

ФИЛОЛОГИЯ ҒЫЛЫМДАРЫ
ФИЛОЛОГИЧЕСКИЕ НАУКИ
PHILOLOGICAL SCIENCES

IRSTI 16.01.09

**RESEARCHES OF AKHMET BAITURSYNULY AND LINGUISTIC PARADIGM
OF THE 21st CENTURY**

SADIROVA K.K. ¹[0000-0001-6092-8191], **KARABAEV M.I.** ² [0000-0002-4733-3158]

AREBAYEV G.T. ³ [0000-0002-2949-330X]

^{1,3}K.Zhubanov Aktobe Regional University, Aktobe, Kazakhstan

²Bashkir State University, Ufa, Russia

e-mail: kulzat.sadirova@mail.ru, gala.com.93@mail.ru, munir.karabaev@yandex.ru

Abstract. The article analyzes the researches of teacher-scientist A.Baitursynuly and identifies the continuity of his conclusions on language issues with the main ideas of linguistic paradigm of the XXI century. The authors point out that his researches created Kazakh linguistic paradigm at the beginning of the 20th century, namely a model of synchronous description of the Kazakh language. It is proved that the scientist's researches gave orientations to later scientists to carry out their research, encouraged them to find, identify, describe unsolved scientific problems in these works. He justifies his conclusion by T.Kuna's definition of paradigm. It is determined that A.Baitursynuly's ideas correspond to the terms of F. de Saussure «*language, language ability, word, speech act*», some of the scientist's conclusions characterize the problems of psycholinguistics, linguopragmatics. The article also analyzes the meaning of the use of the terms *speech, word, language, speech production*. The empirical base of A.Baitursynuly's works is described, it is indicated that the differences between language concepts and terms are defined on the basis of specially selected texts. The main results were obtained by quoting specific excerpts from his scientific works and analyzing them in connection with the language problems of the 21st century.

Key words. Language, word, speech, paradigm, Akhmet Baitursynuly, linguopragmatics, psycholinguistics.

Introduction. The history of linguistics, like the history of science as a whole, has its own logic and stages of development, it changes in accordance with the change of time, technology, human needs, science approaches, science purposes. Scientific research paradigms also shift.

It is true that A.Baitursynuly's and K. Zhubanov's works are the origins of Kazakh linguistics. These works were recognized as «normal science» (establishing certain facts, comparing facts and theories, developing a new theory) among scientists for many years and continued on the basis of sustainable and practical action. A.Baitursynuly's following works taught students basic concepts and terms of linguistics: three-volume book «Тіл - құралы», the books «Ädebiet tanytқыш», «Oqu құралы. Qazaqşa alifba. 1-ші кітап», the works «Baianşy. Qazaq mūğalımdarı üşın», «Тіл жүмсар. Сөйлеу, оқу,

jazu tılın jūmys täjribesi arqyly tanytatyn 1-kıtaby». These works served as guides for scientists who came to linguistics later to conduct their researches and motivated them to find, identify and describe unsolved scientific problems in these manuals. Therefore, in this article we will analyze the researches of teacher-scientist A. Baitursynuly in connection with linguistic paradigm of the XXI century and try to determine the relationship of his thoughts with general linguistic conclusions.

Methodology. In our research, we used methods of comparison and analysis to determine relationships between the main findings in the works of Akhmet Baitursynuly and ideas related to the problems of language, word, speech in modern linguistics. Akhmet Baitursynov's works from the collection «Qazaq tıl biliminiñ мәseleleri» were taken as the research materials.

Results. Long-term recognition of the problem and method of research among scientists and their openness to use by later scientists, more precisely, the discovery of problems waiting new solutions, is considered as a paradigm, in the words of T. Kuhn, who wrote the work «The Structure of Scientific Revolutions». According to him, a paradigm is a model of setting and finding a solution to a scientific problem, recognized by all scientists for a certain period of time [1]. Based on this, we can say that A. Baitursynuly's works created the structural paradigm of language research. At the same time, we can say that this paradigm was in continuity with the paradigm of the world language science, which served science until the end of the 20th century and the beginning of the 21st century. What is our motivation for it? In this period, Ferdinand de Saussure's conclusion regarding the dichotomy of «language and word» was recognized. He proved that «the combination of language and language ability is speech action, language is a social phenomenon, and language ability has individual nature, opposing word and speech action, speech action is the ability of thoughts to come out through language, and word (speech) is the result of speech action» [2]. A. Baitursynuly has a similar conclusion. In particular, he writes: «*Although the Kazakh language is common to everyone in the Kazakh community, not everyone uses it in the same way. Everyone uses each word in his own way, consumes it in his own way. Everyone uses different words not only in a conversation where he expresses his whole opinion, but also in a monologue. For example, someone says «Are you safe?», another one «Are you sane?» or «How are you?», «Are you in a good mood?», everyone has the same goal - to know how is it going, but everyone uses different words and asks in his own way» [3, 254]. Or «*Words have signs, language signs that identify them. That sign is the result of everyone's habit of using words in his own way. Although everyone has their own traditions, those traditions cannot exceed general wording traditions and conditions» [3, 243]. By the statement that although everyone has his own traditions, those traditions cannot exceed the general wording traditions and conditions, everyone uses and consumes each word in his own way / everyone has his own traditions**

we can say that this conclusion corresponds to the individual language ability, and the statement that *the Kazakh language is common to everyone in the Kazakh community /those traditions cannot exceed the general wording traditions and conditions* corresponds to the social nature of the language.

It is known that the development of any science has internal and external factors. One of the internal factors is the empirical base of scientific research. It is divided into analytical and experimental. The materials in the works of A. Baitursynuly are distinguished as analytical, i.e. teacher-scientist explains concepts and terms of linguistics based on specially selected texts. For example, in the 1st language guide book of «Тіл-құрал» on the topic «Speech and sentence» the explanation is given as follows: «Earth is not satisfied with swallowing, fire is not satisfied with firewood, ears are not satisfied with hearing, man is not satisfied with thoughts, wolf is not satisfied with sheep. There are 5 sentences in this **speech** (distinguished by us - S.K.). There is a grove along the Volga, there is a grove full of groves, there is a bridle for a galloping horse, there is a sow to cut it, there is a hammer for a som iron, there is an orda for a proud-hearted. This speech contains 6 **sentence words** (separated by us – S.K.). It can be seen from the above two speeches that there are several sentences in one speech» [3, 16]. At this point, we would like to draw attention to the scientist's use of speech, sentence word. The term *speech* is repeated in the content of the scientist's research: parts of speech (noun, dependent form (individual, common dependence), adjective, numeral, pronoun, verb (verbs, moods, preposition, pronoun, adverb, conjunctions, interjections) [3, 52], it seems that *word classes* are given with this phrase, which can be proved by the scientist's conclusion on page 163: «*In the above example sentences, all parts of speech turned out to be subject*». But scientist used the term word classes in the title of the topics *subject word classes* (p. 159), *predicate word classes* (p. 165), and at this point we have a question: «what does he mean by the phrase *parts of speech?*», when we *speak*, we *talk* about something in its secret, its nature, its purpose, its essence (p. 158), based on the conclusions that *speech melodiousness* is the sound of the sentences in the speech that is pleasant to the ear (p. 293), we think that the term «speech» is used in the sense of the act of *forming words* or *speech production*. Because scientist points out «... *not everyone can do the work of making words out of words*» (p. 242), «there are two types of expressions: one is bare, the other is visible. *No matter who we talk to, we can speak*» (p. 336).

Discussion. The opinion that linguistic paradigm of the 21st century has changed from the structural paradigm to the anthropocentric paradigm has been established in scientific researches, and in the previous paradigm, the goal was to «study language for the sake of language», and in the later paradigm, it was focused on «the study of language to know a person».

There are 24 directions of the anthropocentric paradigm. Among them there are well-established and recognized directions (cognitive linguistics, linguo-cultural studies, ethnolinguistics, linguo-conceptology, communicative linguistics, linguo-pragmatics, functional grammar, intercultural communication, corpus linguistics, psycholinguistics, discoursology, etc.) and directions have not established yet (biolinguistics, neolinguistics, linguistic paleontology, legal linguistics, etc.) If we compare the thoughts of Akhmet Baitursynuly with the nature of the research subject of these linguistic directions, we can find some similarities. For example, the idea of defining the task of language: «*The task of the language is to be able to speak as much as the mind perceives, as much as the imagination hints at and as much as the mind is satisfied*» (p. 242) or «*to organize the inner opinion, imagination, state of mind, to harmonize its logic, aspect and schedule, to express them through words*» (p. 252). *The meaning of speech* is to express thought to someone. The goal of the speaker is to explain *whole thought* to the listener. *To define thought*, it is necessary to get the necessary words for it (p. 173). The terms *imagination, mind, opinion, thought* used by scientist in these conclusions are psychological terms, which are used in modern psycholinguistics to explain the mechanisms of word formation, describe the processes before the language «covering» of thought or message. If the research subject of psycholinguistics is to consider language as a psychological phenomenon, we can find this idea in the research of A. Baitursynuly.

We can also recognize the idea connected with the direction of linguopragmatics, that studies the relationship and conditions of language units usage in a real communicative-pragmatic space. Scientist writes: «*The speaker does not speak for himself. He speaks for others. Therefore, it is necessary to express his thought in a way that others can easily understand it. For that, the speaker should be able to use the spoken language well*» (p. 254).

Conclusion. In conclusion, we will once again turn to scientist's words: «*Discipline, or science, is systematized knowledge. Systematic knowledge is also called a discipline or a science.*

Knowledge is systematized with the purpose of teaching and coordination with the purpose. Systematized knowledge is a subject (science) no matter what purpose it is systematized. Therefore, both the books systematized by scientists with the pure system of knowledge, and the textbooks systematized by teachers based only on the possibility of teaching belong to the subject group (for example: textbooks, subject books)» (p. 350).

If the works of Akhmet Baitursynuly formed the basis of the scientific research paradigm of his time, we can say that the nature of the research subject of today's linguistic paradigm of the 21st century was summarized in his thoughts.

References

- 1 Kun T.S. *Struktura nauchnykh revolyutsii (perevod s angliiskogo I.Z. Naletova)*. – M., 1975
psylib.ukweb.net/books/kunts01
- 2 de Sossyur F. *Trudy po yazykoznaniyu. Perevody s frantsuzskogo yazyka pod redaktsiei A.A.Kholodovicha*. M., 1977
- 3 Baitürsynұлы A. *Qazaq tıl biliminiñ мәseleleri. Qūrastyrған: Ǵ.Änes*. – Almaty: «Abzal-Ai» baspasy, 2013. – 640 bet

АХМЕТ БАЙТҰРСЫНҰЛЫ ЗЕРТТЕУЛЕРІ ЖӘНЕ ХХІ ҒАСЫР ТІЛ ҒЫЛЫМЫ ПАРАДИГМАСЫ

САДИРОВА К.Қ.¹, КАРАБАЕВ М.И.², Ғ.Т. ӘРЕБАЕВ³

^{1,3} Қ.Жұбанов атындағы Ақтөбе өңірлік университеті, Ақтөбе, Қазақстан

²Башқұрт мемлекеттік университеті, Уфа, Башқұртстан, Ресей

e-mail: kulzat.sadirova@mail.ru , gala.com.93@mail.ru, munir.karabaev@yandex.ru

Аңдатпа. Мақалада ағартушы-ғалым А.Байтұрсынұлының зерттеулеріне талдау жасалып, оның тіл мәселелеріне қатысты тұжырымдарының ХХІ ғасыр тіл ғылымы парадигмасындағы негізгі ой-пікірлермен сабақтастығы анықталған. Авторлар А.Байтұрсынұлының зерттеулері қазақ тіл ғылымының ХХ ғасыр басындағы парадигмасын, нақты айтқанда, қазақ тілін синхронды сипаттайтын модель құрғанын негіздейді. Оған дәлел сапасында ғалымның зерттеулерінің тіл ғылымына кейін келген ғалымдардың өз зерттеулерін жүргізуіне бағдар бергенін және кейінгі ғалымдардың бұл оқу құралдарында шешімін таппаған ғылыми мәселелерді табуына, оны анықтауына, сипаттауына түрткі болғандығын ұсынады. Өз ой-қорытындыларын Т.Кунның парадигмаға берген анықтамасымен дәйектейді. Ахмет Байтұрсынұлы идеяларының Ф.де Соссюрдің *«тіл, тілдік қабілет, сөз, сөз әрекеті»* терминдеріне қатысты ойларымен сәйкестігін анықтап, ғалымның кейбір пікірлерінің қазіргі тіл ғылымы парадигмасына енетін психолингвистика, лингвопрагматика бағыттарының зерттеу мәселелері сипатын дәл беретінін баяндайды. Сондай-ақ мақалада ғалымның *сөйлеу, сөз, тіл, сөз шығару* терминдерін қандай мағынада жұмсағанына талдау жасалған. А.Байтұрсынұлы еңбектерінің эмпирикалық базасына сипаттама беріліп, тіл ғылымы түсініктері мен ұғымын *арнайы мақсатта таңдалған мәтіндер* негізінде түсіндіруімен ерекшеленетіндігін көрсеткен. Негізгі нәтижелер ғалымның зерттеу еңбектерінен нақты үзінді келтіру және оны ХХІ ғасырдағы тіл мәселелерімен сабақтастыра талдау арқылы алынған.

Түйін сөздер. Тіл, сөз, сөйлеу, парадигма, Ахмет Байтұрсынұлы, лингвопрагматика, психоллингвистика.

ИССЛЕДОВАНИЯ АХМЕТА БАЙТҰРСЫНҰЛИ И ЛИНГВИСТИЧЕСКИЕ ПАРАДИГМЫ 21 ВЕКА

САДИРОВА К.Қ.¹, КАРАБАЕВ М.И.², Ғ.Т. ӘРЕБАЕВ³

^{1,3} Актобинский региональный университет имени К.Жубанова, Актобе, Казахстан

² Башкирской государственной университет, Уфа, Башкортостан, Россия

e-mail: kulzat.sadirova@mail.ru , gala.com.93@mail.ru, munir.karabaev@yandex.ru

Аннотация. В статье анализируются исследования педагога-ученого А.Байтұрсынұлы и определяется соответствие его выводов по вопросам языка с основными идеями парадигмы лингвистики XXI века. Авторы обосновывают, что исследования А. Байтұрсынова создали парадигму казахской языковой науки начала XX века, а именно модель синхронного описания казахского языка. В качестве доказательств, предполагается что исследования ученого дали ориентиры более поздним ученым для проведения своих исследований и побудили более поздних ученых найти, определить и описать научные проблемы, которые не были решены в этих учебных материалах. Свои выводы он обосновывает определением парадигмы Т. Куна. Определяется соответствие идеи Ахмет Байтұрсынұлы с терминами Ф. де Соссюра о «язык, языковая способность, слово, речевой акт» и сообщается, что некоторые суждения ученого точно характеризуют исследовательские проблемы психоллингвистики, лингвопрагматики. Также в статье анализируется значение терминов *речь, слово, язык, речевое производство*. Описана эмпирическая база произведений А.Байтұрсынұлы, указано, что отличия понятий науки о языке определяются на основе специально отобранных текстов. Основные результаты были получены путем цитирования конкретных выдержек из научных работ ученого и их анализа в связи с языковыми проблемами 21 века.

Ключевые слова: Язык, слово, речь, парадигма, Ахмет Байтұрсынұлы, лингвопрагматика, психоллингвистика.