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**ROLE OF INTERCONNECTED TEACHING OF MORPHOLOGY AND SYNTAX ON
DEVELOPMENT OF COMMUNICATION SKILLS**

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ABSTRACT

The institutional bases of the educational system, infrastructures and human resources should be developed in compliance with the concept of the Azerbaijan Republic for the aim giving comprehensive knowledge and skills to a person. Development of human capitals, successful integration of economy to the global system in the process of benefitting from the international competition more effectively have been one of the most important conditions and this is the major task of the educational system of the country.

Improvement of education creates grounds for promoting the population's welfare, as well as organizing lifestyle of an individual in a higher level. Education gives an opportunity to people to master the technologies more rapidly, to have a deserved place in the labour market, to join the education system for life span, to possess sound lifestyle, to choose the right position in the attitude towards the environment (Azərbaycan Respublikasında təhsilin inkişafı üzrə Dövlət Strategiyası, 2013).

Modern school has the duty to raise an individual who is capable to protect national creatures as the humans of the global world, possessing common meditation manners, integrative thinking, seeing the development in a larger scale at least at the context of Europe. Integration in training makes necessary for pupils to master the abilities of researching, concluding and solving problems with the help of technological and cultural changes in the modern world.

With the aim of teaching pupils a certain theme or lesson fund mentally integration is perceived as an address to the other interior subject and inside subject relations. During this time a lot of knowledge is achieved for little time, success increases and sufficiency of the lesson rises, cognitive abilities of pupils are formed.

Integration being one of the major principles of the education reform creates productive environment for conveying generalized knowledge in the condition of natural relations.

Taking into consideration the pupil's interests and needs the following patterns are used in training:

- interior subject (horizontal and vertical) integration;
- integration inside subjects.

Interior subject integration considers relating appropriate activities and contents owing to interior possibilities of a subject. It provides an opportunity for mastering the materials taught more consciously and steadily. It is divided into two parts being horizontal and vertical (Ümumtəhsil məktəblərinin I-IV sinifləri üçün fənn kurikulumları, 2008).

In training horizontal integration encompasses relations among content lines. Horizontal integration serves formation abilities, skills and conception considered according to each grade. Vertical integration according to the subjects encompasses the relations of standards put to the grades. It creates possibility to follow the extended development of knowledge, ability and skills elapsing from one grade into another.

Such integration is called an inter grade integration. In education inter grade integration serves to organising logical relation among various subjects. This process provides a more effective improvement of the same ability by means of different subject. Inter subject relation creates facilities to increase the productivity, efficiency of the education process.

First of all mastering process of new notions is intensified. In compliance with different subject the referred knowledge is becoming more steady. Mainly the training time is saved. Integration with various subjects are conducted in the compliance with the standards from the point of view of content and activity. Codes of these determined standards are noted in front of the corresponding subject.

Keywords: Morphological Concept, Communication (Connection), Syntax, Education

INTRODUCTION

Integration is a latin word “integer”, its meaning is “complete”. Generally, integration is such a major principle that it is regarded absolute and necessary in training of subjects. In secondary schools integration is referred for preparing contents and strategies of subjects. Because during the training process integration carries out the aim of tending pupils to development, improves the training, relations and dependencies deepen among subjects and interior subjects, as well as among the themes.

Every subject in the training process is organized in the direction of providing teachers with relating, advising and directing, but pupils with researching, practicing and creating functions. All stages reflect pupils' inclination and interests. On the grounds of communicative abilities mastering speech culture and communication are kept in the centre of attention.

Syntax and morphology being compositional parts of grammar organize grammatic structure of the language. Mutual relation between morphology and syntax has scientific bases. That's why it's impossible to teach one of the parts of grammar seperated from the other.

Grammatical peculiarities of many morphological categories are determined just according to their syntactic position. Because the leading funtions of every language rest on syntax. Academician V.V. Vinogradov being just fair called syntax the compositional cente of grammar.

From this point of view, it is impossible to define correctly in what case the words a lesson, a note-book, a pen, as well as from the lesson, the note-book, pens and so. On have been used with out grounding their syntactic relation with other words, or it is difficult to specify morphological nature of words which have suffixes like - acaq, - əcək(shall,will) or -la,-lə(with) without determining their syntactic position in a sentence(The letter will be written-məktub yazılacaq, or the will be written letter(the letter to be written)-yazılacaq məktub. The book will be read-kitab oxunacaq. The will be read book(the book to be read)-oxunacaq kitab(Kərimov Y.Ş. Ana dilinin tədrisi metodikası, 2003).

During the training process of morphology preparing for syntax as well as explaining of syntactic materials on the bases of morphological knowledge doesn't depend on somebody's intention. This is the need arising from the natural relations among

the parts of grammar with equal rights, also with the principle of favourable ness being connected with the principle of conformety. For this reason teaching of morphology on the ground of syntax is regarded as one of the major principles of teaching grammatical notions. In this training this principle is implemented by the following ways:

- 1) at the beginning of the course morphological notions are taught in syntactic al constructions;
- 2) morphological notions are taught related with the syntactic notions;
- 3) parts of speech are taught both as a morphological category and as a part of sentence.

Composition of the subject curriculum on the basis of graphic concentric principle gives grounds for being more acceptable pupils the first two ways of teaching morphology on the background of syntax.

Connecting closely teaching of syntax (especially syntactic analysis) with morphology is directed to the mastering of grammatic background of a sentence and formation of the ability distinguish its communicative and meaning centres.

In this process, pupils must be confronted with the problems as much as possible and they must be tended to solve these problems with virtue of scientific knowledge, analysis and generalizing facts. During teaching the language giving advantage to the practical direction requires to put forward the principle of teaching morphology on the basis of syntax. While teaching the language it's necessary to refer to syntax because the sentence beyond being the unit of syntax in the means of communication and plays a major role in the development and formation of thinking. In the Azerbaijani language lesson curriculums have been applied since 2008 and text books of primary classes have been prepared again on the basis of curriculums, in the training complex beyond the scientific-theoretical matters, the abundance of practice work has also been considered important. In the Azerbaijani language lessons the real speech practice has been focused for teaching the most necessary knowledge, word groups widely used in writing and in spoken language have been given advantage and this is one of the positive peculiarities of the curriculum.

In teaching morphology or syntactic units, nouns, adjectives, numerals, pronouns and verbs' role has been taken as important, for teaching morphology on the basis of syntax several generalizing factors have been undertaken.

For training of the language rules generalizing and determining of relations are rather important factors. A. Farajov writes that it is necessary to teach pupils to distinguish alike and different features, to create relations between the branches of the language for perceiving the grammatical structure of the language. Thus at the lessons of the Azerbaijan language pupils are taught not only the separated knowledge but also in the active training process this knowledge is put in order, becomes systematic, one is related to the other. Pupil's mind is not formed by separately scattered facts, but by systems of studied facts and system of knowledge. All facts and their generalization being linked to each other create solid completeness (Fərəcov Ə., 1970).

Of the given information about syntax during the training process of the morphology.

Different thoughts exist on the volume and content of the given information about syntax during the training process of the

morphology. Methodist-researcher V. I. Appolonova writes that two views attract attention on conformity of teaching of syntax and punctuation marks. In line of articles (Q.I. Blinov, E. Q. Urinov's works) during the training process in primary classes is advised to pay attention to the revision of the learnt materials related with syntax and punctuation marks. In the other works (on N.A. Bulyayev's, L.A. Makarova's, V. P. Ozerskaya's, Q. P. Firsov's research works) this information is not only limited with revision of learnt material in primary classes but also giving new knowledge about syntactic constructions and punctuation marks and training them in practical direction is considered very necessary (Анисимов Г.А., 1979).

As one of the branches of the language morphology's influence to the formation of communication and thinking may be possible only in compliance with syntax. So training of morphological categories must be directly related to the roles in their speech.

Teaching of syntax related to morphology puts forward the necessity of teaching of secondary parts of speech together with the main parts of speech. Sentences being the research objectives of syntax contain not

only the main parts of speech but also the secondary parts of speech and they play an important role in the sentence. We can't limit the members of a sentence to the main parts of speech, or relate them to other features. Because while composing any sentence, adding some colours to a certain thought or in the attitude to the view told presence of secondary parts of speech is inevitable. Educating morphology in connection with the sentence. And for the formation of sentences both the main speech parts and secondary parts of speech participate together.

Morphology main and secondary parts of speech are also referred to the learning of syntax. The predicative being the predicate of a sentence is mainly expressed with verbs and the objective of the subject, is mainly expressed with nouns. Teaching the nouns and verbs which are the richest parts of speech in the Azerbaijan language and bringing into the consideration the roles of syntax create conditions for mastering consciously the given information. Teaching the other parts of speech just in this way has great importance. During the training process of syntax, speaking about the parts of speech which expressed syntactic units and during

the training of morphology teaching of syntactic duties of parts of speech in the process of training provides comprehension of the language as a whole.

In the condition of wide global integration or for the growth of pupil's in the national mood as patriots, for advancing well-bred citizens texts for reading are also of great importance. At the reading stages, determining parts of speech, as syntactic notions: word combinations, sentences and their integrative learning inside the text attains actuality.

Generally, integration in the reading texts are very strong. For example, while teaching the text named "Holiday treatment" taken from the novel "Dali Kur" (The Insane Kura) by I. Shikhly, learnt in the III grade, the teacher beside teaching morphology and syntactic integration implements the integration of subjects as music, painting, history, the Azerbaijan language to achieve realization of training aims as a result. Integration creates conditions for a pupil to get substantial and more thoroughful integration about our national historical holiday Novruz. Listening to songs devoted to Novruz holiday, description of images like kechal (a baldman), kosa (a man with little beard) by lyrics and music performing games having roles, samani (grass grown from grains) made from play

dough, sweets as shakarbura, pakhlava, shorgogal candies, eggs and so. on, decorating of holiday trays, explaining the meanings of several words used in the text (as to lay an ambush at the door, a sack, a roof, a tray, arguing and so. on) provides the effective comprehension of the text and creates pleasant spirit. Besides it inter subjects relations give a form to the pupils' scientific outlooks and assist them to see the world in activity and in advance all the time.

Integration creates conditions preventing from overloading pupils with information, reducing the training time, forms a dynamic system of knowledge. This system isn't frozen, it always changes by quality.

In the textbooks "The Azerbaijan language" the boundaries of work on grammatic indication peculiarities of parts of speech are very large. In the textbooks "The Azerbaijan language" nouns and adjectives (with terms and without terms), work on dictionaries, meaning groups, enriching vocabularies, conditions for using the word in the correct situation and the other matters occupy a wide place and some simple grammatic peculiarities for example, changing of nouns, implementing of particles before adjectives (degrees of diminution or increasing) are taught at the same time using

verbs in various tense forms, expressing predicate with the help of suffixes at the end of verbs creates condition to approach the word groups from morphological point of view.

Plentiful lexical materials in the textbooks, create wide, extended conditions for pupils' comprehension of grammatic indications, grammatic things, and activity notions and this time morphological questions are implemented squarely. As the pupil has little knowledge and experience on the language, the content of the grammatic notion emerges by asking questions on morphology. For example, notion's common indication or meaning is its expressing thingness. For the II grade pupil grammatic thingness is still a difficult notion, as sometimes lexic (for example the name of the action, the name of the indication, the name of the quantity and so. on), sometimes syntactic position of a word prevents from comprehending the grammatic meaning, in this case revealing of the notion's content depends on the morphological questions.

But questions are not yet sufficient to distinguish major indication of parts of speech. In the II grade the questions assisting to group words according to the parts of speech prevents pupils from the developing

the language. Because the pupil can,t distinguish morphological units from the syntactic units, as subjects answer to the questions of nouns, attributes answer to the questions of adjectives, predicates answer to the questions of verbs.

Commenting the position of questions in grammar A.Farajov writes: “Questions in really can be a way for learning the grammar of the language fundamentally and for deeply mastering. But questions are not sufficient to make clear the essence of grammar’s objective. Parts of speech are not only characterized with questions and lexical meaning which are determined in the most general form, but also they are characterized for their changing of systems and functions in a sentence, or the members of a sentence are characterized not only for syntactic and functional duties, but also for ways of expression and for the means of relations with the words of a sentence”(Fəracov Ə., 1970).

On the Teaching Methodology of the Parts of Speech

Knowledge from morphology given on the bases of syntax makes the logical structure of rules more compact, all the grammar rules which will be taught are closely combined with logical cases and it

provides the pupil with the theoretical material from morphology which he|she uses more easily.

The work conducted by giving morphological material related to syntax stimulates greatly visuality of the morphological material and reasons the logical opinion. Teaching material from morphology. On the bases of syntax also causes the formation of orthographic-orphoepic skills. One of the best features of the III grade curriculum is the demand of related training of the language units. Either relating morphology to syntax or linking syntactic units to morphology is put forward as a methodic demand and both are seriously fulfilled. To teach the cases of a noun the grammatic information in the textbooks are usually indicated as following: when the nouns have relations with other words, in a sentence they change their suffixes.

By implementing the studied parts of speech and grammatik forms, constructing word combinations and sentences, extending sentences consisted of main parts of a sentence with the help of questions, exercises and grammatic information in the textbooks of the III grade create conditions for training, revising and consolidating of morphology on

the basis of syntax. The related training of both branches of the leanguage is put forward on the level of methodic demand. The authors of the III grade textbooks start training of the parts of speech with the text named “What’s speech?” and this text aims to increase the pupils’ responsibility for learning parts of speech and to bring to notice their role. We’d like mention Y.Seyidov’s opinion on the position of parts of speech for construction of speech as it seems very logical. Y.Seyidov writes: “Difference between the language and speech hasn’t been taken into consideration for a long time. This situation caused to the creation and stabilization of words and word combinations which didn’t exist in the leanguage so exactly. Nowadays this situation is underway. In many occasions we don’t distinguish between the leanguage and speech.

Linguistics mostly referred to speech and explained the leanguage facts taking them as the facts of speech. Naming morphological groups of words as parts of speech also is connected with this view. In reality these word groups don’t belong to speech, but they are categories of the leanguage” (Seyidov Y.M., 2000).

Indeed as morphology doesn’t concern speech the morphological composition of a word and word groups have no relation with speech.

Originally the notion said “parts of speech” must be called “parts of the leanguage”. The tradition in the expression manner is so intensified that no one tends to comment on the parts of speech as parts of the leanguage. By mistake the historically formed manner of expression seems more acceptable and a correct way.

The IV grade is the final of the first stage of the Azerbaijanilanguage training. In this grade studies on morphology and syntax are concluded. The studied materials in the II and III classes are revised, pupils learn new notions as names of noun cases, questions, suffixes, unexpended and extended simple sentences, composite (complex and compound) sentences and a text. In the text books prepared on the basis of new curriculum implementing the terms of phonetics, morphology, syntax are the language units which are brought together appropriate to these terms.

Because nowadays the composition of a word and grouping words to the parts of speech has been included to the sphere of morphology although in our research work we are far from grounding on necessity of the matter

implementing or not implementing the term, but we consider its necessity being used in certain opportunities. In this case a sufficient condition can be created for related training of units and branches of the language and facts can be grouped under certain titles. Sometimes the term sentence is used as a synonym of the term syntax, and this reduces the circle of usage of the term syntax. Sentence is one of the syntactic units. Research of word combinations and texts is not the objective of a sentence but it's objective of syntax. Here one must refer to the principles of inter subject relation. One of these principles is formulated as following: after studying completely the indications of one branch the other can be taught related to it, that's why the language is differentiated in the form of branches and themes with the purpose to create for comprehension of the language unit.

Researching morphological changes on the basis of syntax in creases efficiency of the training process. Thus while learning morphology separately pupils start learning by heart definitions, suffixes and sometimes can't determine their role in forming a sentence. For example, in the Azerbaijani language pupils learn by heart six cases of a noun, suffixes forming these

cases, questions given to the cases of a nouns, but they can't master the skills for using the nouns or other substantivized parts of speech in their correct position.

That's why beginning from the primary classes we should care for integrative training of morphology and syntax.

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