

PHRASEOLOGY AS A BRANCH OF LINGUISTIC SCIENCE

SUYUNDIKOV A. - master, senior teacher South Kazakhstan state pedagogical university, Shymkent, Kazakhstan, ORCID-<https://orcid.org/0000-0002-0003-3270> e-mail:asan-777@mail.ru

Abstract: *There are a number of important reasons for this in this paper: firstly, it is well known that the role of English phrasal units has increased dramatically in recent years. This is evidenced by the recent appearance in the UK of a series of dictionaries and exercise books dedicated to them, with a particular focus on the so-called phrasal verbs which play an indispensable role in modern English. Secondly, they are typical of the English language and have a type of verbal expression which must be understood in order to master the English language. Phrase units are also one of the most challenging issues in the learning process. There are currently many methods and approaches in this area. The object of the study is to select phrasal expressions in English and Russian, examine the role of phrasal units in language and the use of phrasal units, analyze the equivalence of phrasal words, consider types of phrases and the concept of phrase system, and demonstrate how phrases occur in English. As a linguistic discipline, the subject of phraseology also includes a comprehensive study of the phraseological resources of a particular language. Important aspects of this scientific study are the stability of phraseological units, the semantic structure of systemic phraseological units and phraseological units, their origin and main functions. An equally interesting issue is the translation of phraseological units. Because of the indivisibility of meanings, phraseology requires the selection of identical idioms in one's language in order to understand their meaning.*

Keywords: *Syntactic units, idioms, collocations, proverbs, colloquialisms, expressions, phrasal verbs.*

Introduction. If you don't know the words, you can't understand the language very well. The world of Kazakh and English phrases is large and diverse. So what do these two language phrases have in common? English has a thousand years of history. During this time he has amassed a large number of expressions that have been recognized as successful, purposeful and beautiful. And then there is a special layer of language - phrases are a stable set of expressions with independent meanings. Learning English is the norm in our country. Adequate knowledge of any language, including English, is impossible without knowing its phrases. Knowing phrases makes reading news and fiction much easier.

The world of modern English is large and diverse, and all aspects of it are certainly worth exploring. The vocabulary of a language is strengthened not only by words, but also by phraseological units. Phrasal units are phrases that cannot be produced by speech. They exist in the language as ready-made units. They are codified in special dictionaries. Like words, phraseological units represent one concept in her and are used as part of a sentence. American and British lexicographers call such units "idioms". Examples include dictionaries such as L. Smith's "Words and Idioms" and V. Collins' "A book of English Idioms". These dictionaries have words (idioms) that are semantically very specific and mapped to phrases and sentences.

In such dictionaries they are usually placed in different semantic groups. Sentence units can be classified according to their method of formation, degree of semantic motivation, structure and discursive meaning. For learners of English as a foreign language, this layer is difficult to master, but once you have practiced the phrases, you can start speaking like English, fully understand them, and be ready for phonetics. You can express yourself concisely and accurately with confidence in the accuracy of your expressions. Knowledge of English phrases can often be avoided. That is, a direct translation of the text from Russian to English. Therefore, in all the above cases, we can conclude that the relevance of this topic cannot be denied.

The work consists of three parts. Each part contains the theoretical background and general concepts of the work. The first part attempts to give definitions of phrasal units and their semantic structure, principles, methods of phrasal unit formation, classification of phrasal units and their structural types, and free phrases. The second part includes the functions of idiom and phrase translation, idiom and phrase translation, idiom and phrase translation, descriptive translation of idioms and phrases, and conversion of some idioms in the translation process. The third Part deals with sets and proverbs as phrasal units, classification of sets, origins of sets in modern English, and

proverbs as phrasal units. Syntax is a branch of linguistics, and the branch of linguistics, syntax, studies stable combinations in languages.

Research method. What most Western scholars call phraseological units or idioms, these are the most colorful and expressive parts of the English vocabulary. If the synonyms can be figuratively called tint [1] and lexical color, then the phraseological unit is a bright and funny sketch of national customs, traditions, memories of past history, folk songs, stories, quotes of great poets. There are kind of image, gallery, vulgar, slang, witticism [2], etc.

Syntax is not only the most colorful, but perhaps also the most democratic lexical area, whose resources come mainly from the depth of words. Together with synonyms and antonyms, phrases therefore represent sources of lexical expressions. The semantic structure of phraseological language is an essential tool for humans. Languages can change, but there is something constant in the life of any language - phraseological units: proverbs and proverbs. Many scholars are now interested in both languages using the scientific method. Phraseological Units: Proverbs and colloquialisms are one of the most researched areas of lexicography and require more in-depth research when comparing two languages. A comparison of English and Kazakh phraseological units is therefore of great practical importance. What most Western scholars call phraseological units or idioms, these are the most picturesque, colorful and expressive parts of a language's vocabulary. Among all the diversity and richness of poetic meanings and forms in folklore, one would be hard-pressed to find a genre more interesting and studyable than the units of phraseology, the aphorisms and aphorisms. It is the subject of intensive research by scholars from various ideological fields. Proverbs express not only an individual's point of view, but also the point of view of people as a whole. Proverbs play an important role in language. They add emotionality and expressiveness to language. They have purely linguistic features that must always be taken into account to distinguish them from simple sentences. Proverbs are short utterances that present a community's accumulated life experience in a non-condensed form, spoken as conventional, practical symbols of abstract concepts. They are usually didactic and metaphorical. Many proverbs become very concise and free of redundant words. In summary, we can define the proverb. They are stable word combinations with partially or fully conveyed meanings that cannot be produced by speech. They exist in the language as ready-made units created by people over centuries of social-historical life. Like words, proverbs represent a single concept that is part of a sentence. American and British lexicographers call such units "idioms". Dictionaries such as L. Smith's "Words and Idioms" and V. Collins' "A book of English idioms" are examples. These dictionaries have words (idioms) that are semantically very specific and mapped to phrases and sentences. In these dictionaries they are usually placed in different semantic groups. Write WH. Collins, in his Book of English Idioms. "Use with caution" is an important warning, because too many idioms can lose their freshness and originality. Repetition can cause the color to be lost. Therefore, idioms are used as ready-made units with a fixed and unchanging structure. Today, most Russian scholars accept semantic criteria that distinguish phraseological units. Based on the definition of phrasal units given by Professor A.V. "A phraseological unit is a stable word combination characterized by a complete or partial transfer of meaning"[3].

Among the Kazakhstan scientists, we can mention the following researchers who have studied this field of lexicography. In his book "Til bilimine kirispe" he devotes himself to phraseological units, which he calls "Proverbs" in the lexicographic section of his book. The creation of phrases shows the peculiarities of the national language and the peculiarities of the national culture. Comparing phrases from genetically different languages, such as Kazakh and English, allows us to find cultural characteristics, similarities and differences between the countries. Kazakh and English phraseological units have many similarities and differences. The writer uses numerous phraseological units in his work to perform informative and descriptive functions. The study of Kazakh and English proverbs is of great importance, especially for translators of these languages. The correct use of phrasal units in translating other works of art is something that we should pay close attention to and this is why we study the topic we are discussing. Advanced techniques and deep knowledge are required to express ideas and episodes in the same way as in the original text. Translators must know not only the rules of

translation, but also the history, slang, way of life, customs and traditions of the people of the language they are translating. Studying the proverbs, identifying the differences and similarities between her two unrelated languages, and distinguishing the cultural characteristics of each language are the most important points for us. We will focus on Kazakh proverbs and their translations into foreign languages. Russian scholars N.N. Amosova, A.V. Kunin and others made significant contributions to English expression. Phrasal units or idioms therefore represent the most colorful and expressive parts of the English vocabulary. 1. Semantic completeness (or communicability) means that none of the constituents of an idiom are associated with representations of objective reality, and that their meanings cannot be inferred from the constituents' meanings as a whole unit cannot. 2. Persistence (lexical and grammatical) means that lexical substitution is not possible in idioms, in contrast to free or variable lexical combinations (if the author (unless intended to be such a replacement). Experiments conducted in the 1990s showed that the meaning of the idiom did not exactly match the literal interpretation of the dictionary. This is why we can talk about lexical flexibility when many units are used creatively. Lexical stability usually accompanies grammatical stability and prohibits grammatical changes. 3. Modifiability means that the structure of the idiom is not indivisible and can be changed within certain limits. Here we encounter so-called lexical and grammatical variants. I gave some examples to illustrate this. "Hungry like a wolf (like a hunter)", "Safe like a home (home)". 4. Expressiveness and emotionality means that idioms are also characterized by stylistic overtones. In other words, they evoke emotion or add expressiveness [5]. In addition, we have learned English idioms on the following topics: Lifestyle - way of life (problems, difficulties), honesty - dishonesty. Human emotions are (feelings, luck, chance, arguments, disagreements); authority, power, business – work, relationships, communication. Then I found out that not all English idioms have a Kazakh equivalent. The following individual themes were found, such as friendship, hometown, time, knowledge, beauty, health, work, and many other different themes [4]. Today, the primary and important focus of language policy is the restoration and promotion of national values and the enhancement of the status of the national language. Moreover, in recent years, modern linguistics has extensively studied the problem of comparing national languages to genetically and typologically dissimilar languages. Many scholars have not only shown an interest in comparing the structures of languages, but have also drawn attention to certain similarities and contrasts in lexical construction. The creation of phrases shows the peculiarities of the national language and the quality of the national culture. Comparing phrases from genetically similar languages, such as Kazakh and English, reveals ethnic cultural characteristics, similarities and differences. Writers use numerous phraseological units to perform informative and descriptive functions. Therefore, we can assume that fiction is the main source of information that uses phraseological units. Humans use their five senses to perceive and perceive the reality around them. Various sensory organs in the human body perform well-defined sensory functions. Therefore, various human activities are carried out through body organs, which are made up of body parts. On the other hand, the human body is the observable object from the first human face. This unique fact prompts us to think of it through phraseological units that include the names of body parts. In medicine, the body part is called "somatica", derived from the Greek word "soma". Somatism, the established term in linguistics traditionally used to refer to the names of body parts. The Estonian scholar F. Wak was the first to introduce the term physicalism into linguistics. He studied Estonian phraseological units and came to the conclusion that the names of body parts are one of the ancient foundations of phraseological units. The term "physicalism" was first used by E.M. Mordkovich and applied to the Russian language in his article "Semantic subjects of somatic units" [6].

Experts and Results. The practical side of this thesis research is important for many reasons. First, it is well known that the role of English phraseological units has increased dramatically in recent years. This is evidenced by the recent emergence in England of a series of dictionaries and exercises dedicated to them, with a particular emphasis on the so-called phrasal verbs that play an integral role in modern English. Secondly, they are typical of the English language and have a kind of verbal expression that must be understood in order to master the English language. Currently, there are many

methods and approaches in this field. A final, but very important reason for studying this problem is that they have great potential, and that they "change the English" and are more attractive than literal ones, according to S.H. Sager says there is. The purpose of this study was to select phraseological expressions in English and Russian, to examine the role of phraseological units in the language and the specific units used, to analyze phrase equivalence, and to develop concepts of phrase types and phrase systems. Consider and prove how the phrase occurs in English. As a branch of linguistics, the subject of representation theory involves the comprehensive study of the expressive resources of a particular language. An important aspect of this scientific study is the stability of phraseological units, the semantic structure of systematic phrases and phraseological units, their origins and main functions. An equally interesting issue is the translation of phraseological units. Since meaning is indivisible, a phraseological unit must be aware of its meaning and choose the same idiom in its language [7].

The aim of this study is to study how phraseological units become English and Kazakh, the formation and structure of phraseological units, and the lexical semantic features of similarities and differences between phraseological units in English and Kazakh. . The objectives of this work are embodied in the following aspects: - Analyze different ways of classifying phraseological units. - Study the peculiarities of using phraseological units in business English. - Study the use of new words in newspaper headlines.

The following research methods and techniques have been used to address these issues. The main research method is descriptive and consists of many complex procedures and techniques.

1) Selection of phraseological units with time-of-life meanings from various English and Russian dictionaries by a continuous sampling method.

2) Distribution analysis was used to organize and summarize the material. Selected phraseological units were subjected to intra-linguistic semantic analysis and a specific form of constituent analysis. In addition, techniques were used to classify the material according to semantic features.

3) In addition, we systematized the collected materials using comparative methods such as interlingual correspondence index and quantitative count for each unit.

4) Linguistic analysis was used for the ethnographic description of the phraseological units analyzed. This includes methods for identifying the etymology of individual units, figurative modeling, methods for identifying irrelevances (missing) between languages, and computations. Linguists paid considerable attention to the general function, semantics, and structure of phraseological units, but less to stylistic features [8].

To date, there are no studies on episodic phrases in Kazakh linguistics. Indeed, considering the stylistic patterns of these phrase combinations is as important as studying their origins, semantics, and structure. It manifests itself in changes and substitutions of constituents, extensions of constituents, changes in meaning, development of phraseological units in a broader context, and so on. Practical value of research, casual use of phraseological units, creative ways of using phraseological units: structural, semantic and mixed modifications. It is useful both theoretically and practically for stylistic and rhetoric researchers, lexicographers, and linguistics professionals [9].

The purpose of this paper is to study the lexical-semantic features of how phraseological units become English and Kazakh, the formation and structure of phraseological units, and the similarities and differences between English and Kazakh phraseological units. The purpose of this work is to analyze different ways of classifying phraseological units, to study the characteristics of the use of phraseological units in business English, and to investigate the use of new words in newspaper headlines.

So far, there are no studies on occasional phrases in Kazakh linguistics. In fact, considering the stylistic patterns of these phrase combinations is as important as studying their origins, semantics, and structure. It manifests itself in component modifications and replacements, component extensions, semantic changes, and phraseological developments in broader contexts. Practical value of the study this work focuses on a related area of stylistics that has not been comprehensively studied: the casual use of phraseological units, that is, creative ways of using phraseological units in structural, semantic,

«ОҚМПУ ХАБАРШЫСЫ – ВЕСТНИК ЮКГПУ», №1 (35), 2023
and mixed modifications. Complement the Stylistic and rhetorical researchers, lexicographers, and other specialists in linguistics will find it useful both theoretically and practically.

Below is the article filed in defense?

1. The justification for using occasional phraseological units usually depends on the creativity and originality of the author of the publication. This is because the use of one or another type of modification does not always have stylistic significance and impact.

2. Occasional phrase combinations enliven ideas, increase expressiveness and emotional levels, create irony, surprise, disappointment, and emphasize specific ideas.

3. Opportunities for colloquialism and colloquial revision are similar to those for phraseological units, with the former being better and more effective for revising because of its more flexible structure, wider scope and more complete ideas. There may be opportunities

4. Combinations of phrases, proverbs, and alterations of proverbs reveal transformations, adaptations to modern lifestyles, the ability to describe phenomena or objects more accurately, and at the same time become more fresh and topical. [10].

Conclusion. Therefore, based on the results of the presented research on sets of idiomatic and phraseological units in English and Kazakh, it can be concluded that both languages contain many idiomatic units. When defining an idiom, it should be pointed out that the meaning of an idiom is not reducible to the meaning of its constituent words. At the same time, language idioms can vividly reflect the culture, daily life, and traditions of a country or an entire country. Idioms represent phraseological units in other languages exactly and differently. The main cultural differences between these languages are expressed in the specific vocabularies of specific phenomena, the artistic and expressive properties, images, and functions of the language, the nature of the transmission of cultural meaning.

During the last decade of the 20th century, much research was based on the study of ethnicity and linguistic culture. In domestic linguistics, the theoretical basis for the term "concept" is found in D.S. Likhachev, N.D. Arutyunova, V.A. Maslova, E.S. Kubryakova, A. Vezbitskaya, etc. In Kazakh linguistics, N. Uali, J. Mankeeva, G. Smagulova, K. Zhamanbaeva, A. Islamic, M. Kushtaeva, were researched in Kazakh linguistics. Concepts such as destiny, life and death, soul, sorrow and sorrow, heroism, courage, war, color and

beauty are considered in the scientist's project, and a comparative study of the concepts of "mind" and "life and death" is carried out

was broken. "In Kazakh, English and Russian were compared and analyzed in contrast from different points of view.

Concepts are one of the major categories in cognitive linguistics. Concepts are the main building blocks of certain faces of cognitive people. It is a complex structure representing centuries of cultural values and a brief but meaningful objective reality preserved in people's cultural consciousness, passed down from generation to generation.

References

1. Smirnitsky A.I. Lexicology of the English language / A.I. Smirnitsky. – Moscow: Foreign languages publishing house, 1956. – 322 p. – P.210-213.
2. Antrushina G.B. Lexicology of the English language: tutorial / Antrushina G.B., Afanasyeva O.V., Morozova N.N. – 6th stereotype edition, Moscow: Drofa, 2006. – 287 p. –P.110-116.
3. Smith L.P. Phraseology of the English language: translation / L.P. Smit Moscow: Uchpedgiz, 1959. – 207 p. – P.15-200.
4. Kunin A.V. Phraseology course of the Modern English language: Textbook for institutes and departments of foreign languages. – Moscow: Vysshaya shkola, 1986. – 336 p. –P.214-240.
5. Islam A. Ulttyq madeniyet kontekstindegi dunyenin tildik surety: Phil.gylym.dok.diss. –Almaty, 2004
6. I.Kenesbayev. Qazaq tilinin phraseologiyalyq sozdigi. – Almaty: Gylym, 1977.

7. Zhorabekova A.N. Formation of intercultural competencies in language classes at the university, Cypriot Journal of Educational Sciences.-Vol.17, Issue 8, Cyprus: Birlesik Dunya Yenilik Arastirma ve Yayincilik Merkezi, 2022, P. 2646–2657 (Білім беру саласында процентиль – 36), <https://doi.org/10.18844/cjes.v17i8.7821>
8. Zhorabekova A.N. Distance learning situations and the formation of responsible attitudes to health of school children, Cypriot Journal of Educational Sciences.-Vol.16, Issue 5, Cyprus: Birlesik Dunya Yenilik Arastirma ve Yayincilik Merkezi, 2021, P. 2586–2597 (Білімберу саласында процентиль – 36), <https://doi.org/10.18844/cjes.v16i5.6338>
9. Zhorabekova A.N. Competences given to disabled students within the scope of inclusive education, World Journal on Educational Technology: Current Issues.-Vol.13, Issue 4, Cyprus: Science Park Research Organization & Counselling, 2021, P. 696-706 (Білім беру саласында процентиль – 56), <https://doi.org/10.18844/wjet.v13i4.6256>
10. F. Meunier, S.Granger – Phraseology: An Interdisciplinary Perspective, Amsterdam: Benjamins, p. 95-108, 2008

Фразеология тіл ғылымының саласы ретінде

СҮЮНДИКОВ А.А.- аға оқытушы, магистр, Оңтүстік Қазақстан мемлекеттік педагогикалық университеті, Шымкент, Қазақстан, *ORCID*-<https://orcid.org/0000-0002-0003-3270> e-mail:asan-777@mail.ru

Аңдатпа. Бұл мақалада мұның бірнеше маңызды себептері бар: біріншіден, соңғы жылдары ағылшын тіліндегі фразалық бірліктердің рөлі күрт өскені белгілі. Жақында Ұлыбританияда қазіргі ағылшын тілінде таптырмас рөл атқаратын көкнәр деп аталатын фразалық етістіктерге ерекше назар аударылған сөздіктер мен жаттығулар кітаптарының тұтас сериясының пайда болуы осының дәлелі. Екіншіден, олар ағылшын тіліне тән және ағылшын тілін меңгеру үшін түсіну қажет вербалды өрнектің бір түрі. Сөз тіркестері де оқу үрдісіндегі күрделі мәселелердің бірі болып табылады. Қазіргі уақытта бұл салада көптеген әдістер мен тәсілдер бар. Зерттеу нысаны – ағылшын және орыс тілдеріндегі фразалық тіркестерді іріктеу, фразалық бірліктердің тілдегі орны мен фразалық бірліктердің қолданылуын зерттеу, фразалық сөздердің баламалылығын талдау, сөз тіркестерінің түрлерін қарастыру және фразалық жүйе туралы түсінік, сонымен қатар сөз тіркестерінің ағылшын тілінде қалай кездесетінін көрсету. Фразеология пәні тілдік пән ретінде белгілі бір тілдің фразеологиялық қорларын жан-жақты зерттеуді де қамтиды. Бұл ғылыми зерттеудің маңызды аспектілері фразеологиялық бірліктердің тұрақтылығы, жүйелік фразеологизмдер мен фразеологиялық бірліктердің семантикалық құрылымы, олардың шығу тегі мен негізгі қызметтері. Бірдей қызық мәселе фразеологиялық бірліктерді аудару. Мағыналардың бөлінбейтіндігіне байланысты фразеологизмдер мағынасын түсіну үшін өз тілінде бір-біріне ұқсас идиомаларды іріктеуді талап етеді.

Тірек сөздер: Синтаксистік бірліктер, идиомалар, сөз тіркестері, мақал-мәтелдер, ауызекі сөздер, сөз тіркестері, фразалық етістіктер

Фразеология как отрасль лингвистической науки

СҮЮНДИКОВ А.А.- старший преподаватель, магистр Южно-Казахстанский государственный педагогический университет, Шымкент/Казахстан, *ORCID*-<https://orcid.org/0000-0002-0003-3270> e-mail:asan-777@mail.ru

Аннотация. В данной работе есть несколько важных причин для этого: во-первых, хорошо известно, что роль английских фразовых единиц в последние годы резко возросла. Об этом свидетельствует недавнее появление в Великобритании целой серии словарей и сборников упражнений, посвященных им, причем особое внимание уделяется так называемым фразовым глаголам, которые играют незаменимую роль в современном английском языке. Во-вторых, они являются типичными для английского языка и представляют собой тип словесного выражения, который необходимо понимать, чтобы овладеть английским языком. Фразовые единицы также являются одним из самых сложных вопросов в процессе обучения. В настоящее время существует множество методов и подходов в этой области. Объектом исследования является подбор фразовых выражений в английском и русском языках, изучение роли фразовых единиц в языке и употребление фразовых единиц, анализ эквивалентности фразовых слов, рассмотрение типов фраз и понятия фразовой системы, а также демонстрация того, как фразы встречаются в английском языке. Как лингвистическая дисциплина, предмет фразеологии также включает в себя комплексное изучение фразеологических ресурсов того или иного языка. Важными аспектами данного научного исследования являются устойчивость фразеологических единиц, семантическая структура системных фразеологизмов и фразеологических единиц, их происхождение и основные

Ключевые слова: Синтаксические единицы, идиомы, словосочетания, поговорки, коллоквиализмы, выражения, фразовые глаголы.

ӘОЖ 37.016:54:001.895
МҒТАР: 31.01.45

<https://vestnik.oqmpu.kz/kk>

ХИМИЯ САБАҒЫНДА ШЫҒАРМАШЫЛЫҚ ОЙЛАУДЫ ДАМУ ТЕХНОЛОГИЯСЫНЫҢ ӘДІСТЕРІ

ШАҒРАЕВА Б.Б. - х.ғ.к., доцент, Оңтүстік Қазақстан мемлекеттік педагогикалық университеті,
Шымкент/Қазақстан, ORCID-<https://orcid.org/0000-0002-9606-8709>, e-mail: bibi-0305@mail.ru

ТУРҒУНБАЕВА Д.Н. - магистрант, Оңтүстік Қазақстан мемлекеттік педагогикалық университеті,
Шымкент/Қазақстан, ORCID-<https://orcid.org/0009-0009-7259-1405>, e-mail: dariyanurjankyzy@gmail.com

СМАЙЛОВА Л.А. - магистрант, Оңтүстік Қазақстан мемлекеттік педагогикалық университеті,
Шымкент/Қазақстан, ORCID-<https://orcid.org/0009-0003-8306-4949>, e-mail: smailova.laura01@gmail.com

Аңдатпа. Өркениеттің пайда болуынан бастап адамдар әртүрлі мәселелерді шешудің және өз мақсаттарына жетудің жаңа жолдарын табуға тырысып келуде. Шығармашылық ойлау әрқашан осы ізденістің алдыңғы қатарында болды, өйткені ол мәселелердің жаңа шешімдерін табуға мүмкіндік береді. Бұл мақалада химия сабақтарында шығармашылық ойлауды дамытуға арналған пайдалы бірнеше технологиялық әдістер қарастырылады. Атап айтқанда, ментальды карталар, блум текшесі, синектика және әртүрлі мәселелерді шешуді талқылаймыз. Бұл әдістердің әрқайсысы шығармашылық ойлауды дамыту үшін пайдалы болып табылады және оларды бір-бірімен біріккен түрде немесе жеке қолдануға болады. Шығармашылық ойлауды дамытуға ықпал ететін технологияның әртүрлі қол жетімді әдістерін түсіну арқылы оқушылар инновациялық идеяларды жақсырақ дамыта алады. Мақала материалдары, мектеп оқушыларының шығармашылық ойлауын дамыту үшін жұмыс істейтін немесе осы бағытта жұмыс істеуді жоспарлайтын химия мұғалімдеріне пайдалы болуы мүмкін. Шығармашылық ойлауды дамыту технологиясының әдістерін пәндік салаға қарамастан басқа сабақтарда қолдануға болады. Шығармашылық ойлау қабілеті жақсы дамыған бала кез келген ортада өзін жақсы көрсете алады. Кез келген сұрақтарға бір емес бірнеше жауап нұсқаларын ұсына алатын болады. Жәнеде заттарды құбылыстарды салыстыра, талдай алатын болады. Шығармашылық іс-әрекет жоғары сынып оқушысының тұлғасын дамытады, тұлғалық қасиеттерді бойына сіңіруге, өмірлік құндылықтарды түсінуге көмектеседі. Егер тапсырма интеллектуалды қиындықтарды қамтыса, рефлексияны қажет етсе, ішкі және пәнаралық сипаттағы себеп-салдарлық байланыстар орнатса, жаңа білімдерді, оны шешудің жолдары мен тәсілдерін жаңа ерекше, стандартты емес жағдайларда іздеуге итермелесе қызығушылық тудырса онда бұл оқушылардың шығармашылық қабілеттерін дамытатын тапсырма түріне жатады. Тапсырмалар негізгі курстың бағдарламасымен, сабақ уақытымен, оқушылардың химия және сабақтас пәндер бойынша білім деңгейімен байланысты ғана емес, сонымен қатар дәстүрлі сабақтардан ерекше болуы керек.

Тірек сөздер: шығармашылық, химия, ментальды карта, синектика, Блум текшесі, жаңа технологиялар

Кіріспе. Қазіргі уақытта өзекті педагогикалық проблемалардың бірі білім алушылардың білім беру процесінде шығармашылық қабілеттерінің жеткіліксіз дамуы болып табылады. Бұл мәселені шешу үшін оқушының бойында табиғаттан қалыптасқан бейімділіктерді дамыту, ақыл-ой әрекетінің тәсілдері мен шығармашылық ойлау дағдыларын қалыптастыру басты мақсатқа шығады. Оқушылардың химиялық ұғымдарды қабылдауындағы және тиісті білім мен дағдыларды игеруіндегі қиындықтары оқу жұмысында қалыптасқан интеллектуалды дайындық деңгейінің жетіспеушілігімен байланысты болып келеді. Олар, зейінді шоғырландыру қабілетінің төмендеуі, талдау, салыстыру, жалпылау, қорытынды жасау, теориялық ережелерді белгілі бір практикалық жағдаяттар үшін қолдану, фактілік материалдың үлкен көлемін жадында сақтау және оның нақты бөлігін ситуациялық белсендіру [1].