concept predicative sign while identifying the peculiarities between the active or passive voice: in the active voice the action starts from the subject or the subject in the position of the owner of the predicative sign; in the passive voice the subject is replaced from its position by the object. Finally, the active voice identifies the owner of the predicative sign as a subject; in the passive voice the owner of the predicative sign is identified as an object.

Practically we face the English language every day during our life. It's essential to know the peculiarities of the English language, its grammar and usage rules. Nowadays, English and British people use different categories of voice in their daily speech. This research work will help to know the peculiarities of each voice category, how to form them and how to translate sentences grammatically and semantically.

Conclusion

All categories of verbs play an active role in the functional-semantic field in defining any concepts and categories of functional grammar.

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К. Т. Кударова

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К. Т. Кударова

Значение категории залога в обучении иностранному языку

Западно-Казахстанский аграрно-технический университет
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Ағылшын тілі мұғалімдері ырықсыз етіс құрылымын қолдануда қазақ шәкірттердің мотивациясын қалай көтеруге болатыны жайлы және қалай оны дұрыс қолдану керектігін үйрету мәселелерімен жиі соқтығысады. Оның себебі айқын – ырықсыз етіс қазақ тіліне қарағанда ағылшын тілінде жиі қолданылады. Сонымен қатар, кейбір ерекшеліктер, шектеулер және қолдануда айырмашылықтар бар. Етіс категорияларының айырмашылығы мен сараптамасы өте қайшылықты мәселе болып табылады.

Бұл ғылыми-зерттеу жұмысы шетел тілі (EFL) оқушыларға және ағылшын және қазақ тіліндегі етіс формаларын аңғару мен

түзету жолдарын айшықтауға көмектесуге және негізгі және ырықсыз құрылымдарын қолданудың қашан және қалай мағынасын жеткізудегі оқушылардың хабардарлығын арттыру және әрбір етіс категорияларының ерекшеліктерін білуге, олардың қалай қалыптасуы және сөйлемдерді грамматикалық және семантикалық түрде қалай аударуға көмектесуге бағытталған.

Сондай-ақ, бұл зерттеу, етіс құрылымдарын оқытуда дәстүрлі оқыту емес, бірлесіп оқытудың тиімділігіне ерекше көңіл бөлетін іс-әрекеттегі зерттеу болып табылады.

Кілтті сөздер: Ағылшын тілі мұғалімдері, етіс категориясы, ерекшеліктері, ізденіс.

Учителя английского языка часто сталкиваются с проблемой, как повышение мотивации казахских учеников использовании страдательного залога и вучении их правильному применению. Причина очевидна – страдательные залогои используются на английском языке чаще, чем на казахском языке. Кроме того, существуют некоторые спецификации, ограничения и различия в их использовании.

Выделение и изучение категории залога – весьма нелегкий вопрос. Эта исследовательская работа направлена на изучение способов помощи учащимся английского языка как иностранного языка (EFL), на изучение залога на английском и казахском языках, на повышение их осведомленности о том, когда и как использовать действительные и страдательные залогои для передачи смысла, а так же поможет узнать особенности каждой категории залога: 1) как их формировать; 2) как грамматически и семантически переводить предложения.

Это исследование также представляет собой исследование действий, в котором особое внимание уделяется эффективности совместного обучения, а не традиционного в преподавании страдательного залога.

Ключевые слова: Учителя английского языка, категория залога, особенности, исследование.

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