COMMUNICATIVE AND PRAGMATIC FUNCTION OF PUNCTUATION

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Abstract: The article describes punctuation as a subject of linguistic research, clarifies the specific features of punctuation system of the Kazakh language and determines the problem of modern Kazakh punctuation. Article deals with functional potential of punctuation and basic principles of using punctuation marks in modern Kazakh language. Specific features of functional-semantic aspect in the development of modern Kazakh language punctuation are discussed. Contradictions in punctuation norm are identified through determination of principles of Kazakh punctuation. It is possible to determine functional aspect of Kazakh punctuation and to identify principles that formulate punctuation rules through the study of meanings, function and correct uses of punctuation marks. If we take into account that written communication, positioning of graphic samples in mass consciousness, verbal and non-verbal (punctuation) means in written texts are clear and convincing bases for it, there is no doubt that research work finds its continuation in a future study.
Keywords: Punctuation marks, communication, comma, dot, hyphen, writing, principle, norm.

INTRODUCTION

Nowadays, in information-communicative space, the issue of the implementation of communication with the help of various means is of particular interest. As a result of new scientific paradigms of linguistic research the communicants rely on additional semiotic (non-verbal) system during linguistic contacts that needs special study. Therefore, principles on functions of language, features of human speech and thinking should be investigated from different sides. Anthropocentrism of linguistic paradigms reviews linguistic concepts and increases interest to a number of peripheral phenomena. The development of the XXth century linguistics is based on the description of appropriate structures corresponding to the language system and that keeps demanded requirements of language code. Today, on the contrary, special attention is paid to the paradoxical features that are opposite to the language system and the code formulated in the minds of the readers. It means that language contacts of the communicants began to be described in detail. Special characteristics of this direction are especially peculiar to cognitive linguistics, psycholinguistics, sociolinguistics and para-linguistics.

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Punctuation is one of linguistic phenomena that needs to be reviewed in new direction. Interconnection of verbal and non-verbal relations in language/speech is one of the important issues from both theoretical and practical point of views. Punctuation is a non-verbal component of the text. It means that punctuation is an additional semiotic (non-verbal) system used in written communication. Special attention is paid to interpretative and regulative functions of punctuation during the study of it from the perspective of communicative and pragmatic approach.

MAIN PART

Punctuation and written language

Punctuation marks are reflected in written language. Punctuation in written text is directly related to oral text of speech process. Written language is a paper-based version of oral language, but the delivery of idea in both forms of language is not the same. Features such as intonation, voice rate, pause, stress, etc. during oral speech are reflected in written language with the help of punctuation marks and non-verbal means. Therefore, sentence may be delivered differently according to punctuation marks it has. Punctuation generally depends on the main rules of written language. It is based on graphic system of written language, and has function of organizing texts that appeared later as an additional system. Therefore, punctuation should be investigated from perspective of communicative and pragmatic approach as an effective factor of linguistic communication.

Punctuation was originally formulated to divide written text into segments in terms of its meaning. Therefore, it is in close connection with syntax structure of written language. A change and news in the language that are related to the development of society influence on punctuation design of texts to a certain extent. Punctuation, on the one hand, raises a stable condition due to basis of language standards; on the other hand it also changes and develops according to the author's intention, development of society, and changes in the syntax structure of the language.

Literary and spoken languages are contrasted in linguistics. It has its own reasons: 1) spoken language is carried out without any preparation whereas literary language requires it; 2) spoken language is not used in official style, but an official style is peculiar to literary language and it is directed to society; 3) spoken language is implemented in face-to-face communication, but not necessary for literary language (Butov, 2010).

Academician R.Syzdykova marks the following characteristics of literary language: its standard, lexical-grammatical and phonetic categories that are sorted and stabilized; graphic and orthoepic standards that are present; being homogeneous in terms of territorial and social cohesion; having the feature of super-dialects, feature of multi-functionality; being adaptable to editing (2014, p.10).

Written language transfers social experience from generation to generation. Therefore it has the following functions: style-formulator and norm-formulator. The meaning of signs is getting difficult in connection with the development of society and the content is improving in terms of both quantity and quality. The formation of functional styles and genres in language, and changes of language system due to features of each style meet the needs of its regulation. Thus, it has the following functions: codification and normalization.

Punctuation in written text is directly related to oral text in speech process. Written language is a paper-based version of oral language, but each of them delivers idea differently. Features of oral speech such as intonation, voice rate, pause, stress, etc. are difficult to transfer into written language with the help of punctuation marks. It is impossible to transfer oral text into written one without any changes, because written text cannot transfer pace and temper of speaker's voice: hardness or softness, openness or closeness. The same is peculiar to oral text: features of written text such as lowercase letters, hyphen, font type, etc. are impossible to express in oral text. In this regard, Yu.V.Rozhdestvenskii expressed his point of view on features of oral speech and written text: "punctuation marks correspond to temper rhythm and melodies, pauses show actual and potential pauses, fonts show dynamic characteristics of speech" (1990, pp. 308-309). In general, tools of written texts are divided into 2 types. One of them is reflected in the alphabet and another one is used in writing, but not reflected in alphabet.

Signs are reflected in the writing system. Their format is marked as drawing, geometric sign, figure and signed as a visual substance. The content is represented as meaning, notion, number, word, and a separate sound of these signs (drawing, geometric symbol, figure). In other words, sound system, concepts, etc. are reflected in the form of signs in written language. Letter is a graphic symbol of a sound that is a picture of sound in writing. In comparison with phoneme, letter (grapheme) is considered as a bilateral unit, because format of grapheme corresponds to its content. Grapheme is shown as phoneme in a phonographic writing. Grapheme marks phoneme structure of language. This principle was clearly expressed in the original alphabet of A. Baytursynuly at the beginning of the XXth century.

However, graphic representation of letters is not visible in the distinctive features of phonemes. Therefore, uppercase or lowercase letters of graphemes, pronunciation of printed or written allographs are not considered.

Issues of graphics, spelling and punctuation are closely related to the problem and theory of writing (Zinder, 1987). As graphics is closely related to the language system, it will depend on phonetic peculiarities of language. V.F. Ivanova considers punctuation as graphics (1990, p. 118). Orthography is set with the help of graphics taking into account the content of words and morphemes. Both graphics and

orthography may be changed. For example, Arabic alphabet was used until 1929 in Kazakh graphic, there was Latin alphabet between 1929-41, and since 1941 Russian alphabet is being used. During this period, both writing and spelling rules are changed.

Graphemes can be marked with two, three, or even more letters in languages that take historical principles as the basis. For example: [*s*] = schin English language is [] = sh, in the French language - [*s*] = ch. In addition, a single letter in the English language can represent various phonemes: "c" = [s]: cinema, "s" = [*k*]: cold. The following letters are introduced to show letters peculiar only to the Kazakh language: ə (ă), *i* (*e*), ң (ng), ғ (ğ), ү (ü), ұ (û), қ(q), ө (ö), *h* (*h*). Here,ң (ng)is formed with the help of a combination of the letter н (n) and a diacritic sign, the same is about sound ғ (ğ) – which is acombination of г (g)and a diacritic sign, ұ (û), ү (ü) -у (*u*) and a diacritic sign, қ(q) –к (k) and a diacritic sign, as well as the sound ө (ö) – о (o) and adiacritic sign.

In addition, there are signs that are not included to the alphabet. One of them is punctuation marks. Punctuation is particularly important for written text. Texts that are divided into segments with the help of punctuation marks are easy for differentiating their meaning and for proper understanding as well. In this context, pragmatic significance of punctuation marks is enormous. However, punctuation mark is a sign that stands outside the alphabet. From the semiotic point of view, logograms corresponding to concept are used as symbols (IV, §, Section D, >, <, etc.) in different fields of science. Today, the era of computers introduced a number of changes in formatting document such as selecting font size, italics, bold, line-spacing, underlining, and use of different paint types. These are considered to be effective methods for understanding the main idea and for proper perception of the text.

From semiotic point of view, the system of punctuation marks serves for better perception and correct interpretation of text. The writer divides the whole text into paragraphs, headings and chapters in order to make the basic idea of the text understandable for the reader. Accordingly, the key ideas are systematized and classified on its content. Each sign has its own function in writing system, but combination of their use constitutes a complex. Information provider can convey the idea through simultaneous use of drawing, writing, map, chart, photo, and symbols. Links are used to provide information in the scientific text as well.

Today there are a number of difficulties in recognizing punctuation in terms of systematization of oral and written languages, description of punctuation as a semiotic system, determination of their functions and various points of views among researchers.

Requirements of punctuation and communication

Punctuation marks appeared later to meet the needs of writing. It compensates syntactic, logical-grammatical, intonation and communicative-pragmatic needs of text. Functions of punctuation marks in text are not restricted in terms of new quest for delivering of author's point of view, communicative and pragmatic objectives; it is also closely connected with kind of evolutionary processes of the language system. Changes in punctuation are carried out by processes in language system and intervention by the linguistic individual. Professor F. Orazbayeva states that today special attention is paid to functions of interconnection and conversation between the communicants. She claims that language contact "is mutual understanding via speech, it means that it is communication that aims to express one's opinion toward another person; it is an exchange of views between people for the development of society through the most necessary set of social information, it is a core of the relationship among people" (2009, p. 229).

The scientist states that the role of those who implement the information and direct participants of the language contact is significant. Thus, she divides it into narrator, who narrates a certain information or data, units that deliver information and into recipient who receives information or data:

"Narrator – is a participant of language contact who narrates and reports influence of external objective, idea in consciousness born as a result of understanding and feeling the life with the help of various linguistic means and units to someone else for the implementation of the information.

Units = are communication units that form notion in someone's mind about the information reported by the narrator and serve as coordinator of communication between people in order to provide information and make it understandable for them.

Recipient is someone who receives certain information and understands its meaning through linguistic units and implements language contact as a result of understanding it through views and thoughts.

A common act for both narrator and recipient is communication or contact. Communication is carried out by means of language contact - language. If there is no communication between people, there is no speech act accordingly. Contact or communication is a core that constitutes and realizes the basis of language contact; it is a necessary condition for language contact between people. Processes of narrating and receiving are peculiar to all language contacts (Orazbayeva, 2009).

Punctuation changes due to the development of written language and intention of narrator. E.V. Paducheva states that the narrator serves various functions as speech subject, deixis subject, consciousness subject and as an observer (1993, pp. 33-34). Originally the essence of text depends on author (narrator), but the author also depends on text to a certain extend. Text should not only deliver the information, but it should have an impact on recipient. Therefore, narrator tries to

deliver his thoughts in accordance with his purpose by using linguistic tools existing in society. Author of the text – narrator, uses the fund of already existing linguistic tools in the language, besides narrator may use punctuation marks in order to express his views in accordance with the purpose. In this case, the role of the recipient, who receives the information correctly that is coded with the help of verbal and non-verbal means, or in other words the perception of the text or perception of the code correctly from the side of the recipient is significant. Both the correct delivery of the author's thought to the listener by the speaker and the correct perception and interpretation of this information by the listener are of particular importance. Subjects of the communication process – speaker and listener, recipient should not only master codes passed down from generation to generation, but they should also use them correctly in order to achieve success in communication (Zhubayeva, 2014).

Both narrator and recipient should not only use the same communication tools, but they should also understand the meaning of these tools in order to reach successful communication. The reader, who is able to understand the use of punctuation marks correctly, understands the text itself and an aesthetic effect of it as well. The reader, who understands author's punctuation deeply, clearly notices and determines writer's intention and idea. Academician Rabiga Syzdyk states: "People can deliver their thoughts to each other both in written and oral forms, whereas orthography or spelling determines the rules of spelling. The main purpose of norms of correct spelling is accurate and clear delivery of thoughts in written form. Usually, as spelling is universal, therefore, its rules are the same for the mass and accordingly it is intended for the mass use. Therefore, rules of spelling should be universal and permanent. Instability of spelling rules causes difficulty in writing. If there is no standard in spelling of certain phrases and words, even the most competent person will hesitate about the correct version of them" (2014, p. 29).

Today's researchers began to study orthography and punctuation from different aspects. In Russian linguistics N.L. Shubina paid attention to sign character of punctuation, L.A. Budnichenko drew attention to the expressiveness of punctuation marks, B.Yu. Shavlukov raised a number of questions on authorial punctuation (Firsov, 1961).

The main feature of our work is related to recognition of punctuation marks as a system of non-verbal signs used in writing that is necessary to deliver an accurate communication. This issue, raised by Baudouin de Courtenay, found reflection in a number of languages, but traditional point of view is remained in Kazakh linguistics.

The analysis of current texts proves a wide popularity of parcelling structures in formation of textual space. Therefore, recent works concerning punctuation deal with parcelling and special attention is paid to communicative-functional, stylistic and structural nature: Vannikov (1969, p.131), Rybakov (1969, p. 20), Petrashevskaya (1973, pp. 151-161), Skovorodnikov (1981, p. 255), Akimova (1990, p. 168), Belunova (1992, pp. 80-81), Myasisheva (1993, p. 18).

Function of punctuation

Punctuation marks have certain functions because of frequent uses. Universal features are peculiar to punctuation marks according to their functions and thus they are generally used. Narrator uses various approaches in order to express the essence of text. Linguistic individual has to follow rules that have become norm in the society in order to deliver his thoughts correctly. Only in this case, understanding between narrator and recipient can be achieved. "Norm is considered as "social evaluation", i.e. that it should be an evaluation and cognition such as "right or wrong, good, beautiful or bad, appropriate or inappropriate" from the part of the mass that speak the target language. *Stability, tradition* and *universal features* of the mass are included to the cognition of the norm. These features show the norm of the language as social category. Thus, the norm, which is considered as *systematic* and *organized*, is a *linguistic* and *social* category that takes place in all reflections and in all types of language usage. Linguistic norms are traditional tools, techniques that are already established in the language usage of the mass as communication tool; norm – is a phenomenon that is typical to all development stages of any languages" (Syzdykova, 2014).

Punctuation classifies text into certain parts and it is included in graphical system as an essential tool for delivering idea. Punctuation can be used in combination with verbal part of information and as a result, it can deliver information. For example: *Oh, my dear, what is the matter with this day given by God? Another storm! Still storm! Oh, such a stress! Such a stress for the poor that makes him poorer! –Bazaraly shared his anxiety and kept thinking by holding his long black beard* (M.Auezov). *–Don't stop the nomadic ground, don't stop! ... Oh, such a difficult child that caused troubles! How to rend your hair! – he groaned* (Zh. Aimautov). Punctuation marks in the given examples help to identify character, feeling of crisis and nature of characters. It would be difficult to understand the text without punctuation marks or with the wrong usage of them.

Functions of punctuation marks are evident in the text. It is not possible to determine the specifics of the punctuation marks without the context and syntagmatic features of the text. Punctuation marks serve for the correct delivery and proper perception of text. For example, exclamation mark or question mark at the end of the sentence *"What a wonderful nature of Kokshetau"* (*Kokshetaudyn tabigaty kandai edi*) are the basis for understanding the meaning of the text differently. For example, a question mark will set a concrete question about the nature of Kokshetau, whereas an exclamation mark will remind the nature of Kokshetau and express beautiful impression about colorful nature of this location. It is difficult to distinguish the meaning of the sentence without any punctuation marks. Therefore, there is no doubt that punctuation marks formulate text that is its main function. Punctuation marks as a style-former serve for proper deliver of author's idea and influence on

reader from emotional point of view. It means that punctuation marks are systematic formations used due to regularities and rules of the language in accordance with the author's communicative intention. General functions of punctuation marks are to meet communicative objectives and concrete function of which is reflected in certain process of speech.

The content of text, which is formulated in one's mind, is not reflected as it is. In this regard great Abay states: "Beautiful thought in mind loses its tone and shape when it is said". In spite of the fact that text is a result of thinking, the idea of text is organized with a few words based on regularities and law of economizing words. Although the content is in the form of images, it is shown as discrete fragments of content of text with the help of linguistic units. Therefore, the content of thoughts that is given with the help of linguistic tools is classified in a particular order and is organized in accordance with the laws of the chain structure of text. In this case, A. Baytursynuly, who investigated cognitive base of language, claims that "art of speech depends on three bases of human consciousness: 1) wit, 2) imagination, 3) state. Wit – is understanding, cognition and thinking with wisdom; imagination – is resembling things in mind in shapes and forms of another things, imagining something and thinking by describing; state – is choice and understanding. The objective of the language is to express wisdom of wit, scope of imagination and the state of understanding. If there is a man who can express all of them, the language can be appropriate for it. But it is difficult to find a man who can use language for this purpose. To express wisdom of wit, scope of imagination and the state of understanding with both the help of language and without it needs a great skillfulness" (2013, p. 343). The scientist says that there is a necessity of speech accuracy, compound organization of sentences, language accuracy, language precision and colorfulness of language for the text (2013, p. 19).

Contradictions in marking punctuation marks

In spite of the fact that punctuation in the Kazakh linguistics is being discussed from end of the XIXth and the beginning of the XXth centuries, there is no standard on punctuation marks and punctuation-graphic tools till nowadays.

The problem of punctuation was scarcely considered in the works of K. Auelbayev, F. Musabekova, Kh. Argynov in the 1960's and 70's of the last century. Punctuation is considered only as a part of syntax till nowadays which is narrow consideration of it. Moreover, language is social phenomenon, which is in constant development, and therefore we should recognize that there are specific features of modern system of sentence. The meaning and peculiarities of usage of punctuation marks are considered in the works about punctuation published in different years. However their marking features, basic functions, main principles in the process of communication, its role in the linguistic education system and, the most vital issue

- contradictions of the usage of punctuation marks in the current development of the language confirm that this issue is both a "new and old" issue in the Kazakh linguistics. We consider it as an old issue, because there are a number of scientists who investigated this problem starting from the period of Ahmet Baitursynuly and period of Soviet era. The problem of "Punctuation" in the course of Kazakh language syntax is taught due to the agenda. We consider it as a new issue, because changes in the development of society influenced on system of speech of communicants. And thus these changes need identification of interconnection of adaptive mechanisms of spoken and oral languages in the framework of contact of punctuation marks in writing and function of punctuation as well as in organizing a new type of communication in terms of communicative and semantic aspects. Motivated and unmotivated contradictions of punctuation from standard are widely common in recent years (Ermekova, 2011).

The word "punctuation" is characterized differently; functions of punctuation marks are not considered comprehensively and not classified as well, because specific features of semiotic code are not identified in detail. Wide expansion of democracy, expressiveness and wide range of innovative processes in new stage of development of Kazakh language influenced on punctuation system. Functional aspect of punctuation determines the level of correlation of punctuation marks in text with punctuation rules and allows to describe author's (addresser's) usage and the level of reader's (addressee's) perception. In most cases, the principle of recipient in the use of punctuation marks is taken into account, but the author's position is not considered while making a text. Issues such as functions of punctuation marks in the unformulated (decodified) texts in terms of certain genre, author's position in using punctuation marks and punctuation marks that stand in accordance with the norms or deviations from norms have not been the subject of special study till nowadays. Today, it is obvious that the study of contradictions in advertisements and in the language of newspapers and magazines will open the way to describe the functional aspects of the Kazakh punctuation.

On the one hand punctuation marks in modern processes enrich the current system of punctuation marks, on the other hand, they cause serious difficulties for the text-makers and the recipients. Therefore, regularities and rules of using punctuation marks vary. There is some debate about whether the clause following the dot should begin with a capital letter or not":

"It mainly depends on the meaning and function of the noun words that are bases for a derivative verb. For example:

1. Width of the field of application.
2. Narrowness of the field of application.
3. Depth of the field of application.
4. Shallowness of the field of application.

5. The use of a derivative verb, that loses its noun basis, as lexis as a result of using it as a metaphor.

6. Deformation of sounds of words and etc."(Kazakh grammar, 2002).

If the same parts of the sentence are numerated and there is a single comma or a semicolon between them, they are followed by a lower case letter. However, some researchers state that words, followed by a dot, must be written with a capital letter. Of course, if there is a dot at the end of the sentence, it is clear that the word after it starts with a capital letter. However, a dot's position is not only the end of the sentence, but it can also take place in the middle and at the beginning of the sentence as well (when numerating things or abbreviating words).

We noticed that there is a special place of punctuation marks in the cause of analysis of punctuation as a non-verbal component of the text, and in terms of organization of the text from communicative, semantic and communicative-pragmatic aspects. One should pay attention to the action of the sender of the information in order to identify specific features of communication product like a text and these actions should be determined by developing it in this communication contact. Text as a whole phenomenon designed with graphic and phonetic formulations is crucial for a communication process. The author of the text formulates the idea in a communicative process through signs. "Both author's and addresser's activities, directions are reflected in accumulated and organized forms. Here part of speech activity is shown clearly: in other words this includes type of information selected for recipient (theme of a text), logical scheme, form of narration (composition), linguistic tools for delivering idea, author's signature in all mentioned parts of the text, which is obligatory, tools that are used to express author's message and intention, and subjectivity that is included and realized consciously or subconsciously during selection"(Esenova, 2007).

Punctuation system of the Kazakh language is based on grammatical, semantic and intonation principles. Stability is a peculiar feature of punctuation according to grammatical principle. The position of punctuation marks and reasons of their use can be explained as a result of classification of the sentence into syntactic units and differentiation of their functions.

Contradictions in punctuation system may depend on language regalities and sometimes it may be caused by an external and extra-linguistic influence. There are a number of issues in terms of translation of Russian texts into the Kazakh language where peculiarities of the sentence structure, rules about word order of the Kazakh language are not taken into account and are translated under the influence of features of the Russian language. In this regard, the academician R. Syzdykova states: "The rules of punctuation of the Russian language must be compared when speaking about a range of punctuation rules. Of course, punctuation marks in both languages are

the same, but the same use of position of punctuation marks is not always possible. However, there are cases in practice when there is an absolute copy of position of punctuation marks in the Russian language sentence into the sentence structure of the Kazakh language. For example, if a predicate in a simple sentence is omitted in the next simple sentence (of a compound sentence) in the Russian language, a hyphen is placed instead of it: for example: 1) *I read the book, he – the newspaper.*2) *In these cases, from one physical bodies appears another physical bodies: from the glass – glass pieces, from a piece of wax – candles* (textbook on "Chemistry"). Predicate of last simple sentence in a compound sentence is omitted in the Kazakh language. On the contrary, previous sentences stand without a predicate and it is generally placed at the end of sentence or repeated twice. Look at the translation of the sentences: 1) *Men kitap, ol gazet okydy (read)* (the predicate *read* is placed at the end of the sentence in Kazakh language version). The correct version of this sentence: *I read the book, but he read the newspaper* (the structure of the following sentence is inappropriate: *I read the book, he – the newspaper.…* There is no hyphen in the Kazakh language version.

Moreover, there is hyphen between clauses of conditional compound sentences in the Russian language, but in the Kazakh language comma (not hyphen) is placed between clauses of conditional subordinate sentences (rules about them are described in more details). The reason of comparison of rules of positions of punctuation marks with the order of the Russian language is related with the fact that some literature is translation from the Russian language. We should take into account that especially literary and scientific literature, including some textbooks is translated from the Russian language. As well as punctuation marks in direct translations from English, German, French and other languages into the Kazakh language, which is a matter of future, should be based only on the syntactical structure of the Kazakh language"(Syzdykova, 2014).

We totally agree with the scientist's statement and it is necessary to take into account syntactic structure of each language, order of words in labeling punctuation marks.

Rules of language are classified as orthographic, orthoepic, morphological, syntactical and so on. Usually, rules of punctuation are described with the help of orthographic rules. In fact, they are two separate things. As there is no deviation from the norm according to the orthographic norms and thus it requires following of certain rules. But deviation from the punctuation norm may take place. On the one hand, punctuation norm adheres to language system, on the other hand, it depends on specific context and may be prone to changes in accordance with the purpose of use. Authorial use of certain writer can be supported from the side of the mass over time and can found a nationwide use.

Experimental system of teaching the discipline "Communicative and pragmatic function of punctuation"

We conducted a questionnaire as the most frequently used method in order to identify public opinion by taking into account explanation of function of modern punctuation and influence in perception of text from both theoretical point of view and practical importance from the side of students' own efforts.

The questionnaire was conducted among students in order to understand the issue on "Communicative and pragmatic function of punctuation". The questionnaire is focused to determine function and position of punctuation marks according to answers of respondents. The s questionnaire was conducted among respondents aged between 18 and 29 and factors such as their social status, education, gender, etc. are taken into account. Given questions are directed to understand in detail obstacles that are encountered during perception of punctuation marks by respondents. There are open and complex questions in the list of given questions. The answer of each question is analyzed in terms of statistics and is concluded according to the results of the survey.

The project requires creativity, responsibility, oratory, leadership and etc. Special attention is paid to students' features of patriotism by increasing the sense of respect for their country's properties, land and native language; the expansion of the scope of state language; free delivery of their thoughts and ideas; ability to deliver speech in front of the public with the help of project teaching technology. Project teaching technology opens the way for self-realization of students and their freedom in terms of thoughts and imagination, the development of system of spiritual values, use of information technologies and use of necessary information by selecting it. In addition to mastering structural and systematic patterns of the language in the course of learning the Kazakh language students gain the ability of oratory and deliver their thoughts comprehensively and understandably through project teaching technology. It identifies frequently used mistakes in everyday life by combining theory and practice and determines ways to avoid such errors.

The following stages of preparation according to the theme are taken into the basis:

1. The first stage. Teacher shares his idea on the project script and discusses it in the classroom. In this case, the teacher uses leading questions. Its objective is to make students think and to reach the level of making their own decisions. The result of such kind of work is completed with a certain conclusion as a result of a collective discussion of the issue by students. The final plan involving the end of the work is done on the basis of this conclusion.

2. The main stage.
   • To discuss the sequence and the deadline of the project.
   • To divide the group into several small groups and set certain tasks for each of them.
   • To plan the execution of the work in small groups.
   • To organize consultations in small groups with a teacher.
3. The final stage.
   • Selection of the jury to assess the results of the project.
   • Presentation of the materials that are ready in small groups.
   • To declare results of the project.
   • To highlight the excellent works and to give awards to students who contributed.

Theme: The project of creative ideas on "Ways of delivering the idea competently"

Purpose: Expansion of the scope of state language among youth and students, free delivery of their thoughts and ideas, formulation of ability to deliver speech in front of public.

Task 1. Show competently-written ideas and detailed explanations in Word, PDF formats (involving drawings, illustrative pictures) in artistic language.

Task 2. Present in form of advertising (billboards, video/audio, animation, flash video, slide show).

For the implementation of the task:
1. Determine statistical data in order to identify the nature of state language use, correct spelling process and positioning features of punctuation marks.
2. Collect proverbs and sayings about the Kazakh language and purity of the language.
3. Collect sayings about mother tongue – the Kazakh language stated by European scientists who investigated the Kazakh language and the Kazakh public figures as well.

Theme: Model of "Literate student"

Purpose: To formulate student who thinks broadly, uses punctuation marks correctly, writes competently and delivers speech comprehensively.

Task 1. Suggest the effective ways of formulation of "Literate student".

For the implementation of the task:
1. Create a plan for the implementation of the project.
2. Find out proverbs and sayings of wishes and words of blessings.

The above-mentioned tasks of the project are organized in accordance with the number of tasks in forms of individual and group work.

The following things should be taken into account while determining the obstacles encountered during the perception of punctuation marks and text:

1. To make students understand that punctuation marks have the function of proper delivery of the idea.
2. To clarify the symbolic meanings of punctuation marks in artistic text and to pay attention to the importance of the text organization of punctuation marks in order to understand the content of the text.
3. To pay attention to diverse functions of punctuation marks, their homonymous nature and function as a symbolic code that is basis for understanding the content of the information dually.
4. It is necessary to pay attention to functions of punctuation marks for the delivery of students' idea comprehensively and literary, and function as a code that formulates a creative thinking.

We identified actual issues of learning punctuation marks in higher educational institutions and organized experimental works on solution ways in the direction of testing methodological basis and it was done by dividing it into several stages: quest, formation and final stages.

The nature of *the quest experiment* is to increase literacy level of students on punctuation, to study issues of ability formation on delivering speech systematically and idea correctly, to identify scientific and methodological bases by determining obstacles that occur in perception of punctuation marks and text and to clarify issues of the development of materials and tasks teaching system. Hypnosis of the quest experiment: if complex tasks in the course of development of the discipline are organized, that aim at formulating students' skills systematically, putting punctuation marks correctly and delivering thoughts and the process is held in accordance with plan and aim due to linguistic, social and pedagogical bases, it will be possible to increase functional potential of student and develop cognitive and communicative functions. The main aim is to identify theoretical issues of learning punctuation marks, find out possibilities of integration of new ideas in the field of education into the educational process and to consider the effectiveness of the work on learning punctuation marks and the information code by students comprehensively. The experiment was held on the basis of the faculty of philology of the Kazakh State Women's Teacher Training University.

The main directions of research are defined on the basis of the analyses of scientific works on the subject during the quest stage of the experiment. The questionnaire is conducted among students in order to develop the learning process of punctuation marks in higher educational institutions, and in high groups of high school, to develop students' punctuation literacy as well, and to formulate systematic skills of speaking.

The total number of respondents who participated in the questionnaire is 60 students (on specialty: 5B020500 – Philology, including groups #105,# 204, #205, #305). The following subgroups are identified according to the results of the questionnaire: students who do not show the function of punctuation marks in detail and misuse the position of them (42%), those who do not follow rules completely on positioning punctuation marks (32%), those, who don not know rules of positioning punctuation marks concerning members of the identifiers (37%), those who misuse punctuation marks concerning direct speech and indirect speech (44%), etc. It is explained by the fact that there are no necessary number of hours given to teaching punctuation marks in both high schools and higher educational institutions. There are even contradictions in the rules concerning punctuation marks and a number of issues that have not tackled yet and a variety of disputable problems, etc. According to the results of the questionnaire shown in figure 1, the following reasons for the failure of putting punctuation marks correctly by students are identified: those who neglect native language – 14%, the decrease of speech culture – 7%; ignorance of punctuation marks –9%, increase of addiction to social networks – 16%; refusal from reading fiction – 17%; absence of the discipline that teaches punctuation marks completely – 37%.
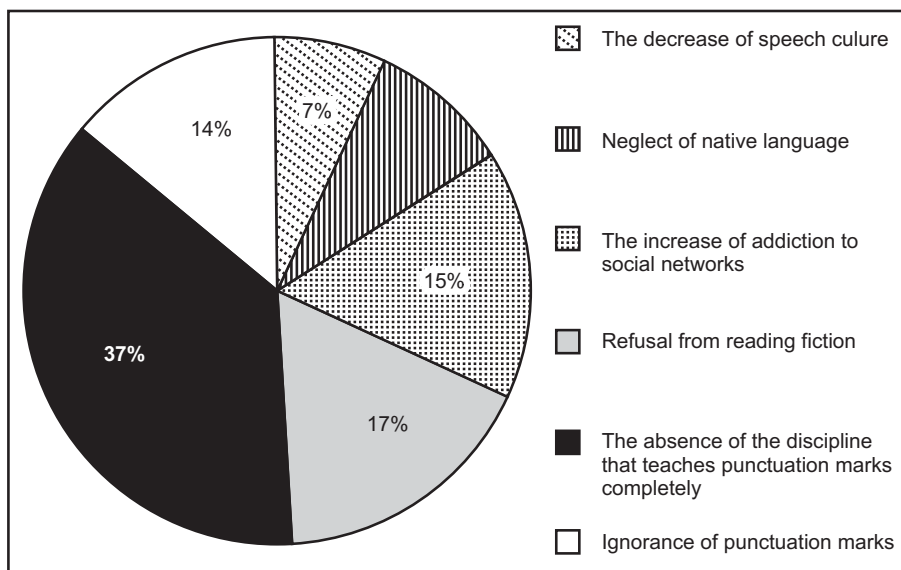

Figure 1: Percentage of the use of punctuation marks among students

In addition, level the formation of students' knowledge on punctuation marks is determined by the correlation coefficient of similarity shown in the table 1.

TABLE 1: THE CORRELATION COEFFICIENT OF SIMILARITY

Mastering punctuation marks by a student	Experimental group	Control group	Total
Knows function and position of punctuation marks, analyzes and can create a model (due to the test results)	$a = 32$	$b = 28$	$a + b = 32 + 28 = 60$
Does not know function and position of punctuation marks, cannot analyze and does not have own point of view (due to the test results)	$c = 16$	$d = 24$	$c + d = 16 + 24 = 40$
Σ Total	$a + c = 32 + 16 = 48$	$b + d = 28 + 24 = 52$	$n = 100$

There is a basis to conduct educational experiment revealed on the basis of the correlation similarity agreement. Conducting plan of educational experiments is carried out on the results of the quest experiment.

During the controlling stage interviews are conducted at universities and educational programs and literature are analyzed in the course of determining state of development and teaching punctuation marks. During the interview it is revealed that the amount of hours devoted to mastering punctuation marks by university students at the faculty of philology is not enough. Punctuation marks are ignored during teaching process of syntax, that is why a number of disputes appear in distinction between simple sentence and complex sentence. A number of special topics devoted to teach punctuation marks are not considered at higher educational institutions, there are no educational and methodological complexes and special textbooks. Universities are not equipped with information and technological tools at all, basic methods of teaching punctuation marks are not prepared and methods of teaching are not differentiated as well. These issues were shown in the formative stage of the experiment in detail and ways of solution of the problem were suggested and it was tested in the course of the experiment. The use of punctuation marks by students in and out of the classroom is analyzed with the help of attending lessons of teaching staff of the department of "The Kazakh language". The debate on the theme "Ways of delivering text and obstacles in text perception " and round table on "Contradictions in the language of the advertisement" were organized. Uses of punctuation marks by students in everyday life, how students can differentiate drawbacks in using punctuation marks are identified with the help of these works. A variety of tasks on the basis of different texts are given and analyzed as well. As a result, disputable issues concerning the use and position of punctuation marks are

identified. Principles that are bases of the research work during formative experiment are defined; methodological foundation of the discipline "Communicative and pragmatic function of punctuation" is made in order to teach punctuation marks for students and it is presented as materials of formative experiment.

Educational and methodical complex of the discipline is prepared. The purpose of formative experiment is to test the most effective ways of learning punctuation by students in accordance with the educational system of higher educational institution and to prove them from the scientific and methodological point of views. Materials of the experiment are presented for students studying on specialty "5B020500 – Philology" (Kazakh department). Materials are prepared on the basis of tasks and exercises. During the course of teaching the discipline, special attention is paid to the organization of not only individual works of students, but works in pairs and groups as well by using interactive methods. The effectiveness of methods such as development teaching method, reproductive method, heuristic method, binary method, methods of induction and deductions, etc. is identified in the course of working with students. We are convinced that the method of "Six skull-caps of Bono" is particularly effective method in the course of analyzing various functions of punctuation marks and their homonymous nature. This method gives possibility to attract shy and reserved students who hardly participate in discussions and debates. The ability to speak honestly and clearly is formulated with the help of speaking skills on the behalf of colorful skull-cap. During educational experiment examination is taken in order to determine the effectiveness of the system of exercises and tasks aimed at developing skills. According to the results of the control percentages of gained skills by students is presented in table 2.

TABLE 2: PERCENTAGES OF GAINED SKILLS FORMULATED DURING EDUCATIONAL EXPERIMENT

Formulated skills	Control group		Experimental group	
	Number of students	%	Number of students	%
To understand various functions of dot	30	62,2	30	91
To clarify the function of hyphen that differentiates content of a sentence	30	65	30	94
To revise the function of question mark	30	51,3	30	89,1
To determine the function of colon in a sentence	30	53,2	30	92,2
To be able to distinguish different functions of comma	30	51	30	90,1
To clarify function of quotation marks	30	73,3	30	94,3

Students' skills to place punctuation marks in written text correctly and intonation in oral speech are shown in figure 2. Written tasks given in educational experiment contributed to the high levels of experimental group.
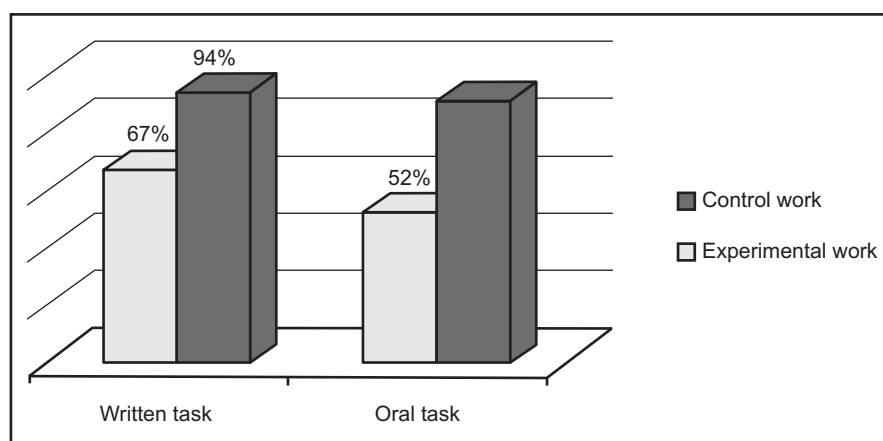

Figure 2: Percentage of students' skills on the correct use of punctuation marks

The results of the research in final stage of the experiment are systematized, collected and concluded. Educational and methodological complex of the discipline "Communicative and pragmatic function of punctuation" is improved. Quantitative and qualitative analyses are done on the results of the quest and formative experiments.

CONCLUSION

In recent years, particular attention in linguistics is paid to functions of linguistic and non-linguistic tool sand their communicative-pragmatic potential in various texts of functional-stylistic features. Accordingly, the punctuation rule is based on the semantic principle, in other words consolidation of speech in terms of communicative and semantic aspects is of special importance. Punctuation as a semiotic code adapts to the requirements of the communicative environment. It supplies with the information, besides it enriches the text from the communicative and pragmatic aspects. Therefore, special attention is paid to stylistic function, discursive potential of punctuation and how the author delivers his idea rather than to the description of punctuation in terms of stylistic structure of sentence and intonation consolidation. In this regard, punctuation needs to be considered from different aspects; in particular, it should be characterized as structural basis of speech– in sentence structure, as functional unit of communicative act implemented in written language – in speech structure, as a whole semiotic system – in text structure.

Thus, new directions in linguistics are increasing interest in additional semiotic systems. Special attention is paid to features of using non-verbal means by narrator, formation of text by subject and perception of it in anthropocentric studies. In this regard, punctuation is studied in terms of content and format.

The development of punctuation is influenced by mutual impact of oral and written languages. However, punctuation is standardized and systematized in accordance with the requirements of written communication. Moreover, punctuation marks constitute the system of additional sign features of the language, on the one hand, it is regulated and systematized due to the development of the language, on the other hand, it forms ways of their regulation. Adaptation of system of punctuation marks does not only occur from requirement of written communications; it also depends on the functional and stylistic peculiarities of the texts of various periods. Punctuation marks are not only tools that form the text; they also depend on communication strategy and the purpose of the writer. Therefore, functions of punctuation marks in texts are various. It is regulated and systematized with the development of the language.

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