игровых технологий в повышении мотивации обучающихся и развитии коммуникативной компетенции в условиях неформального обучения иностранному языку. Исследование проводилось среди учащихся шестых классов средней школы города Семей, Казахстан. В работе был использован педагогический эксперимент, включающий диагностический, формирующий и контрольный этапы. Результаты показали, что систематическое использование коммуникативных игр, ролевых заданий и совместных видов деятельности значительно повышает мотивацию обучающихся, их речевую активность и уверенность в использовании иностранного языка. Полученные данные подтверждают, что игровые практики создают благоприятные условия для коммуникативного взаимодействия и способствуют развитию языковой компетенции в условиях неформального обучения.

Ключевые слова: игровое обучение, неформальное образование, обучение иностранному языку, коммуникативная компетенция, учебная мотивация, вовлечённость обучающихся, коммуникативное взаимодействие.

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THROUGH TRANSFORMATIONAL ANALISIS

Abstract. The article is an in-depth analysis of a crucial aspect of the Old English language, which is focused on the verb «Ȝieþan». The primary objective of this piece is to comprehensively investigate and gain a deeper understanding of the usage of this verb through the lens of Transformational analysis. This methodology involves scrutinizing the various syntactical and grammatical structures that constitute a sentence, including the transformational rules that govern how sentences can be transformed from one form to another. This allows us to uncover how the verb «Ȝieþan» was employed in Old English and how it can be interpreted by utilizing the principles of Transformational

analysis. The ultimate goal of this research is to unravel the complexities of the usage of this verb in Old English, including its various inflections and its role in sentence structure and meaning. This research is an indispensable addition to the field of historical linguistics as it provides invaluable insights into the grammar and syntax of Old English. By comprehensively analyzing the usage of the verb «ʒieƀan» through transformational analysis, this article sheds new light on the intricacies of the Old English language and its evolution over time.

Keywords: direct object, indirect object, model, Old English, structure, transformational analysis.

Introduction

The verb «*to give*» belongs to the first half-thousand most commonly used words and is among the top ten most commonly used English verbs [1]. With a frequency index of 2184 (5 million words), it is the fourth most frequent verb, second only to the verbs «*make, take, find*».

It is known that the maximum frequency of a word in the speech chain (regardless of the nature of the text) is an unmistakable indicator of the structural (i.e. formative) function of a given word in the language system. In English, the verbs «*to be, to have, to take, to look at, to put, to walk*» act as such string verbs, the meaning of which reflects the «semantic» («internal») form of the predicative construction (sentence), which in primary «free» conditions correspond to one of three general types of semantic classes subject-predicate relations: inherent, correlative and causation [2].

The verb «*to give*» heads the paradigmatic series of predicates of causation of the relation, forming sentences of a certain structure reflecting this coordination of concepts.

The structural minimum of the elementary sentence formed by the verb «*to give*» includes three names, which is a reflection of the elementary situation linking the three objects of reality and expressing the process in which the subject (the producer of the action) transmits to another person (addressee) something related to the material world (object).

Literature

Thus, in the meaning of the verb «*to give*», the object and addressee orientation are combined, which finds expression in the composition of its mandatory distribution, its valence. As for filling positions, animate nouns of a person are most often found in the subject and first object positions, and in the second object position – inanimate concrete nouns.

If we take into account the frequency of use of the verb «*to give*» and the fact that it is one of the «*string*» verbs in the English language, it becomes clear the interest in this verb of many researchers studying its semantics and syntactic connections [3].

L.A. Lvov, analyzing the syntactic properties of double-transitive verbs in the modern English language [4], considers their lexical and syntactic valence, by which he understands the ability of the lexeme to combine with various subclasses of nouns in the NiVN2N3 model. He found that the verb «to give» typically functions in three lexico-semantic variants of the N1VN2N3 model:

N,aVN2aN3e7
NiaVN2aN3c
NiaVN2aN3c

For the verb «*to give*», all positions of the NiVN2N3 model are mandatory. However, this applies to the first variant of the NiaVN2aN3c model. If the verb «to give» is used in the second and third versions of the NiVN2N3 model, filling in the N2 position is optional.

It is known that one or another subclass of verbs differs not only in valence but also in the possibility of participation of construction with this verb in various transformations, so that «a set (paradigm) of transformations possible for each subclass of verbs can be considered as a bundle of differential features of this subclass» [5].

The construction with the verb «*to give*», according to C. Filmore, has the following transformational property: it can take part in two passive and pronominal transformations; as well as in the transformation of the introduction of the preposition «to» [6]:

$T - prep. \rightarrow N1VN2N3 - N1VN3$ to N_2
$T - pass. \rightarrow N_2$ be Ven N3 (by N1)
T pass.' $\rightarrow N_3$ be Ven N_2 (by N1)
$T - what \rightarrow what$ vNiVN$_2$
$T - whom$ to whom vNiVN$_3$

(moreover, the pronominal transformation c whom can be applied only to a variant of the construction with the preposition «to»).

As the study of Old English dictionaries shows, the modern verb «*to give*» in the Old English language corresponded to a strong verb of the V class «*ʒiefan*» with the meaning «give, grant»; «*āʒiefan*» – «give, render, give back, give up»; «*forʒiefan*» «give, grant, give up» and the weak verb «*ʒiefian*» – «bestow gifts on».

It should be noted here that many English and American researchers of the Old English language [7], [8], [9], [10] unanimously note that the prefixes «*a, for*» when attached to the root verb morpheme very often do not change the meaning of the verb, but are amplifiers of the main meaning, or introduce a specific characteristic of the completeness of the action, or enhance the transitivity of the verb.

During the development of the language, having completely lost their meaning, these prefixes go out of use, as evidenced by the following figures: out of 200 verbs with the prefix – «*for*», only 9 remained, ' and out of 570 verbs with the prefix – «*a*», only 7 remained.

As for the Old English verbs «*agiefan*» and «*forgiefan*», a comparison of their dictionary and contextual meanings indicates that they mainly differed from the verb without prefixes by species characteristics. The prefix «a» was sometimes attached to the meaning of the verb by this direction of action, emphasizing that it comes from (out, from, forth) the subject. Then three verbs (with and without prefixes) merged into one verb without a prefix. The verb «*agiefan*» disappears already in the Early Middle English period. The verb «*forgiefan*» has been preserved in modern language with a different meaning, «*to forgive*».

The verb without a prefix also absorbed the Old English weak verb «*giefian*», because phonetic changes that occurred in Middle English, as well as the partial disintegration of the category of strong verbs, helped the process of mixing various subclasses of verbs. The strong and weak verbs merged and the result was a single verb.

The Old English verb «*giefan*» is a common Germanic verb.

Judging by the material of the Gothic and ancient Higher German and Scandinavian languages, the main meaning of the common Germanic verb «*getan*» was «to put an object in the hands of another person» [11].

Textual analysis of Old English written monuments shows that this meaning is not characteristic of the Old English verb «*ʒiefan*», which had the general meaning «to make someone a recipient of what is at the disposal of the subject of the action or is his property, without the obligatory actual delivery of the object» [7] and was most often used in the meaning «*to give*, *to bestow*», transfer something to someone as property. It is interesting to note that even now the frequency of using the verb «give» in this meaning is the highest and accounts for 35% of all cases of its use in various meanings.

Materials and Methods

The authors of the study have employed a method of comparative historical analysis to study the evolution of a language. This method involves a detailed examination of facts and phenomena from various periods of the language's development, as well as the application of transformational and component analysis techniques. By comparing and contrasting linguistic features and characteristics across different stages of the language's history, the authors aim to gain a deeper understanding of its evolution and transformation over time. This approach allows them to identify patterns, trends, and changes in the language's structure and usage, as well as to trace the origins and influences of different linguistic elements. Overall, this method provides a comprehensive and nuanced view of the history of a language, shedding light on its complex and dynamic nature.

Discussion and Results

As we noted, the modern verb «to give» belongs to the five most frequently used verbs. However, in Old English, it did not have such a high frequency of use. So, for example, in King Alfred's translation of «Gregory's Pastoral Saga» for 40 thousand words, there are only 5 cases of using the verb «*ʒiefan*», and in *Wulfstan's «Sermo Lupi ad Anglos»* (for 1620 words) – none.

This is explained, in our opinion, by the fact that at that time, along with the verb «ȝiefan (aȝiefan, forȝiefan)» there was a weak verb «sell», which had the meaning «to give».

For example: «And eh sealde his suna xpellstana Kentware rice». – «And he gave the kingdom of Kent to his son Alstana» (Ǣlfric).

The verb «giefan» was used when they wanted to emphasize that something was given free of charge, as a gift; in other cases, preference was given to the verb «sellan». This was their semantic difference. At the end of the Old English and in the early Middle English periods, the verb «sellan» loses its meaning in common with the verb «ȝiefan» and begins to be used only in the meaning of «to give for something», i.e. in the meaning that it has in modern English.

It is known that there is a regular and obvious tendency in the language to eliminate one member from the pairs of absolute synonyms formed in the language because absolute synonymy is. Semantic redundancy: two signs express the same meaning, differing neither in the shade of meaning nor stylistically. Since an abnormal situation is created in which two lexemes express the same semantic content, one of them turns out to be redundant and is gradually being forced out of use.

The material of our research showed that the verb «sellan» already in 1032 had the meaning «to sell»: «And he ne maȝ hapor ne ȝyaen ne syllan». – «And he can neither give nor sell it». (Ǣlfric)

From the moment when the verb «sellan», acquiring the meaning of «sell», ceases to be synonymous with the verb «ȝiefan», the frequency of use of the latter increases significantly. So, in, «The Peterborough Chronicle» for 22 thousand words, 67 cases of using the verb «ȝiefan» (mainly without the prefixes «– ā, – for») were encountered.

Since the verbs «ȝiefan» (aȝiefan, forȝiefan) and «ȝiefian» merged into the modern verb «to give», it seemed interesting to us to study the valence of these ancient verbs.

By valence we mean the syntactic syntagmatic deep connection of verbal lexemes that generates models of elementary sentences, that is, such sentences in which all its members are necessary and sufficient for its semantic and structural completeness, sentences that reflect elementary situations of reality and which 'are the foundation on which various types of sentences can be built, such as expanded syntactic constructions.

When describing the valence of a verb, it is necessary to take into account not only how many vacant positions are allowed with the verb, but also the qualitative side of the environment that is characterized by:

1) types of syntactic relations, the implementation of which is determined by the analyzed verb in the finite form (relational valence);

2) morphological form of the components (partners) of the verb, with the help of which these syntactic relations are actualized (configuration valence);

3) semantic groups of nouns acting as verbal «actants» and thereby creating the lexical and semantic environment of the verb (semantic selectivity).

Only the study of the valence of the verb in its relational and configuration manifestation and its semantic selectivity will allow us to present quite consistently the complex internal structural organization of a verb.

Our research has shown that in Old English the verb «ȝiefan» was used as a directed action verb, whereas in modern English the verb «give» can be used as a directed or non-directed action verb. For example:

She gave you some coffee. (directed action verb).
They heard the kitchen door give. (non-directional verb).

The verb «ȝiefan (forȝiefan)» in the meaning of «give, give, welcome» had a stable (constant) valence concerning both NP – objects, and in the model of the elementary sentence N1VN2N3, all positions were mandatory.

For this verb, the presence of both NP – objects is necessary; omission of any of them leads to structural and semantic incompleteness of the sentence, makes it ungrammatical, and those rare cases of the possible absence of one or another NP – an object can equally be explained by special conditions of the context and situation, specific emotionality and rhythm.

In the model of the construction N1VN2N3, the subject position always contains a name of a person or a personal pronoun replacing it. The first object position with the syntactic status of an indirect complement is usually filled with a noun of the person in the «Dative Case» or a pronoun replacing it. There are several cases when there is Ncll in this position and a single case is an inanimate concrete noun. The second object position with the syntactic status of a direct complement is more often filled by a noun in the «Accusative Case». In this position there are nouns of all subclasses, but more often – inanimate nouns, concrete, sometimes – abstract, and rarely – nouns of a person.

Thus, the verb «ȝiefan (forȝiefan)» typically functioned in three lexico-semantic variants of the N1VN2N3 model:

N1 aVN2 aN3c

N1 aVN2 aN3c

N1 aVN2 aN3a

There are isolated cases of variants:

N1 aVN2coll -N3c

N1 aVN2 aN3c

We investigated the narrow valence of the verb «ȝiefan», i.e. its manifestation concerning the narrower subclasses of N included in the NP direct object, because «the study of the valence of the verb and the structure of the deep sentence cannot be limited to the introduction of only two subclasses of N into the NP – object ..., narrower subclasses of words introduced into NP – the objects of the deep sentence also have their influence on the composition of the verb phrase, on the structure of the deep sentence» [12].

The verb «to give» is a verb of broad semantics. It can practically realize its basic general meaning in combination with any inanimate concrete and many abstract nouns, with animate nouns non-face, and in some cases even animate nouns of a person.

The range of nouns combined with the Old English verb «ȝiefan», registered by us as a result of the analysis, is not wide and, as it seems to us, accidental. It is determined by the nature of the texts available to us. Therefore, the study of the semantic selectivity of the verb «ȝiefan» and its specific manifestation – lexical compatibility presents some difficulties, because, among the insignificant number of nouns acting as verbal partners, it is impossible to distinguish any semantic classes (ideographic groups). And yet, after analyzing the entire set of nouns that make up the lexical compatibility of the verb «ȝiefan», we can distinguish two semantic groups and investigate whether the introduction of nouns of these groups of BNP – the second object affects the valence of the verb.

If in the second object position, there are inanimate concrete nouns, such as «rice-kingdom, earldom-earldom; minstre-monastery; biscoprice-bishopric; abbotrice-abbey», the valence of the verb does not change, the semantics of the verb narrows somewhat, the verb «ȝiefan» appears in one of the semantic variants of its general meaning and means «to confer, grant, or bestow (a favor, honor, office, privilege, etc»; if in this position there are nouns that are the name of real estate (land; are – property), the verb «ȝiefan», without changing the valence (the structural minimum of the verb phrase includes two NP objects), acquires a different shade of the general meaning to confer gratuitously the ownership of some possession on another person.

Thus, the analysis of the «narrow» valence of the verb «ȝiefan (forȝiefan)» shows that the introduction of narrow subclasses of N in the positions of NP objects does not affect the valence of the verb; only the semantics of the verb changes somewhat, narrowing and concretizing. But since the verb already had a broad conceptual basis at that time, the logical basis of its main meaning was preserved in all its semantic variants.

In the Old English language, two passive transformations of the construction with the verb «ȝiefan (forȝiefan)» are simultaneously formed and begin to function;

T pass. N1VN2N3 → N3beV – en N2 (fram N)

T pass. N1VN2N3→ N2beV – en N3 (fram N).

The most common lexical and semantic variants of the N3 model with beVen N2ā and N3c be V ā en. In the latter case, when the structural minimum of the construction is limited to one NP –

the direct complement of an untransformed construction standing in the subject position of a passive transform, a change in valence signals a change in the meaning of the verb. The second passive transform appeared already in the 10th century in the following lexico-semantic version:

N2a beV – en fram N1a

There is an assumption that in verbs with two additions, the first one has a passive construction of the type «*A book was given (to) him*». When it was necessary to emphasize the importance of an indirect supplement, it was put in the first place: «*He was given a book*». This contradicted the usual, accepted word order in the sentence when the noun or pronoun preceding the verb in the personal form indicates the subject, and the words of class N following the finite verb indicate the complement, so the pronoun in the «Objective Case» was replaced by the pronoun in the «Subjective Case» and, thus, the construction «*Was not given a book*» arose.

This explanation of the occurrence of the second passive for verbs with two additions is found in Old English [13].

Unfortunately, the very initial study of Old English texts shows that this hypothesis, although tempting in its logical sequence, still cannot explain the process of the emergence of two passive transformations of the construction with the verb «ȝievan (*forȝiefan*)».

So, back in the X century, when both verbal partners, expressed by a noun or pronoun, could precede the finite verb and practically occupy any place in the sentence, in the same author (Ælfric) in the passive transformation of the construction with the verb «ȝievan (*forȝiefan*)» in the position of the subject, we find both N3 and N2.

For example: «*Ȝead is eare sawle forȝiefan to ȝewyssienne and to styrenne hire ȝgen lif*». – «Reason is given to the soul to direct and to govern its own life» (Ælfric).

«Swa ic eom forȝiefan fram Aelmihtigan Gode». – «So am I granted (allocated) by Almighty God». (Ælfric).

Probably since the N3be V-en (N3) models functioned simultaneously and that both N3 and N2 of the untransformed structure could occupy the position of the subject in the passive transformation, as well as N3 and N2 could be reduced when they did not occupy the position of the subject in the passive transformation by transforming, we can do conclusion about the same structural and semantic meaning of both verbal partners.

In the Old English language, since the IX century, a «prepositional transformation» of the construction N1VN2N3 was formed:

to

T prep. N1VN2N3 → N1VN3 in to N2

into

When the first position of the object was Ncoll, we almost always, with very rare exceptions, find the prepositions «to, in, to, into» before this noun used in the dative case.

In the science of language, it has been repeatedly stated that an indirect complement cannot be used independently.

With such a statement, the view is closed, according to which any individual addition is an addition to the object.

However, Pocheptsov believes that in modern English there is a small group of verbs with an address orientation, and with such verbs, the addressee's complement can be used independently without explicit or implicit connection with the object's complement. He refers to verbs to this group: «*call, write, pay*» [14].

We agree with the opinion of Pocheptsov [14]. We can find a similar group of verbs with a single addressable orientation in Old English. The weak verb «*ȝiefan*», meaning «to endow small and medium-sized businesses», belonged to this group.

The weak verb «*ȝiefian*» was rarely used. The construction, the core of which was this verb, differed from the construction with the verb «*ȝiefan (forȝiefan)*» in its structure: its «derived indicator» was limited to one NP object in the verb phrase, and N, included in this single NP object, stood in the dative case. In addition to the strong addressable valence, the verb «*ȝiefan*» had a weak valence concerning the circumstance of the mode of action.

«Not him, cinelikʒeoded». – «I didn't give him royal gifts».

A verb with the prefix *«aʒiefan»* can mean «to give, to give» in the same way as a verb without a prefix. But more often the prefix *«a»* brought a shade of completeness to the meaning of the verb or emphasized the direction of the action from (*out, from, forth*) the subject of the action, and the verb *«aʒiefan»* implemented in the context one of the semantic variants of its general meaning *«to visualize, to restore, to return».* The verb retains its valence, and the structural scheme of the construction with the verb *«aʒiefan»* at the level of word classes is represented by the model N1VN2N3. The filling of model positions at the level of subclasses of words is the same as for the construction model with the verb *«ʒiefan».* It should only be noted that here, in position N3, inanimate concrete nouns predominate. Typical lexical and semantic variants of the model:

N1aVN2aN3c

N1 aVN2coll N3c

N1 aVN2 aN3a

The latter option is rare. The subclass of the noun filling position N3 does not affect the meaning of the verb and does not cause a change in its valence.

The application of the reductive transformation to the construction with the verb *«aʒiefan»* in the meaning of *«render, restore, and return»* shows that both verbal phrases NP are mandatory, i.e. necessary for its structural and semantic completeness. In some rare cases of exclusion of NP indirect complement or NP direct complement in sentences, they are easily restored from a broader context.

As for the possible transformations of this construction, the same pattern can be traced here, which we noted when analyzing the construction with a verb without the prefix *«ʒiefan»*: when the position of the first object is filled with noll, the prepositions «to, in to, into" are put in front of it. This NP and the addressee's prepositional NP can either precede or follow the NP direct object. The construction with the verb *«agiefan»* has one passive transformation of N3 into V – en N2.

When analyzing the «narrow» valence of the verb *«aʒiefan»*, several semantic groups of inanimate concrete nouns were found, the introduction of which into position N3 caused not only a change in meaning but was also accompanied by a change in the valence of the verb.

These are nouns that are the name of money (the verb takes on the meaning *«to pay»*) or the name of a certain tax to the sovereign or the church (the meaning of the verb is to hand over to a superior what is due or is demanded), as well as nouns that are the name of military fortifications and settlements (the meaning of the verb is *to give up, to leave*).

When a noun is introduced into the NP - direct complement, which is the name of money or a certain tax, then the mandatory environment of the verb is limited to one NP - direct complement: the inclusion of an NP – indirect complement in a verb phrase is optional. Thus, we can say that within the framework of these constructions, the verb has a strong valence for the direct object and a weak one concerning the addressee's object.

When the NP – direct object includes a noun that is the name of military fortifications or settlements, the valence of the verb *«aʒiefan»* is limited to one NP - object.

Conclusion

It should be noted that the nouns included in the NP – the direct complement of the construction with the verb *«ʒiefan»* (*aʒiefan, forʒiefan*) are difficult to reduce into semantic (ideographic) groups. The combination of the verb with some of them causes a significant shift in the lexical meaning of the first, however, these changes in semantics that the verb undergoes, the general meaning that the entire verb phrase receives, take observation of them out of the limits of syntax and makes them the subject of lexicology and phraseology research.

In the Old English language, the elements of the deep construction N1VN2N3 in surface sentences could occupy a wide variety of positions concerning each other, since their order depends the general structural organization of the sentence, as well as on what they were expressed by (noun or pronoun). However, among the numerous variants of the arrangement of the components of the construction in surface sentences in the Old English language, there are tendencies not to separate the verb from the additions, not to separate the additions from each other. The order «indirect object + direct object» prevails over all other variants of the arrangement of the components of the structure.

Even the limited material that we have obtained as a result of the analysis of Old English texts allows us to conclude that the shift of the lexical meaning of the verb from the general conceptual base of its main meaning is accompanied by a change in the valence of the verb.

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**«ƷIEFAN» КӨНЕ АҒЫЛШЫН ЕТІСТІГІ
ЖӘНЕ ОНЫ ТРАНСФОРМАЦИЯЛЫҚ ТАЛДАУ АРҚЫЛЫ ТҮСІНДІРУ**

Аңдатпа. Бұл мақала көн е ағылшын тілінің негізгі аспектілерінің бірі - айтылымның синтаксистік және семантикалық құрылымдарын қалыптастыруда маңызды рөл атқаратын «Ʒiefan» етістігін терең зерттеу болып табылады. Жұмыстың негізгі мақсаты – сөйлемнің түрлі құрылымдарын, түрлендіру механизмдерін анықтауға мүмкіндік беретін трансформациялық талдау әдіснамасы негізінде оны қолдану ерекшеліктерін жан-жақты талдау. Трансформациялық тәсіл етістік жұмыс істейтін синтаксистік модельдерді егжей-тегжейлі қарастыруды, оның валенттілік сипаттамаларын, актанттардың таралуын және грамматикалық категорияларды білдіру тәсілдерін талдауды қамтиды. Етістіктің әртүрлі флекциялық формаларына, соның ішінде шақ, бейімділік және дауыс формаларына, сондай-ақ олардың мәлімдемені құрылымдаудағы рөліне ерекше назар аударылады. Негізгі құрылымдардың коммуникативті міндеттер мен синтаксистік жағдайларға байланысты қалай өзгертілуі мүмкін екенін бақылауға мүмкіндік беретін туынды және трансформация процестері қарастырылады.

Зерттеу көне ағылшын тіліндегі «Ʒiefan» етістігінің құрылымдық және семантикалық ерекшеліктерін жүйелеуге, сондай-ақ оны әртүрлі мәтіндік контекстерде қолдану заңдылықтарын анықтауға бағытталған. Нәтижелер көне ағылшын тілінің грамматикалық құрылымы мен оның тарихи динамикасын тереңірек түсінуге ықпал етеді. Осылайша, жұмыс тарихи лингвистиканың, синтаксистік теорияның дамуына және жалпы герман тілдерінің эволюциясын зерттеуге айтарлықтай үлес қосады.

Кілтті сөздер: тура объект, жанама объект, модель, көне ағылшын тілі, тілдік құрылым, трансформациялық талдау.

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К ВОПРОСУ О ДРЕВНЕАНГЛИЙСКОМ ГЛАГОЛЕ «ЗIEFAN» И ЕГО ИНТЕРПРЕТАЦИИ С ПОМОЩЬЮ ТРАНСФОРМАЦИОННОГО АНАЛИЗА

Аннотация. Данная статья представляет собой углублённое исследование одного из ключевых аспектов древнеанглийского языка – глагола «*Ʒiefan*», играющего значительную роль в формировании синтаксических и семантических структур высказывания. Основная цель работы заключается во всестороннем анализе особенностей его употребления на основе методологии трансформационного анализа, которая позволяет выявить глубинные и поверхностные структуры предложения, а также механизмы их преобразования. Трансформационный подход предполагает детальное рассмотрение синтаксических моделей, в которых функционирует глагол «*Ʒiefan*», анализ его валентностных характеристик, дистрибуции актантов и способов выражения грамматических категорий. Особое внимание уделяется различным флективным формам глагола, включая временные, наклоненческие и залоговые формы, а также их роли в структурировании высказывания. Рассматриваются процессы деривации и трансформации, позволяющие проследить, каким образом базовые конструкции могут модифицироваться в зависимости от коммуникативных задач и синтаксических условий.

Исследование направлено на систематизацию структурных и семантических особенностей функционирования глагола «*Ʒiefan*» в древнеанглийском языке, а также на выявление закономерностей его употребления в различных текстовых контекстах. Полученные результаты способствуют более глубокому пониманию грамматического строя древнеанглийского языка и его исторической динамики. Таким образом, работа вносит существенный вклад в развитие исторической лингвистики, синтаксической теории и изучение эволюции германских языков в целом.

Ключевые слова: прямой объект, косвенный объект, модель, древнеанглийский язык, структура, трансформационный анализ.

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SPEAKING ANXIETY IN FOREIGN LANGUAGE LEARNING: A QUALITATIVE STUDY OF UNIVERSITY STUDENTS IN KAZAKHSTAN

Abstract. Foreign language speaking anxiety is widely recognized as a major factor that negatively affects learners' oral performance and participation in language classrooms. Despite extensive international research on this topic, limited attention has been given to speaking anxiety in the context of foreign language learning in Kazakhstan. The present study aims to explore the nature of speaking anxiety and to identify the factors that contribute to and reduce anxiety among foreign language learners. Adopting a qualitative research design, the study involved students from a university department of foreign languages studying Chinese, English, German, and Turkish. Data were collected through the Foreign Language Classroom Anxiety Scale (FLCAS) and semi-structured phenomenological interviews consisting of ten open-ended questions. The interview data were transcribed verbatim and analyzed thematically. The findings indicate that most students perceive speaking anxiety as a significant barrier to effective language learning, particularly during oral activities. Key anxiety-inducing factors include fear of making mistakes, negative evaluation by peers, public correction by teachers, low self-confidence, and limited language proficiency. Conversely, supportive teacher attitudes, constructive feedback, peer collaboration, and increased speaking practice were identified as important anxiety-reducing factors. Students reported physical, emotional, and behavioral manifestations of anxiety, such as nervousness, embarrassment, and avoidance of speaking tasks. Differences in anxiety levels were also observed across languages, with Chinese reported as the most anxiety-provoking and English as the least. The study underscores the importance of creating a supportive and low-anxiety classroom environment to enhance students' speaking confidence and communicative competence.

Keywords: Foreign language anxiety, speaking anxiety, oral communication, qualitative study, foreign language learning, classroom environment, learner perceptions.

Introduction

Many studies emphasize that speaking anxiety can hinder foreign language achivment and production. In the scientific literature, the term «speaking anxiety» is used to describe a special state