

Grammatical-Stylistic Analysis of the Results of the Quantitative Grammatical Research of Textbooks for Elementary Grades And Children's Literature

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Abstract: A grammatical and stylistic analysis is conducted in the given article. Dynamics of junior student's vocabulary enrichment were researched based on the data of Kazakh children's literature and primary school textbooks. Unjustified fluctuations in the style of presentation, entailing changes of the quantitative-grammatical structure of educational texts are not conducive to an involuntary memorization of necessary grammatical rules and structures.

Key words: Analysis, quantitative analysis, primary school, primary school textbooks, children's literature

INTRODUCTION

The mother tongue assimilation by children is not a consistent mechanical explanation of vocabulary and addition grammatical forms and rules. However, it is realized as a difficult mental-creative process (Dzhubanov, 1987), embodying and consolidating result of child's knowledge of outside world.

Professor of language and communication in the faculty of english language and literature at the University of Oxford Jean Aitchison states that during the process of language acquisition children will vary individually when they reach each stage but there is little variation in the sentence of language learning. By the end, a child's language is in place and she has a basic lexicon of several thousand words. From now on what is learned is retained and increasingly dependant upon experiences and environment-on opportunities to use language and hear it used, for a wide range of purposes and audiences in a wide range of contexts (Jean, 1998).

During this process not only the assimilation of new concepts, new lexical items but also a new calculation and interpretation of previously learned concepts and embodying their lexical units are made. These processes are accompanied by the formation of new associative (paradigmatic) relations and valence prognosis of extension of old and formation of new lexical microsystems and grammatical paradigms Noam Chomsky believes that children are born with an inherited ability to

learn any human language. He claims that certain linguistic structures which children use so accurately must be already imprinted on the child's mind. Chomsky believes that every child has a 'language acquisition device' or LAD which encodes the major principles of a language and its grammatical structures into the child's brain. Children have then only to learn new vocabulary and apply the syntactic structures from the LAD to form sentences. Chomsky points out that a child could not possibly learn a language through imitation alone because the language spoken around them is highly irregular-adult's speech is often broken up and even sometimes ungrammatical. Chomsky's theory applies to all languages as they all contain nouns, verbs, consonants and vowels and children appear to be 'hard-wired' to acquire the grammar. Every language is extremely complex, often with subtle distinctions which even native speakers are unaware of. However, all children, regardless of their intellectual ability become fluent in their native language within five or six year (Chomsky, 1975).

Chomsky's ideas have had a strong influence on researchers of language acquisition in children, though many researchers in this area such as and Tomasello (2008) argue very strongly against Chomsky's theories and instead advocate emergentist or connectionist theories, explaining language with a number of general processing mechanisms in the brain that interact with the extensive and complex social environment in which language is used and learned. Sylvana Sofkova

Hashemi concerns the analysis of grammar errors in Swedish texts written by primary school children and the development of a finite state system for finding such errors. Grammar errors are more frequent for this group of writers than for adults and the distribution of the error types is different in children's texts. In addition, other writing errors above word-level are discussed here, including punctuation and spelling errors resulting in existing words (Hashemi, 2003).

Anderson tested the standard assumptions about differences in language usage in adult and children's literature by analyzing parallel passages from the works of four authors, Nathaniel Hawthorne, George MacDonald, Oscar Wilde and John Gardner, who each wrote prose fantasy for both audiences. A computer program and syntactic code based on those used by York University in Toronto provided a statistical analysis of the 20,000 words of selected text. Scholar found that the passages from the children's books had much shorter paragraphs and slightly shorter sentences, T-units, clauses and words. T-units were the most consistently and notably reduced elements. The children's books also had more lexical repetition and fewer abstract and Latinate words and tended towards a verbal style. These characteristics support some of the common assumptions about children's literature but the differences were slighter than anticipated. In the area of syntax, the assumption that coordination would increase and subordination decrease markedly in the children's stories did not prove true. Coordination was only marginally more frequent in the children's passages and subordination nearly equal in both sets. The reduction of prepositions in the juvenile samples seems of more significance syntactically. In the children's passages there are large increases in the amount of dialogue and in the use of Germanic based words. The general conclusion of the scholar is that the differences in the children's passages reflect a stronger tendency towards everyday speech, that children's authors borrow more conventions from conversation and from oral traditions when writing for a child audience (Anderson, 1984).

The analysis of grammatical quantitative data obtained from statistical surveys, with the help of computer-assisted educational texts and children's literature texts shows that grammatical features of children's speech, entering school is best reflected in "Bukvar". Although in general, the distribution of word classes in "Bukvar" is close enough to their distribution in the texts of other books, texts in children and belles-lettres and also public texts, however, the language

of "Bukvar" is characterized by the following features: The predominance of simple inextended and nominative sentences, cf. ai-"moon", ayna-"mirror", Mayra-"proper name", etc.

Anau-ak kaz this is a white goose", Zada men Zere-okushy-"Zada and Zere-students", etc. Simplified form of construction. It is firstly manifested in: the predominance of original root forms and stems that do not have binding morpheme in the text of "Bukvar" while in the texts of other textbooks and children's literary texts the share of roots and stems of nouns, used as independent word forms is fluctuated in the range of 33-45 % among indirectly of case forms in "Primer" markedly predominant form of the guide-dative, while in other textbooks, these forms are usually almost the same frequency with the genitive form .

The prevalence among nominal word forms, having inflexion, simple structures of two-membered structure type R+O, N+O (81%), the proportion of three units and four-membered structures is very small (no >19%) as a result about 87% schemes of formation of nominal word forms possible in terms of the grammatical system and norms of Kazakh language are missed in "Bukvar".

To "Bukvar" it is peculiar higher than in other textbooks and literary texts for children, the use of pronouns (about 23%) with an the average use of 10% in other texts-in this case the typical use of possessive endings of the 1st person (about 64.4 % against 0-1.42% in the textbook of mathematics and 17.11-48.62 % in the textbook "Kazakh language"). It means that for children who entered the school "Bukvar" is the first textbook with which he masters the orthography and the initial explicate information about the grammar and vocabulary of their native language. Therefore, it is natural that the text of this textbook should be very close to already mastered during the preschool period lexical-grammatical information and the rules of their native language.

Extension of the kernel of grammatical system of the native language, formed in the child at the time of his admission to school, provides along with the process of teaching grammar other textbooks and children's literature. We emphasize here that a solution of this problem is provided not only by literature textbooks ("Bukvar", "Kazakh language", "Mother Tongue") but also textbooks on natural and mathematical sciences ("Mathematics", "Nature study"). This process particular demonstrates interdisciplinary connections in secondary school. Statistical analysis of the texts of children's literature and textbooks shows that in the grammatical organization of the texts different textbooks are aimed at

different kinds of literary language. So, grammar of the texts of “Mother Tongue” as well as works of art for children focuses on grammatical rules of fiction as it is seen in:

RATIO SIMILAR OF PARTS OF SPEECH

Increasing to the 3rd grade complexity and diversity of schemes for constructing sentences. If in “Bukvar” and other textbooks for the 1st grade the more typical syntactic scheme is simple extended sentence, in the textbooks of the 3rd grade are often found sentences with such complicated structure type as: *Kusht³ zhel topyrakty koter³p, eg³st³ng tub³n ashyp keted³.* “Strong wind is blowing and shifting the soil, leaves bare roots of crops and word forms.

SIMILAR TO THE FICTIONAL STYLE OF THE PERCENTAGE DISTRIBUTION OF CASE FORMS

Similar to the fictional style distribution of possessive forms in the texts of “Mother Tongue” for the 2nd and 3rd grades (texts of the book “Mother Tongue” for the 1st grade is close to the grammar of “Bukvar” and speech of preschoolers according to its grammatical organization. In other words, the text of “Mother Tongue” is recognized as developing younger Kazakh students grammatical norms peculiar to the language of literature.

In contrast, the grammatical organization of exposition of textbooks “Kazakh language”, “Mathematics”, “Mother Tongue” is focused on the socio-political and scientific and technical variety of Kazakh literary language. This is evidenced in particular: a high percentage of the use of nouns (up to 46.55%) in the above mentioned textbooks and in Kazakh newspaper texts which is associated with the nominative form of presentation, usually typical to scientific-technical and partly journalistic style of different languages.

Minimal in comparison with the texts of the fictional style, children’s literature and texts of “Mother Tongue” which are rich in grammatical patterns of word forms. Significant usage of the third person forms (99%). Thus, the texts of textbooks and literature for children, consolidated grammatical forms through involuntary memory metabolized through active learning grammar which develops stylistic flair of native language of Kazakh younger students. It is through reading and the development of these texts, children will learn to speak and use grammatical techniques specific to colloquial, fiction and then journalistic and scientific-technical speech.

Dynamics of the formation and expansion of the grammatical structure of the mother tongue of Kazakh children in primary school is determined by sequence complexity of statements in connection with the ever-expanding activities of the child on the mastery of the world, his language and mental competence growth and also operating activity.

The results of this process are easily detected by comparing the standard phrases of the older preschooler and a first grader novice, on the one hand and third-grader, on the other. Let us see how this process is reflected in the grammatical statistics of texts of children’s literature and textbooks.

The analysis shows that gradually from grade to grade, the percentage of concrete grammatical construction schemes of nominative word forms not recorded in the educational texts is removed. So, if the text of “Bukvar” is covered only 13 % of all practically used nominative grammatical schemes (and almost 87% of such schemes are not reflected in this text), the textbooks of the 3rd grade take into account at least 30% of construction schemes of nominal word forms (in the “Mother tongue” even <50 %). In the texts of literature for children the share of accounted schemes of name structure is 61 % which is practically the same as data on children’s literature (61%) and prose (55%). The structure of nominal word forms is gradually complicated. Indeed, if in the texts of the 1st grade books the four-component schemes except for (N+K+T+S (bala.lar.ym.a) “on my kids” is rare, the five-component schemes are not given at all. In the 2nd grade books the four-component schemes are quite more. And in the educational texts of the 3rd grade along with the four-component word forms *ki.e.t³n.m³n* (literally “clothed” at.ta.gy.dan (literally “from sitting on a horse” even six-component word forms appear *koy.yl.a.tyn.y.n* (literally: “supply, supplied” which also occur in the texts of children’s literature *suret.te.g³.s³.n.dey* literally: “as in the picture”

In the texts of books from grade to grade the use of the possessive form of the 3rd person is growing. It helps to introduce children the norms of literary written speech that unlike oral-colloquial speech used by seniors, preschoolers and beginning first grade students is focused not on the 1st and 2nd person but on the 3rd person of Kazakh noun and verb. As a result, texts of the 3rd grade books (except the textbook of “Kazakh language”) in terms of statistics on the use of the possessive form of the third person are not much different from the texts of children’s literature, fiction and journalism. Of course, not every quantitative change in the commonly used one or another grammatical category indicates about stable and consciously controlled

dynamics of the development and expansion of the grammatical system of primary school children. For example, the decline in the use of conjunctions in textbooks on mathematics (20% against 5.3 % in the same textbook of the 2nd grade and 5.7% in the textbook of the 3rd grade book) is devoid of any internal or psycholinguistic linguo-didactic meaning, about random changes in the style of presentation in a textbook of mathematics is also proved noticeable fluctuations in the share of use of the accusative form (the 1st grade-23% , the 2nd-6.7%, the 3rd-15%). In the same manner, there is a lack of stability in the use of cases in the textbook "Kazakh language".

Thus, the share of use of accusative case is reduced: in the 1st grade-34.7% , in the 2nd grade-about 25%, in the 3rd grade-20.5%) and the proportion of the guide-dative case is increasing (in the 1st-grade-16.6%, in the 2nd class- 25.8%, the 3rd-27%). Casual, from the standpoint of psycholinguistic and linguodidactic dynamics it is obviously a sharp increase in the number of possessive forms of the 1st person in the text of "Kazakh language" for the 3rd grade.

Unjustified fluctuations in the style of presentation, entailing changes of the quantitative-grammatical structure of educational texts is not conducive to involuntary memorization of necessary grammatical rules and structures. Therefore, when writing any schoolbook any changes of presentation manner and the quantitative- grammatical (and lexical) texts structures of this book must be consciously regulated, according to psycholinguistic and linguodidactic considerations, taking into account the interests of the formation and expansion of the grammatical system of the child's native language as well as perspectives for optimization of teaching this language.

CONCLUSION

Dynamics of formation of the grammatical system of Kazakh younger students' native language is carried out by deployment and expansion of the kernel of grammatical structure that formed in the child on the first stage of language ontogeny related to the age from two to seven years.

This final formation of the grammatical system of the native language is carried out as the psycholinguistic test and machine-static survey of primary school texts of textbooks and children's literature have shown, in accordance with the Turkic grammatical stereotypes. During this period, the child masters the syntactic mechanisms to build a simple in extended sentence as well as the generation of ordinary nominal forms , consisting of one, two, sometimes three morphemes. These initial grammatical patterns as our quantitative-linguistic experiment (analysis) has shown, fixed in the text "Bukvar" is the first textbook for a child entering a school. This book helps him to develop orthography and principles of explicate native language grammar. Initial kernel of grammatical system is developed along with teaching grammatical rules at the lessons, also teaching texts of such books as "Kazakh language", "Mother tongue", reading children's fiction as well as texts on mathematics and natural study.

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