Effective methods for studying word combinations with regard to semantic parameters

Aigul Amirbekova[1,*], *Gulnara* Talgatqyzy[1], *Aiman* Zhanabekova[1], *Ulbossyn* Kaiyrbekova[2] and *Aidar* Balabekov[3]

[1]Institute of Linguistics named after A. Baitursynov, Almaty, Kazakhstan
[2]Peoples' Friendship University named after A. Kuatbekov, Shymkent, Kazakhstan
[3]L.N. Gumilyov Eurasian National University, Astana, Kazakhstan

Abstract. The purpose of the article was to develop a methodological teaching approach that considers both lexical and grammatical parameters to enhance the understanding of word combinability. The study employs a multi-step analysis to identify combinational variants of lexemes, ranking their stability on a continuum from highly stable to less stable. It explores the interaction of meanings within word combinations and examines the dialectical connection between language and speech in learning lexical combinations. Existing literature and dictionaries are critically assessed to address limitations in documenting combining preferences of lexemes and stable word combinations. The research yields a methodological teaching tool that facilitates the study of word combinability. By analyzing combinatory patterns based on both lexical and grammatical parameters, the study identifies the most closely connected parameters within word sequences. The study contributes to a deeper understanding of word combinability in Kazakh, addressing both linguistic and extralinguistic aspects. It offers a valuable teaching approach to help learners correct common mistakes related to lexical form combinations. The research underscores the significance of considering both lexical and grammatical parameters when analyzing word combinability, highlighting their interconnectedness in the learning process.

1 Introduction

Learning the patterns of word conjunction helps students understand the connections that exist in the language system, knowledge of the interdependence of its different levels and makes it significantly easier to handle the text and translation [1, 2].

Learning the norms of word combination promotes the enrichment of vocabulary, the development of coherent thought and speech during the process of learning the Kazakh language. Construction of word combinations, sentences, communicative exercises teach appreciative attitude to the tools of the national language, in particular to word itself, which,

---

* Corresponding author: marghan01@mail.ru

in turn, ensures improvement of the verbal culture, which is an integral part of the society's culture [3-9].

Teaching the patterns of word combination takes on special significance in the context of studying valency. The unique features of a language are vividly demonstrated through the regulations governing word combinations and the templates governing the formation of diverse word combinations. Russian students have difficulties with selecting the right type of lexical units and connecting them with each other, which leads to the incorrect instances of word usage [10-11].

To address this issue effectively, the primary objective is to delve into linguistic materials that not only enhance Kazakh verbal competence but also rectify common mistakes in word pairing. Furthermore, it involves the development of exercises designed to master the conventions of word interconnection within the Kazakh language. Therefore, emphasizing the significance of word combinability within language learning and teaching is of greatest importance.

It is important that the translation can prove why this particular word or phrase should be inserted in the context. For this reason, a number of words are used to connect with other words, so called "superfluous" words that do not combine semantically or grammatically with the proposed lexemes in the translated material [12].

Language represents a dynamic functional system that necessitates comprehensive description. This comprehensive description should encompass not just the structural components of language and their inherent systemic characteristics but also delve into how these attributes come to life in practical, real-world instances of communication. Therefore, to truly understand and appreciate language, we must examine not only its formal components within the system but also how these components come to life during actual acts of communication. This involves scrutinizing their functional roles and the stylistic nuances that shape their expression in various communicative situation [13-14]. This position is reflected in the works of J.A. Baudouin de Courtenay, L.P. Yakubinsky, L.V. Scherba, G.O. Vinokur, expanded and refined in the works of the Prague Linguistic Circle and others. Language operates as a systematic structure across all its levels. Within this system, every word exhibits a predetermined, yet adaptable, capacity to combine with other words. These lexical relationships, firmly established within the language, function as the guiding norms for word utilization in actual communication.

However, over time, word combinations that faithfully adhere to these established norms tend to lose their representational vigor. Their expressiveness diminishes and often falls short of effectively conveying the author's intended message about different subjects, individuals, phenomena, characteristics, and aspects of reality [15]. As a result, there is a noticeable shift towards seeking new methods and innovative forms of expression, especially evident in the realm of artistic communication [15]. This quest for innovation can manifest itself in the creation of entirely new words and word forms or in the exploration of untapped communicative and expressive potentials hidden within existing words, particularly in the context of word combinations and broader discourse.

At this stage of language development, when denoting a new concept, combinable words and phrase combinations become an important means of nomination, since it allows one to more accurately name and characterize numerous details or properties of new phenomena, which contributes to the recognition of a new designation.

2 Materials and methods

The methodology employed in this study aims to provide a systematic framework for the comprehensive exploration of word combinability, considering both lexical and grammatical

parameters. This approach is designed to enhance the understanding of word combinations and facilitate the teaching process.

A structured framework for studying word combinability, considering both the inherent characteristics of lexemes and the grammatical rules governing their combinations. It offers a valuable teaching tool to enhance language proficiency, correct mistakes, and deepen the understanding of word combinability in the context of the Kazakh language, while emphasizing the interconnected nature of lexical and grammatical parameters

The suggested approach for instructing students on the lexical combinability of the Kazakh language is regarded as just one avenue for enhancing comprehensive language education, particularly in upper-level secondary school classes.

V. Vagner [16] notes that "the most important means of optimizing the learning process is nationally oriented teaching. This is the main methodological approach based on which the principles of conscientiousness, consistency, functionality, communicative orientation are implemented and adequate forms and methods of teaching are determined".

A.A. Uspenskaya [17] suggests exercises to develop proficiency in lexical compatibility:

1) identify the top 3 most common combinations for each synonym using the modern Kazakh language corpus.

2) identify 3 antonyms for each word combination and provide the context in which they are used.

3) utilize compatibility dictionaries to ascertain whether the provided word combinations adhere to linguistic norms.

M. Patocka-Platek [18] describes three types of skills in mastering stable word combinations:

1) potential - understanding unfamiliar phrases in context on the basis of their literal translation,

2) receptive - recognition of previously learned phrases,

3) productive - use of phrases in own speech.

From this classification come the different types of exercises needed to master stable constructions.

The first exercises help you to understand the meaning of a syntagmatically linked speech pattern and learn its grammatical features. Here are some examples of teaching exercises. Exercise: Read the sentences, ask a question about the phrase units, retell the content of the sentences in other words:

1) Winter has come, the field is covered with *white* fluff.

2) The *white* poem is unique.

3) My father died, he was wrapped in *white* cloth

This is followed by a pre-speech exercise which requires a great deal of independence on the part of the student. The student should recall the previously learned constructions, use them taking into account their stylistic and semantic features, changing the word forms if necessary. For example: Read the following sentences, replace the gaps with phrases from the list that fit the meaning of the phrase.

1) The symbol of peace is _____.

2) The father blessed the newlyweds_____.

3) Residence of Kazakhstan _____.

For reference: *white* dove, *white* blessing, *White* Horde.

Speech exercises are the final stage of the work. To develop the mechanical skill of using phraseology in speech, multiple repetitions are necessary. Therefore, the study of phraseology should be carried out gradually, such exercises are appropriate to include in many sessions throughout the whole period of study, until the end of the learning process. Thus, synthagmatically related units with a colloquial component have great methodological potential. Studying the persistent collocations in a foreign classroom is a significant link in

the learning of the language as a whole. Working with these language units allows developing speech skills, expanding the vocabulary of students and, of course, forming an idea of the culture and history of the country of the studied language.

A study conducted by A.K. Grigorieva in 2005 examines the correlation between the number of students' speech errors and the levels of language competence in Russian. It was found that the inability to take into account the lexical combination of words occupies the largest part (33%) of all lexical errors of speakers of all speech ages, the use of words with an inappropriate meaning (about 20%) and the mixing of paronyms (13.7%) come second [19].

According to A.A. Uspenskaya [17], "at the stage of familiarisation with the vocabulary, it is sufficient to give an idea of the main and additional meanings of the word, to determine its style affiliation and register".

According to E.Y. Shamlidi [20]: "Violation of the boundaries of the range of compatibility is one of the most common mistakes. This problem is still topical, because such mistakes are still encountered in translation and academic teaching".

M. V. Dzhagaryan [21]: "The range of compatibility is the most important concept in the study of lexical compatibility. Each word or phraseological phrase can only be combined with a certain set of other units, which determine its combinability range. When the range is violated, the sentence becomes unnatural and sometimes makes no sense".

A.V. Kalyakova [22]: "At the semantic level, like valency, combinability is manifested in the selectivity of lexemes, e.g. to give attention, but not to give interest. At this level, combinability is determined by semantic concordance - the components of the combination must not have unmatched semantics".

L. Avetisyan [23]: "Periphrases are studied within the framework of semantics. Periphrasis-word combinations can be both phraseological and nonphraseological. The figurative nature of nomination in this case itself implies the formation of a word-phrase, the formation of a new meaning of a lexical unit, or its re-thinking".

When revealing the syntactic functions of a word combination, it is necessary to show that it occupies an intermediate position between a word and a sentence, it is neither one nor the other, though it reveals a certain affinity to them. Therefore, when studying a word combination it is necessary to compare it both with a word and a sentence in order to show the distinctive features of this syntactic unit (Formation of the Russian language model of combinability and study of its properties [24].

According to G. Agabekov [25]: "The basic principles of developing the linguistic foundations of the methodology of teaching Russian collocations should be: The study of linguistic phenomena in the system of their interrelations (the nature of collocations in the compared languages); the selection of linguistic factors providing in their interrelation the speech communication (by frequency); reliance on collocations (mainly on nominal and verbal); selection and presentation of collocations in Russian taking into account the degree of their similarities and differences with Tabasaran language; ensuring the unity of grammar theory and appropriate speech practice in teaching".

"Children tend to preserve frequent word combinations, such as 'like it' or 'want some.' These combinations are often treated as units, producing errors such as 'I like it the ball' or 'I want some a banana" [27].

E. Alsammarraie [27]: "As was the case in the learning of single words, this learning is guided by earlier developments in comprehension. We have to assess children's early syntactic comprehension by controlled experiments in the laboratory".

Their studies showed that their samples of students also had problems constructing verb–noun collocations. Alsakran's research conducted on Arabic-speaking English learners' receptive and productive knowledge of collocations concluded that learners of the English language face problems with adjective–noun and verb–preposition combinations [28].

Despite the fact that co-occurring word items are generally recognized to have a significant impact on language acquisition, past investigation attempts have testified the low level of performance in collocational-related tests [27].

Learners usually receive multiple exposures to the target language to master a word. One of the things weighed up in this process is whether new words should be introduced in semantically related versus unrelated sets. Interestingly, despite extensive scholarly attention [29].

In the study by A. Amirbekova [30], a scientist who studies the problem of the picture of the world in linguistics, it is said "The nationally-cultural element usually has no formal indicators in linguistic sign and is determined implicitly on the basis of association with the inner form and content of the aggregate value of one or another linguistic unit".

As Kazakh scientist A. Baimurzina [31] suggests "As a multi-ethnic country, Kazakhstan is committed to creating conditions for tolerant communication". Therefore, when teaching a language in an effective way, several parameters between the person and the language are taken into account (cognitive consciousness).

3 Results

It is very important to correctly distinguish the difference between a phrase and a sentence, since very often these two linguistic elements are confused with each other. In order to feel this difference, it is worth paying attention to the fact that phrases do not convey specific thoughts; words in such a combination of words are combined only grammatically and give a definition to any object, phenomenon, or action. Sentences, in turn, are a combination of words and phrases that exist as a complete thought.

In the educational context, students are instructed on two fundamental approaches to link words: composition (referred to as consonantal connection) and subordination (known as subordinative connection).

The study of phrases as units of language begins in the early stages of learning. Therefore, it is important to understand that a phrase can consist of either one or several words, among which one of these words is the main word, the remaining words, in turn, have a characterizing function of the main word.

In this context, it is also noteworthy to emphasize that while word combinations serve as building blocks for constructing sentences, they are distinct entities that require a nuanced understanding, as they don't possess the communicative completeness that sentences do. This distinction between word combinations and sentences forms a foundational concept in linguistic education, aiding students in navigating the intricate structure of language and enhancing their overall language proficiency.

In practical terms, the initial stages of developing word-linking skills rely on the use of speech patterns, often referred to as model sentences. These model sentences serve as valuable tools for elucidating the distinction between word combinations and sentences, especially through the use of prepositions and non-prepositions. By comparing sentences featuring prepositions with those that do not, we can uncover the distinct roles that word combinations play within a sentence. Word combinations can be examined both in isolation, viewed as special lexical-grammatical units, and as integral components of a sentence. The grammatical understanding of word combinations is best cultivated through the analysis of two-word combinations. This analysis can be approached using two methodological techniques: the study of simple two-word combinations formed by combining individual words connected by meaning and the extraction of word combinations from more complex, extended sentences.

To explore the grammatical essence of two-word phrases effectively, educators should take preparatory steps by creating a series of phrases comprising two significant words. In

such phrases, one word denotes an object, while the other describes an action or attribute associated with that object. For instance, consider phrases like *" prodavat' pirozhki "* (selling pies), "krasnoe yabloko" (red apple), or "detstvo otca" (father's childhood). Questions are employed to discern the roles of these words within the phrases, differentiating between the main word and the dependent word.

In order to show more clearly in the word combinations the subordination of the dependent word to the main word and at the same time the different forms of this dependence (i.e. the different types of subordinating connection).

Exploring the structural intricacies of word combinations necessitates a comprehensive examination of the arrangement of their constituent elements. This imperative arises from the recognition that the placement of the dependent word, whether it precedes or follows the main word, is intricately linked to the morphological attributes of the words in question. Moreover, it is essential to underscore that the grammatical relationship, which encompasses factors such as agreement, control, and adjacency, undergoes variations contingent upon the positioning of the dependent word.

Understanding the structural dynamics of word combinations offers a valuable insight into the inner workings of language. The arrangement of words within a combination can significantly impact not only the meaning but also the overall coherence of a sentence. Consequently, linguistic scholars and educators emphasize the importance of grasping the intricacies of word order to facilitate effective communication and composition.

Every word combination is rooted in linguistic material that already exists, comprising the linguistic meanings of words and their normative compatibility. This compatibility is shaped by a complex interplay of extra-linguistic and inter-linguistic factors, underscoring the intricate nature of language itself.

Within this linguistic framework, the semantic structure of a word holds a central position. It is within the semantic structure that the smallest components of meaning, known as semes, can either take a prominent role in speech or, through associative connections, create sporadic associations that expand upon the established linguistic meanings of words. This dynamic process allows for the evolution of language, as words and their meanings adapt and interconnect to convey nuanced expressions and ideas.

Hence, the linguistic basis of combinability should be included:

• The linguistic semantic structure of a word, wherein the tiniest components of a meaning-seme can either be foregrounded in speech or, through associative connections, form sporadic associations that build upon the established linguistic meanings of words;

• Linguistic lexical compatibility, which exists within the language's norms and is intertwined with the semantic structure of a word. These elements are synchronously connected and mutually influenced, obviating the debate over whether a word's meaning takes precedence over its combinability or vice versa, highlighting the primacy of combinability and the contextual influence on its meaning.

4 Discussion

The study of word combinability when translating from Kazakh to English and from English to Kazakh is one of the most complex linguistic phenomena.

The links that emerge between words in the translation process are complex. On one hand, they are influenced by the relationships among real-world phenomena, and on the other hand, they are shaped by inherent linguistic factors. These linguistic factors include words' capacity to link based on their lexical meaning, the potential to combine words from various lexical and grammatical categories, and the semantic associations of words with synonyms.

The traditional division of compatibility into grammatical (syntactic) and lexical is the most appropriate in translation training. When combinations of grammatical forms are

considered, we usually speak of grammatical compatibility. When the lexical content of these forms is taken into account respectively about the lexical combinability. Both of these combinability types, as different order aspects of the same phenomenon, are in interaction. In order to master English profoundly, students need to learn the rules of word usage and its compatibility with other words, e.g. in stable expressions:

to be happy – byt' schastlivym;

to be ill – byt' bol'nym;

to be sorry – byt' vinovatym.

These rules, which are based on grammatical norms, also depend on the lexical meaning of words, which determines the ability of a given word to combine with others, and partly the form of these combinations.

In translation, word combinability is the result of the interaction of three mechanisms, each of which is conditioned by a corresponding aspect: **semantics, its form and norm of use**.

The semantic mechanism (semantic compatibility) is based on the presence of a semantic feature that contains combining words (compatibility).

Until recently, the terms "collocation" and "context" were often used as equivalent when working on words, and word combinability was taught only within the collocation and at the collocation level. The syntactic relationships between the predicate and the subject were studied separately. In this connection, it should be noted that there is a definite (immutable) word order in the Kazakh language. Recent linguistic studies consider "combinability" in translation as a general property of a word (or class of words) to connect with other words, and "collocations" as specific types of word connections. In other words, in translation, the word combination is a special case where a word realizes its combinative possibilities, while the combinability is the totality of these possibilities themselves, i.e. the totality of all the subordinate, word-word links that accompany a word in a sentence, in speech. In a word combination, words reveal and actualize their meanings (*pol'zovat'sya - polotencem, komp'yuterom, navykami*). However, many words need an extended context or "lexical background" to realize their meaning. For example, an actualisation of the meaning of the word take is possible if the situation (*reshenie, gostya, sotrudnika, uchastie and etc.*) is indicated in a sentence or in a text. It follows, therefore, that learning to translate should not be limited to generic, one-size-fits-all models. The rich possibilities of the Kazakh word, which are revealed by combining it with other words during the construction of a statement in translation, must be absorbed and remembered. For these purposes, a text is the most appropriate unit of instruction. A coherent text, which is a semantic, communicative and structural-linguistic unity, is a universally recognized unit of teaching the Kazakh language, corresponding to the principle of practical orientation.

The most important task in teaching compatibility in translation is its stylistic aspect, because even in written works there are a significant number of stylistic errors in word combinations. The main criterion for the selection of language material linguists and methodologists name **the criterion of a particular** linguistic phenomenon and speech. The next important factor is **the productivity, or activity**, of the linguistic phenomenon in modern speech.

So, when selecting language material, attention should be paid to **the degree of difficulty**. If mastering the rules of control of verbs - synonyms or homonyms is difficult to learn, then obviously such constructions should be introduced gradually - sequentially at all stages of learning.

In the conditions of bilingualism (presence of Kazakh and English languages) the **principle of taking into account the native language** seems important, which implies, first of all, distinguishing from the system of English such phenomena, which either do not coincide with the analogues in Kazakh or have no analogues in it at all. It is important to take

into account the principle of the English language, which implies, first of all, to distinguish from the English system such phenomena which either don't coincide with their analogues in Kazakh or don't have any analogues in Kazakh at all.

Intensifying the development of pupils' coherent speech in connection with the teaching of compatibility is also unthinkable without taking into account **the associative thematic principle of language learning**.

When selecting language material for active learning, it is important to **take into account the ability of a word to enter into combination with other words**. In this case it is necessary to familiarize students with the typical linguistic environment of the word, with the main forms of collocations, the main component of which is a given word. So, inclusion of the lexeme *(to present)* in the active vocabulary requires studying a number of words such as: tsvety - *flowers* , kniga - *book*, znachok - *badge* and etc.; *to present* – darit' (komu?) *friend* - drugu, *mother* - materi, *sister* - sestre, *city* – gorodu and etc.; (po sluchauy) in *case of birthday* - yubileya, *holiday* – dnya rozhdeniya and etc.; darit' (kak?) *to present from the heart* – ot vsego serdtsa, *from the soul* – ot dushi and *etc.* The difficulty here is that at one stage or another, a certain amount of so-called closure of the material is necessary. However, this can only be relative. Obviously, with each stage of learning the range of vocabulary the learner will expand.

Let us elaborate on the individual principles of the selection of didactic material.

The principle of particular. The most used (frequent), according to linguists' statistical data, are the case forms. One of the peculiarities of the Kazakh language is that a form of the same case in combination with other words in a sentence can have several meanings.

The principle of productivity, or activity, of linguistic material. In modern English there are a number of active processes in the system of combinations. The methodology of working on collocations with adjectives as a reference word seems to be quite difficult, because here we are actually dealing with lexical combinability. In these word combinations, it is very difficult to catch the patterns of construction, to formulate a "rule of combination". Often the correct placement of these word combinations depends on the semantics of the controlled word, the semantic-grammatical meaning of the whole phrase or sentence. The main learning technique here will be memorization. Each word must be learned, given a number of combinations, must be repeated in the future. The pupils have difficulty in selecting lexemes to these words which act as a consonant or a controlled component.

It's important to highlight that errors can occur in various forms of grammatical word combinations. Research, specifically conducted in this regard, demonstrates that as children grow older, many errors tend to diminish in their speech, resulting in a significant decrease in their frequency. However, it is noteworthy that mistakes related to lexical and grammatical (syntactic) word combinations do not follow the same pattern of decline as children progress through different educational levels, and these errors persist even among high school graduates. Let us name the most common types of grammatical compatibility errors (grammatical errors):

Errors in control. These are the most important (grammatical) errors of a syntactical nature, errors in pupils' speech. Their occurrence is due to the objective complexity of the way of connection itself. The control relationship covers syntactic constructions with diverse rows of words. Characteristically, the choice of the form of the controlled word is influenced by various semantic, grammatical, word-formation factors, as well as the lexical meaning of the words composing the word combinations.

Errors in lexical combinability of words are also different. The laws of lexical combination of words are much more difficult to trace than the rules of grammatical combination. The process of building proficiency in word combinations follows two distinct lines. Firstly, it involves expanding and deepening the understanding of syntactic relationships based on the knowledge acquired during the initial stages of learning.

Furthermore, it takes into consideration the skills and competencies developed across various levels of one's native language [32].

The principle of continuity is instrumental in shaping the design of exercises, with the nature of these exercises varying in complexity and focus based on the learner's developmental stage and age within the framework of Kazakh language acquisition.

As students advance in their linguistic development, the complexity of these exercises is systematically heightened to align with their increasing proficiency. This progression involves a range of activities, including tasks that require students to match main words with their dependent counterparts, taking into consideration appropriate case variants. Additionally, students engage in exercises involving the substitution of words with synonyms or antonyms, contributing to a deeper understanding of word nuances. They also delve into the exploration of polysemous words, uncovering the diverse meanings associated with these lexical elements.

Upon reaching the middle school level, the exercises pivot towards constructing word combinations with a focus on semantic relations, underpinned by the logical-semantic principle. They also incorporate tasks involving the comparison of synonymous word combinations, transformational exercises, the composition of sentences founded on previously studied word combinations, the creation of word combinations and sentences centered around specific themes or visual stimuli, translation exercises from the native language into English, retelling exercises, and composition tasks that draw from reference word combinations.

As students progress to the upper grades, the emphasis shifts towards problem-solving exercises that delve into the nuanced exploration of word combinations and their intricacies. These advanced exercises aim to foster a deeper understanding of the subject matter, encouraging learners to critically analyze and apply their knowledge in various linguistic contexts. This transition signifies a higher level of linguistic competence and marks the culmination of their word combination studies.

5 Conclusion

This article has studied lexical combinability within the Kazakh language, shedding light on its profound significance in language education. Through an exploration of word combinations, their contextual dependencies, and their role in communication, we have gained a deeper understanding of the nuances that underpin language acquisition.

Words and their compatibility share an intrinsic connection, forming the bedrock of linguistic comprehension. To grasp the essence of words, especially those with multiple meanings, one must delve into their contextual surroundings, for it is within this context that the true essence of a word is revealed. The concept of compatibility takes center stage, acting as the linchpin for unlocking lexical meanings. Consequently, the interplay between context and words emerges as a pivotal factor in pedagogical methods.

We have underscored the importance of differentiating between phrases and sentences, elucidating that word combinations, while integral to sentences, do not independently convey specific thoughts or serve as complete communicative units.

The foundational stages of learning about word combinations have been outlined, highlighting the relationship between main and dependent words, their grammatical and meaningful connections, and the role they play in constructing meaningful expressions.

This research also has examined the dynamics of word combinability in the context of translation. The process of translating between languages is a complex interplay of semantic, grammatical, and contextual factors. By dissecting the intricate relationships between words in translation, learners can enhance their ability to convey meaning accurately from one language to another.

In summary, the study of lexical combinability in the Kazakh language offers a rich terrain for language educators and learners alike. It illuminates the intricate web of word relationships, providing valuable insights into language acquisition and usage. As we conclude this exploration, it is evident that the journey of understanding and mastering word combinability is a continuous and dynamic process—one that deepens our appreciation for the complexity of language.

Acknowledgments

References

1. J.J. Hernández García de Velazco, Sociedades del conocimiento y ciencia abierta en la nueva normalidad, JURÍDICAS CUC, **18**(1), 1–4 (2022)

2. M.N. Wagner, M. Kupriyanova, O. Maximova, U. Ovezova, Development of a methodology for improving the efficiency of teaching written translation of business correspondence (WTBC) for economics students. Perspektivy nauki i obrazovania – Perspectives of Science and Education, **63**(3), 130-144 (2023) doi: 10.32744/pse.2023.3.8

3. X. Wu, O. Chelyapina, D. Kapustina, A. Avrutina, E. Mussaui-Ulianishcheva. The Semiosphere as a Generator of Intra- and Intercultural Translations. Southern Semiotic Review, **17**, 214-253 (2023). doi: 10.33234/SSR.17.11

4. Zs. Riczu, G. Melypataki, D.A. Mate. Concepts of Work: from Traditional Social-Labor Ideas to Modern Effects of Digital Transformation. Journal of Digital Technologies and Law **1(1)**, 175-190 (2023). doi: 10.21202/jdtl.2023.7

5. V.M. Panfilova, A.N. Panfilov, E.E. Merzon, O.M. Shterts, A.I. Gazizova. Foreign language competence of the future pedagogues. Journal of Language and Literature, **6(3),** 38-41(2015).

6. I. Begishev, Z. Khisamova, V. Vasyukov. Technological, Ethical, Environmental and Legal Aspects of Robotics. E3S Web of Conferences, **244**, 12028 (2021). doi: 10.1051/e3sconf/202124412028

7. R. K. Nurmaganbetova, A. T. Kaldybayeva, N. K. Sartbekova, A. K. Umirbekova, E. M. Akhmetshin. Formation of readiness of future teachers of the republic of kazakhstan for implementation of education in the inclusive environment. Journal of Intellectual Disability - Diagnosis and Treatment, **8(2),** 205-210(2020).

8. R.B. Kamaeva. National cultural specifics of representing dialecticisms in the fiction work translation. Life Science Journal, **11(10),** 653-656(2014).

9. R.B. Kamaeva, M. Hussien, A. Rassouli, Q. Zaini, M.M.F. Haidari. Cultural Awareness, Listening Comprehension, Listening Motivation, and Attitude among EFL Learners: A Gender-Based Mixed Method Study. Education Research International, 2022, Art. 8018675(2022).

10. O. Chernova, A. Litvinov, I. Telezhko, T. Ermolova, Teaching science language grammar to would be translators in vocationally oriented language learning via m-learning, Frontiers in Education, **7** (2022). doi: 10.3389/feduc.2022.905800

11. I.A. Skripak, A.V. Shatskaya, E.V. Ukhanova, A.E. Tkachenko, N.A. Simonova. Information Technologies and Language: The Impact of CAT Systems on Improving the Efficiency of Translators' Training. Theory and Practice in Language Studies, **12**(11), 2358–2364 (2022). doi: 10.17507/tpls.1211.16

12. K. Nurgali, V. Siryachenko, L. Mukazhanova, M. Zhapanova, R. Nurgali. Literary Translation as One of the Main Tools of Artistic Reception: On the Example of Kazakh-Russian Literary Interaction. Theory and Practice in Language Studies, **12**(12), 2626–2633(2022). doi: 10.17507/tpls.1212.20

13. M. Stavruk, Liliya Beloglazova, Irina Polozhentseva, Alibi Shapauov, Elvira Safonova, Oksana Orekhova, Nataliya Rets, Galina Malukina, Olga Abramova, Svetlana Godzinevskaya, Using Smart Devices in Forming the Foreign Language Competency of Economics Students. Journal of Language Teaching and Research, **14**(5), 1181-1188 (2023). doi: 10.17507/jltr.1405.05

14. L. Babina. The difficulties of learning russian language on the example of studying the conflictogenic potential of phraseological units. Revista Conrado, **19**(92), 290-296 (2023).

15. K. Iskakova, G. Kushkarova, B. Kurmanova, S. Sadykova, R. Zholmurzaeva, The Linguistic Personality of Abish Kekilbayev in the Context of Political Discourse (Based on the Material of Public Speeches), Theory and Practice in Language Studies, **13**(2), 376–384 (2023), doi: 10.17507/tpls.1302.12

16. V. N. Vagner. *Methods of teaching the Russian language to English and French speakers* (Vlados, Moscow, 2001) 384.

17. A. A. Uspenskaya, Teaching the norms of lexical compatibility at an advanced level of mastering the English language in a university, Innovations in Science, **57-2**, 51-58 (2016).

18. M. Patocka-Platek, *Teaching phraseology using Russian language textbooks for Polish schools*, Author. dis. … Cand. Ped. Sciences, (V.V. Vinogradov Institute of Russian Language, Russian Academy of Sciences, Moscow, 1992) 20.

19. A. K. Grigoryeva, Speech errors and levels of language competence, Author. dis. … Cand. Philol. Sciences (Yelets State University named after I. A. Bunin, Yelets, 2004) 20.

20. E. Yu. Shamlidi, Another look at the translator's false friends. Bulletin of the Pyatigorsk State Linguistic University, **4**, 159-163 (2012)

21. M. V. Dzhagaryan, N. S. Gyurjyan, N. V. Karatseva. The problem of lexical compatibility (2019). Retrieved from: https://pgu.ru/upload/iblock/eb9/m.v.-dzhagaryan_-n.s.-gyurdzhyan_-n.v.-_-karatseva-n.v.-_-problema-leksicheskoy-sochetamesoti-_iv_.pdf

22. A. V. Kalyakova, Compatibility as a criterion for distinguishing between synonyms, Final qualifying work, (The Ural State Pedagogical University, Ekaterinburg, 2017)

23. L. N. Avetisyan, M. R. Soghomonyan, The study of paraphrase-phrases in the university (on the example of phraseologized and non-phraseological periphrases of the modern Armenian language), Eurasian Scientific Association, **2(48)**, 302-305 (2019)

24. E. S. Klyshinsky, N. A. Kochetkova, O. Yu. Mansurova, E. V. Yagunova, V. Yu. Maksimov, O. V. Karpik, Formation of the model of compatibility of words of the Russian language and the study of its properties. Preprints of the Institute of Applied Mathematics named after M.V. Keldysh, **41**, 1-23 (2013) http://library.keldysh.ru/preprint.asp?id=2013-41

25. G. Z. Agabekov, Z. M. Zagirov, The main methods and techniques of teaching the syntax of the phrase of the Russian language in the Tabasaran school. Izvestiya DSPU, **2(11)**, 80-84 (2010)

26. B. J. MacWhinney. *Language acquisition*, in N. J. Smelser, P. B. Baltes (Eds.), International encyclopedia of the social & behavioral sciences, (Elsevier, Amsterdam; New York, 2001) 8275-8280.

27. E. Alsammarraie, An effective method for demonstating the constraints on word combinations in English, Critical Studies in Languages and Literature, **142**, 68-90 (2021) doi: 10.5455/CSLL.1515384358

28. R. A. Alsakran, The productive and receptive knowledge of collocations by advanced Arabicspeaking ESL/EFL learners, Master's thesis, (Colorado State University, Fort Collins, Colorado, 2011)

29. H. Sun, S. Fang, What constitutes vocabulary learning difficulty? A classroom-based study of semantic relatedness and L1 familiarity effects on L2 word learning Australian Journal of Applied Linguistics, **4(3)**, 82102 (2021) doi: 10.29140/ajal.v4n3.545

30. A.B. Amirbekova, Linguocognitive Mechanisms of Formation of National World-Views of Kazakh People. "Tiltanym" magazine of the Institute of Linguistics named after A. Baitursynuly, **4** (2021)

31. A.A. Baimurzina, A.B. Amirbekova, A.A. Khabiyeva, G.O. Abitova, The role of the Russian language in the determination of Kazakh students, Opcion, **35**(Special Issue 23), 800–817 (2019).

32. V.M Panfilova, A.N. Panfilov, E.E. Merzon. Organizational-pedagogical conditions to form the foreign competence in students with the features of linguistic giftedness. International Education Studies, **8(2),** 176-185(2015).