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PSYCHOLINGUISTIC ASPECT OF SPELLING MODELING TEACHING

Abstract. The article discusses the psycholinguistic aspect of modeling the Kazakh language orthography for students in higher educational institutions. The level of learners' psychological features and abilities is determined by mastering the orthographic rules of the Kazakh language. Special attention was paid to forming students' points of view, making reflective conclusions, and enhancing their effective use of communicative skills. This study deals with the help of the psycholinguistic direction, possible techniques to assess how a person perceives a certain concept, and how he or she uses the information to express it. Also, students' communicative skills, general communication, mental abilities, and self-behavior were taken into deep account in teaching Kazakh orthography. It was noted that the development of the student's thinking system is as important as the improvement of his or her speaking skills in modeling teaching. When teaching with the help of modeling, it was taken into account that the more important the development of the student's thinking system, the more significant the improvement of his speech skills. Attention is drawn to the fact that modeling training plays a special role in the development of communicative and cognitive competencies of future professionals. Thus, students were taught mutual consent, communication, exchange of opinions, defending their opinions and reasoned speech. The work in this area also took into account the psychological readiness of students to interact.

Keywords: Kazakh language orthography, psycholinguistic aspect, psychological feature, spelling skills, modeling teaching, motivation, spelling pattern.

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Орфографияны модельдеп оқытудың психолінгвистикалық аспектісі

Аңдатпа. Мақалада жоғары оқу орындарында білімгерлерге қазақ тілі орфографиясын модельдеп оқытудың психолінгвистикалық аспектісі қарастырылады. Білімгерлердің

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психологиялық ерекшеліктері мен қабілет-қарымдарының деңгейі қазақ тілінің орфографиялық заңдылықтарын меңгертуде айқындала түседі. Осы ерекшеліктер арқылы білім алушылардың өзіндік көзқарасын қалыптастыруына, саналы түрде тұжырымдар жасауына, тілді дұрыс қолдануға деген жауапкершілігін арттыруына қол жеткізуге аса мән берілді. Психолінгвистикалық бағыттың көмегімен адамның белгілі бір ұғымды қалай қабылдайтынын, сол ұғымды танытуда санадағы ақпараттарын қалай қолданатынын анықтауға болатыны туралы айтылады. Сондай-ақ, қазақ тілі орфографиясын оқытуда білімгерлердің сөйлеу мәдениеті, жалпы қарым-қатынасы, олардың ақыл-ой қабілеттерін, өзін-өзі ұстауы назарға алынды. Модельдеп оқытуда білімгердің ойлау жүйесін дамыту қаншалықты маңызды болса, оның сөйлеу шеберлігін жетілдіру де соншалықты мәнді екені ескерілді. Модельдеп оқыту болашақ кәсіби мамандардың қатысымдық және танымдық құзіреттіліктерін дамытуда ерекше рөл атқаратынына назар аударылды. Сол арқылы студенттер өзара келісіп, тіл табыса жұмыс жасауға дағдыланумен қатар, ой бөлісуге, бірінен бірі үйренуге, пікір алмасуға, пікір таластыруға, өз пікірін қорғауға, дәлелдеп, дәйектеп сөйлеуге төселдірілді. Осы бағыттағы жұмыстарда да студенттердің өзара қарым-қатынас жасауына олардың психологиялық тұрғыдан дайындығы назарға алынды.

Кілт сөздер: қазақ тілі орфографиясы, психолінгвистикалық аспект, қызығушылық, психологиялық ерекшелік, орфографиялық дағды, модельдеп оқыту, мотивация, орфографиялық заңдылық.

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Психолінгвистический аспект моделирующего обучения орфографии

Аннотация. В статье рассматривается психолінгвистический аспект моделирующего обучения орфографии казахского языка для обучающихся в высших учебных заведениях. Психологические особенности и уровень способностей, обучающихся становятся все более выраженными в овладении орфографическими закономерностями казахского языка. Этим особенностям придавалось особое значение для формирования у обучающихся собственной точки зрения, осознанного заключения выводов, повышения ответственности за правильное применение языка. С помощью психолінгвистического направления рассказывается о том, как человек воспринимает то или иное понятие, как он использует информацию в сознании при изложении этого понятия. А так же при изучении орфографии казахского языка были приняты во внимание культура речи обучающихся, общее общение, их умственные способности, самообладание. При обучении с помощью моделирования учитывалось, что чем важнее развитие системы мышления обучающегося, тем значительнее совершенствование его речевого мастерства. Обращено внимание на то, что моделирующее обучение играет особую роль в развитии коммуникативных и познавательных компетенций будущих профессионалов. Таким образом, студенты обучались взаимному согласию, общению, обмену мнениями, отстаиванию своего мнения и аргументированной речи. В работе по данному направлению также была принята во внимание психологическая готовность студентов к взаимодействию.

Ключевые слова: орфография казахского языка, психолінгвистический аспект, интерес, психологическая специфика, орфографические навыки, моделирующее обучение, мотивация, орфографическая закономерность.

Introduction

Higher education is the most important stage in the formation of a professional specialist. This period is the third level of education after leaving school, the young generation completely says goodbye to childhood and rises to the first stage of adulthood. Kohn states that as a subject of action rather than an individual, all the personal qualities and social roles of the student appear together. A student's education at a higher educational institution is the most important stage in the formation of a professional specialist. In this period, which is considered the second stage of childhood, the young generation completely says goodbye to childhood and rises to the first stage of adulthood. Psychologist-scientist I.S. Kohn wrote: "On the one hand, as a subject of action rather than an individual, all the personal qualities and social roles of the student appear together.

On the other hand, personal and social qualities are interpreted as a set of socially significant qualities formed as a result of his or her direct or indirect interaction with other people. People who come into contact with teenagers should evaluate him as a subject of work, knowledge, and communication" [1, p. 21]. A student's psychological change state is a natural phenomenon in such a situation. Such changes are the students' self-choice of their future path, their desire to preserve their self-image as a member of a new social group, and to find a way to enter that environment on their own, not only to feel that their destiny is in their own hands but also to face various obstacles in real situations and be interested in making decisions on their own. An increase in internal motivation to recognize oneself in a completely foreign environment, an increase in the desire to form one's life position during cooperation with strangers, the need to define one's value orientation, etc. Are closely related to different factors. Every young learner entering a higher educational institution faces the challenge of subjectively and objectively weighing their efforts, abilities, and qualifications. Especially in the first year, sudden changes in the life of a young person entering a new environment have a special effect on his psychology. In this situation, it will be beneficial to take these features into account when learning phonetics as one of the subjects taught in the first stage. At this historically crucial moment, when we turned to updating the national alphabet, the problem of the correct formation of the writing literacy of the younger generation in educational institutions becomes the most urgent in our country. Special attention is paid to the spelling literacy of a specialist teaching the younger generation to read and write – today's philologist student, tomorrow's Kazakh language teacher, the formation of their professional and personal competencies, the development of functional literacy as a future linguist is actualized.

Research methods

The article contains various analyses, opinions, and definitions of linguistics and psycholinguistics by many scientists. Methods of comparison, differentiation, and modeling are applied in Kazakh orthography teaching.

Analysis and results

To understand the complex and diverse nature of man, many sciences converged and led to the development of mutually "partner" scientific fields. Human nature is considered from the perspective of society, nation, culture, psychology, physiology, and epistemology, and accordingly, it is widely considered in many other fields, such as sociolinguistics, linguistic and cultural studies, cognitive linguistics, ethnolinguistics, psycholinguistics, and language paleontology [5, p. 26]. Linguistics is a system of language tools used in language communication. By nature, psycholinguistics is very close to linguistics. The concept of language is varied in the present time. If previously language tools (phonetic, grammatical, lexical) were considered the main interests of reporters, now it is clear that all these language tools are only formal operators, with the help of which a person carries out the process of communication. But this concept of meaning is currently considered a cognitive unit that goes beyond the framework of communication and forms the image of the human world. Therefore, as the concept of linguistics expands, psycholinguistics as well. At

present, the science of psycholinguistics is developing day by day, and methods are becoming clear. The science of psycholinguistics as a discipline was developed by many scientists such as K.P. Sedov, V.P. Belyanin, A.M. Shakharnovich, and A. Amirbekova [8, p. 70].

In the last decade, journalists have been paying more attention to the study of the text. Psycholinguistics is also increasingly interested in texts, their specific structure, version, and functional specialization. Thus, it is reflected that psycholinguistics has a close connection with general linguistics. In addition, it is constantly interacting with sociolinguistics, ethnolinguistics, and applied linguistics, and in recent years, especially with computational linguistics. Psycholinguistics is the science of the laws of speech formation and perception. Psycholinguistics is close to linguistics as a research subject, and research methods are close to psychology. From the point of view of psycholinguistics, language exists only when it is the inner world of the speaker and the listener. Therefore, psycholinguistics does not study “dead” languages. Thus, psycholinguistics studies the psychological and linguistic aspects of human speech, as well as the use of social and psychological aspects of language in the process of communication and individual speech and thinking.

The main problem today is the development of the professional and intellectual skills of the teacher. We paid attention to phonetic knowledge, which is the foundation of literacy; simultaneous development of knowledge, and professional skills in mastering word formation norms or grammatical, stylistic, and punctuation norms in teaching Kazakh orthography.

The psychological and pedagogical conditions for the development and improvement of the creative personality of the future specialist are in the professional formation when he feels the contradictions when he or she creates a unique way to solve them in the targeted directions, creativity and skill are observed in the process of self-actualization [4, p. 13].

The correlation between the student’s assessment and the assessment of the environment is of great importance in the learning process. Therefore, working with students during this period will be both easy and difficult. It will be easy when many factors give a special impetus to the learners to improve their abilities. The difficulty is that their inner world of self-assessment and ambition to preserve their “I” (in a good sense) may not yield to the “habit” of doing everything the teacher says without objection. That’s why in the organization of work related to any educational process, it is necessary to have a common requirement, a clear goal, an understandable task, suitable conditions, a task that is cognitively significant and interesting, practically effective and necessary, and a fair price.

It is more important for today’s students to acquire knowledge and skills that are useful for them and necessary for their future profession than high grades. That is why it is beneficial to pay attention not only to their personal development but also to the development of their professional potential and intellectual capacity in Kazakh orthography modeling requirements, which is proposed to the student during the research. The modern changing society and innovations in the educational system require the creative thinking of future philologist-teachers to be combined with the educational work. Equal improvement of participation competence and language competence of teaching professionals should find a solution directly related to their future professional activities. Because as much as it is important for a future philologist-teacher to master the language from the point of view of usage, to learn the facets and secrets of eloquent speech, to stay ahead of others, it is important to understand the structural system of the language, to be able to freely learn its scientific and theoretical problems from a functional point of view and to be correct in terms of literacy. It is so important to be able to apply it in practice. Therefore, for a philologist teacher, it should be emphasized that the theoretical knowledge received at a higher educational institution will remain the main support in providing quality education to students in the future.

In the initial stage, there will be psychological obstacles to the immediate communication of students. Overestimating learners’ knowledge; inability to objectively assess abilities and

their partners; showing inflexibility in fulfilling the set requirements; “obsessed with authority figures”; having “ME first” mentality; respect to admit one’s mistakes; unfavorable attitude to cooperation; undoubtedly, situations such as “not being able to lose” or, on the contrary, “obsession with victory” will occur. According to the age and psychological features, such mistakes of the participants are reflected in the mistakes of the students in their mutual criticism, during the discussion of the issue related to the topic, rude words, and irrational motives. It is caused by the fact that most students are not used to working together at school and do not develop critical thinking skills. Undoubtedly, the lack of knowledge and skills related to speech technique and speech culture, discussion etiquette. But over time, this strategy should show high results in modeling spelling concepts in improving students’ reflective abilities. In this way, this strategy positively contributes to strengthening not only the personal qualities of the students but also their professional culture as future teachers, as well as their communication skills.

The student’s individuality or personality is conditioned by the principles of society, for example, the scope of tasks and services performed by a person at university. Although these conditions are temporary, they describe special features: participation in the educational process, meeting the minimum requirements for educational work, etc. The student’s individuality is known when special types of mental environment (due to different levels of development) are observed during the study. Especially in the learning process, the intellectual, subject-practical, and motivational environment of the psyche determines the student’s individuality, students acquire various learning and cognitive abilities and various motivational states or skills [7, p. 105].

Special attention is paid to two issues in the coordination of their participation and cognitive activities in mastering educational materials, taking into account the psychological characteristics of students in the process of modeling spelling:

- 1) education contributes to the development of the future teacher’s professional orientation by teaching Kazakh language orthography;
- 2) attention is paid to the purposefulness of participatory actions, it is taken into account that each task is new from an informational point of view, cognitively deep, and contributes to self-recognition and promotion. It emphasizes the provision of external features of speech, cognitive, emotional, and regulatory-volitional processes [2, p. 92].

In this regard, we think that one of the most complex and interesting issues of today - educational materials related to the national alphabet will be of great interest to instructors. Controversial opinions related to the introduction of the Latin character are read and analyzed among scientists. N. Vali, A. Zhunisbek, E. Kazhibek, K. Kuderina, N. Amirzhanova, A. Fazylzhanova and others. The articles of scientists are analyzed and their interviews in the media are presented in video and audio format. According to their opinion, analysis work should be organized. This will not only make teachers aware of the modern requirements of education, the Kazakh language alphabet today, and the Kazakh writing reform, but also make them feel their responsibility as tomorrow’s specialists in this field, and influence their psychology and knowledge. Thus, students are guided to understand the burden of their future profession. In the course of simulation training, it is necessary to ensure that students’ communication behavior, mental activity, and personal and value system are always in close harmony [6, p. 101].

In the course of working with students, main attention was paid to their ability to determine the priorities of trends emerging in modern linguistics about Kazakh orthography and to their understanding of defining perspectives related to it. For that, students should know the followings:

- to understand the main theoretical and methodological principles of modern language education;
- mastering the main concepts related to the problems of orthography;
- able to interpret linguistic scientific findings;

- it was taken into account that it is necessary to acquire the necessary skills to be flexible in making linguistic analyses of texts and to acquire practical exercises for making analyzes in a conceptual and cognitive sense. In the process of training future teachers, this was realized by increasing their understanding, and activeness, and ensuring that he or she acquires skills related to self-improvement.

To develop students' interest in subjects and science and their pragmatic abilities, their personal and psychological characteristics and the final results of education were harmoniously connected and their personality, psychological characteristics, and the final results of the training were harmoniously connected in teaching Kazakh language orthography modeling:

- the presence of a true feeling and attitude toward national values of most teachers will contribute to the development of such qualities in others and has a positive effect on the acquisition of knowledge. Because the main attention is always paid to the development of the personal value orientations during the performance of various tasks organized by the students in their work, and under the guidance of the teacher;

- a positive attitude towards language, artistic speech, eloquence, and a natural desire (motivation) to learn also has a positive effect on the easy performance of investigative and creative tasks and the quality of work. Because for the future philologist-teacher (not only the profession of a teacher, but also for every young person who wants to find his place in life, who understands the meaning of language and participation in this process), it is necessary to overcome the requirements of speech culture, oratory, to learn speech skills, and to have an interest in the subject. It is a very important factor in personal development, establishing close and polite relations with each other [3, p. 17];

- the desire to read artistic and poetic works expressively and in an eloquent manner contributes to the students' deep understanding of the meaning of orthographic principles and laws in the language, their connection with orthography, their practical significance, and the quality of the lesson, the meaningfulness of education;

- anxiety and impressionability in the inner world, which lead to the development of interest in discovering the psychology of speech and artistic creativity, as well as self-development and education, are not alien to future philologists. Therefore, this is also considered a very important condition for their deep understanding of language knowledge and their interest in creatively performing tasks related to it.

Full mastery of knowledge related to their profession, both theoretical and practical, requires the development of the student's communicative and cognitive abilities. One of them allows you to speak competently, the other expands the student's knowledge of the language and develops his conscious attitude. In case of mastering this, the student-applicant will be ready to give a high-quality education to his students. Therefore, the modeling of theoretical knowledge by a student is considered one of the approaches that positively affect the improvement of his professional qualifications.

Work on the modeling direction of education requires a cohesive solution of the problems of humanization of education, increasing the value orientations of the student's personality in the learning process, increasing his creative abilities, explaining the vital essence of education, etc. Clearly defined tasks are solved in the integration direction of specialist training: by integrating the philological, pedagogical, psychological knowledge of the student. At the same time, the possibilities of modeling theoretical topics are very large. After all, modeling plays an important role in determining the specifics, specific features, properties of a particular subject object, in revealing the reasons for the subordination of phenomena to this particular system, in complex analysis of them in a new way, accurately, qualitatively composing. Modeling is an indicator of the systematization of generalized ideas about the knowledge acquired by a person, the ability to independently draw conclusions, direct them to visual comprehension.

Due to the fact that among the “communication channels” of each person with the surrounding world there are wide possibilities of the information bandwidth of the organs of vision, in the first place is training on the principle of visibility. However, in this process, along with vision, other sensory organs function. The more sensory organs are involved in receiving this or that impression, the more firmly knowledge is preserved in human consciousness [11, p. 205]. Thus, training students not only to work with ready-made models, but also to learn how to model themselves gives real results. After all, visual support – drawing up drawings, tables-is the basis for the theoretical full assimilation of knowledge by students, the formation of concepts and concepts. Therefore, when mastering spelling, the theory of model and modeling is taken as a basis.

While modeling is a compact and compact representation of a real object, process or phenomenon, a model is a prototype of acquired knowledge that is embodied in a person's consciousness. Each student can create different models for one object (process, phenomenon). After all, an important role in the creation of the model is played by the capabilities and intellectual potential of the student, bearing the character of cognition, thinking, the ability to formulate thoughts, accumulation, generalization, systematization [8, p. 69]. The effectiveness of modeling, of course, directly depends on the teacher's clear statement of goals, research tasks that initiate creative search, and the ability to transfer accumulated data on the prototype. Therefore, it is important to plan in advance the training of students in spelling modeling and give it the right direction. Modeling training was organized in such a way as to create a basis not only for self-education of the student, improvement of his abilities, but also in the future to study the mechanisms of conscious education of the younger generation.

The following advantages of modeling Kazakh spelling based on the intersection of Sciences are clearly visible in the systematic education of students, improving their communicative and cognitive competencies:

1) linguistically: the student concentrates language knowledge about the spelling of the Kazakh language with one goal, consciously mastering its system and rules of use; recognizes the importance of spelling in the field of phonetics of linguistics; understands the connection of spelling with other structural areas of linguistics; realizes the unity of theory and practice in the competent use of language;

2) in pedagogical terms: the student masters the principles and patterns of teaching spelling; practices the application of the methodology of mastering language concepts through modeling in the future professional field; realizes effective ways of forming a conscious understanding in the education system; jointly masters the principles of developing continuity between teaching reading, teaching;

3) in psychological terms: the student's ability to generalize knowledge by the method of generalization, clarity increases; masters the techniques of generalization, generalization, induction, deduction as a result of modeling theoretical knowledge; masters the techniques of associations of theoretical knowledge by distinguishing generic and specific concepts; is based on the presentation of the content of clarity, inference; relies on knowledge that distinguishes national cognitive the facets of the language, will learn to consistently convey the specifics of their native language.

As a result of mastering these skills, the linguistic worldview of the student about the language expands. Along with the improvement of his linguistic, literary, and communicative competencies, prerequisites for the development of spiritual and moral norms are being formed. Motivation to study increases, motivation wakes up.

Taking into account the psychological characteristics of the student in the learning process, the ways of practical mastery of theoretical knowledge are carried out in two different ways: the first is the direct transfer of knowledge: through special training exercises, the use of homogeneous phenomena when performing tasks. For example, in order for a student to develop spelling skills, he must, first of all, use spelling rules [10, p. 15].

Secondly, the student can independently apply the acquired knowledge in one area in the interpretation, understanding of other language units. For example, the student's ability to use modeling skills or knowledge learned for a comprehensive description of the vowel phoneme increases when explaining secondary consonant phonemes. And in any of them, he learns to recognize the structural, semantic features of his native language. It is considered an integral part of the linguistic worldview.

The pedagogical and psychological task of updating the special knowledge of students is to form their value orientations aimed at cognition of the world of intercultural communication, the development of a constant desire for independent replenishment of information. As it is known in pedagogical science and practice, there are two main approaches to the problem of measuring student achievement. The focus of teachers' attention in the first, traditional approach is mainly educational activities. Achievements are interpreted as an increase in the amount of knowledge, skills and abilities, the level of which is determined by a score assessment. The second approach proceeds from the recognition of the need to take into account the dynamics of personal development of trainees. Indicators of their achievements in this case are personal acquisitions, individual advances in the educational process, the formation of personal neoplasms [12].

As we can see, at the junction of the philosophy of language and the philosophy of knowledge, the history of language, anthropo-dependent problems of linguistics, psychological aspects, social aspects of speech are in close unity with each other. Therefore, in linguopsychological, linguophilosophical studies, two complementary directions are clearly traced. They:

- differentiation of internal and external capabilities that contribute to the formation of a modern style of language;
- structuring a generally accepted grammar that proves the commonality of the historical foundations of human language. In any case, the essence of the language lies in its two functions: - be a means of communication;
- directly related to the transformation of thinking into a weapon.

The logic of a language is its internal structure, the essence of a language is its semantics, and practical power is its pragmatic capability. Therefore, the task of systematic conscious assimilation of the spelling norms of the Kazakh language is realized by modeling and introducing students to the knowledge of the sound structure of the language, phonemic properties of the sounds of the language, their place in the transmission of thought.

An important role in the correct perception of the phonetic-linguistic system by future philologists, in the independent comprehension of the acquired knowledge, is played by the mastery of abstract concepts that serve as a sign of the formation of a conscious attitude to the world; the ability to express in the form of images and symbols, drawings and tables, which are the means of perception of the artistic world. Along with this, there is the language of science, machine language, jargon and Esperanto, which people fake to solve certain tasks. Nevertheless, the modeling approach is of great importance in identifying the common systems that have developed in the language of mankind and the specific nature of each language. This approach serves as both an innovative and a deep system that serves to systematize mental conclusions, a specific form of work in which students begin to think, understand, understand knowledge at some stage. Because learning modeling, a student plays an invaluable role in learning to sort through unnecessary information, systematize thought flows that are sometimes close and sometimes far from each other, and find a common basis in several parts of thought.

Taking into account the psychological characteristics of the student in the learning process, the ways of practical mastery of theoretical knowledge are carried out in two different ways: the first is the direct transfer of knowledge: through special training exercises, the use of homogeneous phenomena when performing tasks.

For example, in order for a student to develop spelling skills, he must, first of all, use spelling rules. Secondly, the student can independently apply the acquired knowledge in one area in the interpretation, understanding of other language units. For example, the student's ability to use modeling skills or knowledge learned for a comprehensive description of the vowel phoneme increases when explaining secondary consonant phonemes. And in any of them, he learns to recognize the structural, semantic features of his native language. It is considered an integral part of the components of the linguistic worldview.

The second way is an indirect transfer of knowledge: the student's ability to apply the acquired knowledge in one area of linguistics in the process of studying another area of linguistics. For example, the acquired knowledge of spelling is used in the study of word-formation or grammatical areas, the culture of the word. Of course, there are no special difficulties in both of these transitions. But the most important thing is that without these transitions, the theoretical thinking of the student cannot have unity. Psychologically, this ability can manifest itself both consciously and outside of consciousness. Consciously, it manifests itself in the construction of an oral or written text based on certain linguistic norms. In it, the language sensitivity of the student requires equal attention to the phonetic, lexical, grammatical, stylistic aspects of the text. It also promotes conscious language acquisition.

Generally speaking, the language sensitivity of any student has two sides: a sense of normality, a sense of style. In the first, he adheres to the principle that this is exactly what cannot be said in another way, and in the second, he learns to choose the most effective of several possible options.

The sense of norm is assessed by the same knowledge of phonetic, lexical, grammatical norms of the language, which is achieved in the process of studying the relevant areas of linguistics. The sense of style is manifested through awareness of the sphere of use of the word, the subject and the genre of the word, which is the basis for the choice of linguistic means. It develops in creative, search work carried out in the direction of creativity, independent search, when performing tasks related to the styles of the language.

The method of forming language sensitivity goes in parallel in two directions: a) through the work of constantly attracting the attention of students to the norms of speech, the style of the text; b) by comparing the works written by him with other skillfully written texts in the same direction. This requires differentiation and control of the tasks of the SRS / SRSP, aimed at independent assimilation by the student, to track the implementation of theory and practice in the educational process in unity.

It is no secret that in recent years, due to the introduction of credit technology of education in higher educational institutions, there has been a process of superficial education of students in the structural system of linguistics. There are several reasons for this: firstly, a misunderstanding of the essence of the principle according to which a student should receive self-education according to the credit system of education. There are often situations when the role of the teacher slows down, and the whole burden falls on the student;

secondly, the reduction in the number of hours and time allocated to academic lectures in the traditional system and intended for seminars creates some difficulties in the new search for ways to generalize knowledge; Thirdly, the lack of experience in finding ways to concretize and harmonize the tasks of the SRS/SRSP, based on the unity of quantity and quality, leads to the fragmentation of knowledge;

fourth, various financial conditions have a negative impact on the publication of theoretical works that will serve as a support for the development of students' new thinking skills, as a result of which the necessary basic fund is not enough; fifthly, the existence of a gap between the normal system of education in a secondary school and the new requirement for education in a higher

educational institution, their inconsistency with each other, will undoubtedly make students go through a lot of difficulties;

sixth, even negligence in the application of innovative technologies in the educational system of the university did not contribute to the qualitative assimilation of knowledge by students; seventh, incomplete compliance with the characteristic principles of the credit system of education (choice of discipline, choice of teacher, drawing up an individual schedule of classes, etc.) has become one of the factors hindering the assimilation of knowledge by students;

eighth, the non-determinism of the mechanisms that contribute to the conclusion of students, the formation of self-awareness, attitudes, also led to a decrease in the quality of knowledge. Therefore, when studying the subject "phonetics of the Kazakh language", the goal was set to fill these gaps in the modeling of spelling knowledge, giving priority to the formation of written culture and written language literacy.

An important role in the formation of personal qualities of the future teacher and his spiritual and value orientations is played by the development of communicative and cognitive competencies of the student in the relationship. After all, language is a product and an indicator of people's knowledge, thinking, and ethics of communication. Therefore, for the first time they learned about folk thought and worldview, about the works of researchers who founded it. The student will learn to compare the statements of different scientists about the language around the same problem.

In addition, at the junction of individual views, he gets used to working out a common solution. This will allow them to actively develop their communicative competencies during classes. This situation has a positive effect on the psychological state of students, has a positive effect on the quality of education.

A century and a half ago, I.A. Baudouin de Courtenay said that "the true physical nature of sound does not coincide with the concept of this subject, because, given his opinion that it contains "the knowledge of the people", this statement is the most important in the assimilation of the doctrine of all concepts related to phoneme, general phonetics, including regarding spelling patterns, the main thing that should have been the main problem. This, in turn, was valuable because it was interesting and informative for students and contributed to the development of educational motivation, increasing their motivation and interest in the subject [13].

When differentiating from the psychological aspect, the value of knowledge is measured by the ability of a future specialist to come to the subject with intellectual freedom. Therefore, one of the methods contributing to its achievement is modeling, which leads to a realistic understanding of the linguistic picture of the world, affects the thinking, cognition of the student.

In psychological research, the cognitive and communicative abilities of a student are measured not only by the assimilation of information accumulated in various simple and scientific concepts, but also by the achievement of strategies and techniques of speech acts, the ability to cognition and self-realization of the surrounding world, including linguistic patterns (motivational and pragmatic level).

New information and knowledge will become the basis for students, correctly understanding the specifics and purpose of each task, to independently search for and learn to make a common decision together in the process of learning spelling modeling. In this direction, students develop cognitive and activity skills, such as interaction, cooperation, respect for the individual, the ability to think in spiritual harmony. Therefore, when preparing future teachers of philology, special attention was paid to the search for conditions and mechanisms for the development of their professional skills in this direction.

The aim of the research work was to identify and implement the conditions for the development of the student's communicative and cognitive abilities as a psychological mechanism for mastering the spelling patterns of the Kazakh language. In it, along with taking into account the individual characteristics of the student's personality, the development of thesaurus (generally

significant), motivational-pragmatic (operational) and value-semantic (evaluative) competencies in the assimilation of knowledge inherent in the higher education system went on in parallel.

This goal was aimed at increasing the student's confidence in their knowledge, using their psychological resources in communication (language-natural abilities and qualities), forming interest in the correct accounting of the psychological state of like-minded people, finding ways to overcome any psychological barriers together.

According to psychologists, the student's logical thinking will be systematic, with a high ability to independently process what he already knows at a new qualitative level. The value-semantic level of a person is measured by his reflexive abilities, the ability to generalize the experience gained, a clear assimilation of basic concepts related to the theoretical topic under study, the ability to independently enrich the value system, flexibility of speech skills [14, p. 143].

When forming their motivational and pragmatic level in the process of modeling spelling training, the goal should be “to teach the ability to anticipate, set specific goals, control every step of their actions leading to them, motivate themselves to achieve the highest, correct result” [15, p. 81].

Group work, along with the activation of the student, helps them to identify their speech levels: the unconscious level (use as a native language); the conscious level (epistemological use); the value-semantic level (intuitive use). Therefore, in the process of modeling training, it is necessary that the speech activity, mental activity and the personal value system of students are constantly in close unity.

In the work with the students, attention was paid to their ability to determine the priorities of processes that have arisen in modern linguistics, about Kazakh spelling and to have an idea of establishing prospects for it. To do this, students must: - to understand the basic theoretical and methodological principles in modern linguistics; - mastering the basic concepts concerning spelling problems; - be able to interpret linguistic scientific conclusions; - instilling the skills necessary for the flexibility of linguistic analysis of texts, the acquisition of practical skills in conceptual, cognitive analysis.

This happened by ensuring the mastery of the skills related to self-improvement in the process of preparing a philologist student, increasing his understanding, activity activity. In modeling the spelling of the Kazakh language, personal and psychological characteristics and the final results of students' education were harmoniously combined to develop their interest in the subject, science and pragmatic abilities:

- the presence of a genuine feeling and attitude to national values in the majority of students who voluntarily chose philology contributes to the development of such qualities in others and has a positive impact on the assimilation of knowledge. After all, when students perform various tasks organized at the current stage, in their independent and under the guidance of a teacher, attention has always been paid to the development of personal value orientations;

- a positive attitude to language, artistic speech, oratorical word, the presence of a natural desire (motivation) to study it also has a positive effect on search, creative tasks, and the quality of work. After all, for a future teacher-philologist (not only the profession of a teacher in general, but also for every young person who wants to find his place in life, understand the essence of language, involvement in this process), it is necessary to proceed from the requirements of the culture of speech, oratory, learn verbal skills, have an interest in the subject, closely and tactfully interact with each other in the personal development of students in the classroom - it is taken into account that when establishing relationships, is the most significant factor ;

- the desire for expressive reading of artistic works, poetic works, contributed to a deeper understanding by students of the essence of spelling principles and patterns in the language, understanding its continuity with orthoepy, improving the quality of the lesson, the meaningful nature of knowledge;

-the qualities of anxiety and speed in the inner world are not alien to future philologists, contributing to the development of interest in the disclosure of the psychology of the art of speech and artistic creativity, as well as self-development and education. Therefore, it was also considered as the most important condition for their interest in a deeper perception of language knowledge and creative performance of related tasks.

Therefore, in the process of learning spelling, it does not cause difficulties to perform creative, independent search work on mastering any topic.

As a result of the above studies, the results of the formation experiment were determined, which was carried out in higher educational institutions that train future philologists. Experimental tasks during the experiment were equally presented to the control and experimental groups. The results achieved by the students in the experiment and control cakes were compared in terms of their acquired competencies and subject skills. So, the percentage indicators of the levels of control and experimental groups:

Table 1 – Indicators of students’ skills in mastering phonetic concepts and modeling

Groups	Pronounce correctly	Write correctly	Comparison of concepts	Classification of concepts according to the requirements	Modeling concepts
Control groups	31%	34%	32%	31%	38%
Experiment groups	79%	81%	85%	95%	95%

Table 2 – Indicators of students’ skills in understanding spelling norms and the ability to consistently express them

Groups	Understanding the essence of the norm	Writing skills according to the norm	Ability to distribute the features of spelling norms	Skills in modeling spelling norms
Control groups	45%	44%	41%	41%
Experiment groups	91%	92%	92%	90%

Table 3 – Indicators of students’ skills to pronounce their speech systematically, intelligently through modeling

Groups	Design of thinking in the form of a diagram	Systematic delivery of the formalized word	Be able to transmit and interpret thoughts in the form of a model	Be able to compose text according to the scheme
Control groups	15%	17%	13%	24%
Experiment groups	70%	75%	79%	81%

During the experiment, the levels of assimilation of spelling norms and the significance of their modeling were revealed, developed by language objects related to phonetics studied at the stage of high school, including in relation to the culture of writing students. During the experiment, the increase in the level of knowledge acquired by the student according to the spelling norms of the Kazakh language was carried out in succession with the ability to model.

Conclusion

In conclusion, in determining the goals and tasks of the research, the idea was put that any branch of linguistics taught at the pedagogical higher education institution should not only develop the theoretical thinking of the student but should also acquire skills suitable for his future profession. Because language and consciousness, thinking and speaking are closely interrelated. It was noted that the development of the student's thinking system is as important as the improvement of their speaking skills in modeling education. Concepts formed at the thesaurus level are ripened and elaborated in the mind of the learner, forming not only a knowledge base, but also, in turn, stimulating the birth of new thoughts and new conclusions, and laying down the skill of conveying the acquired knowledge and skills to the next generation. All these are the requirements of a modern specialist. This is the basis of professional mobility, preparation for various life changes, ensuring the desire of a specialist to the standards of world achievements, the possibility of professional self-activation and development based on communication and tolerance [9, p. 99]. This creates an opportunity to achieve qualitative changes from a professional point of view. Because experience shows that all the problems that cause young professionals to be unable to communicate with students when they go to school are not due to the lack of professional skills necessary for a teacher, but also due to the lack of cognitive and analytical skills in conveying theoretical information.

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