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integrative way. They enable students to become life-long learners by developing their transferable skills, self-reflection and learner autonomy. The possibility of individualizing a portfolio and making it relevant and meaningful beyond the narrow scope of conventional assessments is a highly motivational factor for learners. This strong intrinsic motivation encourages students to take ownership of their learning and to produce work of a higher caliber than that achieved through traditional, often less-meaningful forms of assessment[1]. In conclusion I would like to emphasize that Portfolio assessment considered as one of the most effective, objective, interactive and fruitful.

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LINGUISTIC AND DIDACTIC BASIS OF COMMUNICATIVE AND PRAGMATIC LEARNING SYSTEM OF SIMPLE SENTENCES SYNTAX OF THE FUTURE   TEACHERS OF UKRAINIAN LANGUAGE AND LITERATURE

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Abstract. It is substantiated in the research the reasonable place and role of communicative and pragmatic training system as perspective, it was comprehended linguistic and didactic basis of syntax teaching. The introduction of communicative and pragmatic methodical system caused by formal approach to syntax teaching in higher education. It hasn't an active output on the level of verbal and communicative practice. On the other hand it is caused by actualization of new approaches to learning with grounding on the functional basis, in the focus of which – the place of linguistic unit, its role (function) in the act of communication.

The author considers that communicative and pragmatic methods of simple sentence syntax teaching is appropriate and necessary because modern communicator aims to achieve pragmatic goals, choose effective communication strategies and tactics in accordance with the terms of communication, to recognize the communicative and pragmatic meanings in the speech of informator, to operate them in the process of communication.

Linguistic tradition of pragmatic simple sentence syntax is built on the theory of speech acts, theory of pragmatic value, theory of verbal communication, researches of linguistic and communicative pragmatics, functional syntax, linguistics of the text, the theory of communicative interaction. Didactic training base of syntax teaching, in the defined direction, is represented by a set of pragmatically oriented approaches, principles, methods of instruction, forms of learning that have the goal formation of a pragmatic communicative competence of future teacher of Ukrainian language and literature.

Keywords: Communicative - pragmatic language teaching system, simple sentence syntax, linguistic base of training, didactic base training, communicative-pragmatic competence.

Rethinking of the set of possibilities to upgrade teacher's education is conditioned by modern strategies of Ukrainian school development, by its focus on the formation, on the one hand, professionally competent person, and on the another - successful communicant. Teaching science and practice aim to

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[1] Nicky Guard, Uwe Richter and Sharon Waller.

ensure the development of Ukrainian education based on fundamental research and training of teachers of Ukrainian language and literature. In this training special importance is paid to studing of the syntax of a simple sentence, because with a help of sentences thoughts are created, the sentence is that linguistic unit that integrates forms of human thought expression - language, speech, communication.

During investigation of programs, tutorials, textbooks about syntax of a simple sentence for universities it is possible to mention the priority of a formal approach, the competence of which is the classification of syntactic objects, the description of formal sentence level, meaning of syntactic unit and set of problems that do not have direct access to the speech practice. However, lattest approaches to language learning (communicative and active, text aimed, discursive, functional and stylistic etc.) cause new understanding of the process of the simple sentence syntax learning with functional basis for learning which focuses on a place of a linguistic unit, its role (function) in act of communication.

Ukrainian science differs by multi aspecting of the syntax studing, accordingly, methodical training systems of the section of the science of language are multi aspecting. Among the new variable methodology systems of language teaching, which are actively implemented in the educational process of language training, its possible to include personally focused, cognitive-communicative, distanced, programmed, problematic, projective, context, discursive, informative and communicative, searching and researching, interactive, intensive, etc. In a basis of these variable methodical systems are various factors - modern approaches, principles, methods, methods or means of achieving the goal - language training specialist.

There are especially valuable researches in ukrainian lingvodidactic where communicative approach is basical as for obtaining knowledge and formation of appropriate skills of students philologists during syntax studing . The problem of communicatively oriented education of syntax is paid attention in the researchers of Ukrainian scientists-methodists: M.Vashulenka, T.Donchenko, S.Yermolenko, S.Karamana, O.Karaman, I.Kuharchuk, S.Odaynyk, S.Omelchuka, K.Plysko, M.Plyusch, V.Sydorenko and others.

Toward communicatively oriented studies it is suggested updating of pragmatic foundations of the educational process and modeling of communicative and pragmatic methodologies to study the syntax of a simple sentence. Actualisation of pragmatic communicative language teaching method is appropriate and necessary because modern communicator tends to feel not just a participant in the act of communication but reach a certain pragmatic purpose, choose effective communication strategies and tactics in according to the conditions of communication; not just to master the language system as a set of cognitive senses, but be able to recognize the effectiveness of their use in speech of informant and operate them in a process of communication.

Like any other methodical system, communicative and pragmatic provides theoretical understanding of linguistic, psychological and pedagogical foundations of learning. The aim of our research is the study of linguistic and pedagogical foundations of a simple sentence syntax learning.

Training of future teachers of Ukrainian language and literature in the outlined direction causes taking in account two main aspects: on the one hand, deep academic training, on the other hand - applied, pedagogical, which provides opportunities for the adaptation of existing knowledge and skills of the student-philologist to school course of simple sentence syntax. So essential, from our point of view, there is proving for the student audience linguistic foundations of outlined problems, in particular, studing the history and development of pragmatic syntax,grounding of terminology database, basic principles of the sentence function in speech moduses, communication and their performance of pragmatic functions.

Linguistic foundations of communicative and pragmatic training system of simple sentences syntax. Linguistic tradition of pragmatic syntax of simple sentence is built on the theory of speech acts, theory of pragmatic value, theory of verbal communication, studies of linguistic and communicative pragmatics, functional syntax, text linguistics, the theory of communicative interaction. Pragmatic points in simple sentence studing are in recognizing the essence and nature of pragmatic sentence itself, its semantic attributes and specific pragmatic functions, expanding the limits of the theory of functional significance of syntactic structures and getting a higher level of its description and analysis - as a way to influence the interlocutor and positive interaction with him.

In grounding of a pragmatic nature of simple sentence, it's taking into consideration some linguistic approaches: semiotic, semantic, communicative, cognitive, discursive.

In according to semiotic approach the sign can not be studied outside the category of activity and the participants sign interaction (Ch.Pirs), but in the context of the behavior of the subject and created pragmatic communicative effects through verbal means (Ch.Morris). The beginning of distinction of sentence as a unit of virtual and actual is semiotic concept by K.Byulera who proposed the division of language signs to correlate with the context and abstracted from it.

Fundamental researches in the development of semantic approach to the understanding of pragmatic level of language units, distinction between semantic and pragmatic of simple sentence are V.Vitgensheyna, P.Strosona, H.Hraysa, Dzh.Sorla, Dzh.Ostina. Scientists outlined marks in the theory of meaning of language units and especially its human consumption, divided concept of semantic and pragmatic meaning, made the foundation for the analysis of pragmatic meaning toward the theory of speech acts.

The communicative approach to pragmatic studying of simple sentence mostly associated with the theory of speech acts and focuses on speech behavior, speech acts of a communicant. The problem of typology of speech acts and their specific functions is dedicated in many works of famous researchers, starting from Dzh.Ostina and Dzh.Sorla and ending by list of modern linguists K.Bahom, F.Batsevychem, M.Vintoniv, V.Bohdanovym, P.Zernetskym, G.Ryabokon, O.Semenyukom, I.Susovym, V.Paraschuk, H.Pocheptsovym and others. The general principle of selection of simple sentence, actualized in the form of speech or communicative act ,is its functional importance and performance of pragmatic function - specific or credible.

Discursive approach to understanding the nature and essence of pragmatic sentence (L.Bezuhla, V.Bohdanov, V.Borbotko, O.Hnizdechko, V.Karasyk, I.Kolesnikova, M.Makarov, H.Pocheptsov, K.Serazhym) differs from communicative understanding speech act as discourse - verbal interaction of communicants, that based on their collective intention, during which they generated new meanings - propositional, illocutive, perlocutive. An important focus is the emphasis not on the verbal action, but on the speech communication and speech behavior studing not of one participant of communication, but common recipient and sender behavior.

The investigation of special literature as for issue, leads to a pragmatic understanding of syntactic unit level, including simple sentence as some functional sense, because the basis of the implementation of pragmatic function is semantic content of linguistic used unit. This is a subject of cognitive approach studying to the language units studying. At the level syntax ,vector of ordinary communicative pragmatic meaning is elementary indirect speech act as updated communicative unit and pragmatically marked simple sentence (prahmema) as a potential communicative unit. The main function of pragmatic meaning of implemented speech act - to regulate social and individual experience of human behavior in speech communication process.

Summarizing information, we want to focus attention once more on some positions. Logically pragmatic component has only a linguistic sign ,marked by functional, dynamic, active, subjective, intentional character. Pragmatic level of simple sentence is materialized in speech and communication in the form of elementary speech acts which are vectors of meanings. Meaning is a basic measuring unit of pragmatically oriented simple sentence and speech act, their typology. Semantic content of both syntactic units that determines the specific pragmatic function - the function of expressing the intention of the author and function of achievement of perlocutive effect.

Didactic bases of communicative and pragmatic system of simple sentences syntax studying. In domestic lingvodidactic it can be found pragmatic paradigm fragmentary study of language learning and the formation of knowledge and skills of its basis; the problems of the pragmatic aspects of teaching grammar were searched (O.Yermolenko, S.Karaman, S.Omelchuk, M.Plyusch), pragmatic basis of the development of professional language communicative competence (Zh.Horina, N.Ostapenko, V.Rudenko, T.Symonenko) development of text and discursive skills based on pragmatics (F.Batsevych, T.Dolzhykova, T.Yeschenko, A.Nikitina, L.Matsko, T.Ternovska). The analysis of the relevant scientific literature reveals the lack of an integrated system of training in specified area.

Communicative-pragmatic education system of simple sentence syntax studying provides working out special pragmatically oriented complex of approaches, principles, methods, techniques that serve the main purpose – formation of communicative-pragmatic competence of learning.

As for pragmatically oriented approaches of a simple sentence sintax studying, we refer combination of functional - pragmatic approach (as leading), system - language, competence, communicative - active, cognitive, personality-oriented, socio-cultural, discursive, text aimed (both additional), which provide language learning a functional system that has expression in intentional speech -mental and cognitive human behavior: individual and member of society (etnosociety), its ability ,accordingly to the situation and context, to use pragmatic language resources, follow maxims and conventions of communication to perform the communicative tasks and achieve communication goals.

In the basis of pragmatic communicative methods of simple sentence syntax teaching of future teacher of language and literature it is suggested putting such pragmatically oriented principles as: *the principle of subjective knowledge and reflection of the world, the principle of intentionality, principle*

of situationality and texting, principle of successful communicative activity, axiological principle of cooperative and interactive communication.

As we have pointed out above, the proposed methodical system has the goal of forming communicative-pragmatic competence of the subject of study. The structure of communicative and pragmatic competence   offers three levels. The first level of communicative and pragmatic competence ,connected with the formation of *lingvo pragmatical competence*, is provided with full information about the pragmatic level of language ,syntax means, which can have potential pragmatic sense and under certain conditions to carry out pragmatic communicative function. Gradually, elementary notions of speech act, its types, structure, meanings, features the author's intention, successful communication, achievements of communicative result are entered. Such information students obtain while listening to special lectures, preparation for seminars, practical or laboratory work and independent research during making course projects, bachelor's and master's works.

The second level - the formation of speech-pragmatic competence - closely linked to the analytical activities of subjects' training, observing over the usage of pragmatically oriented syntax means in specific statements offered by teacher - oral or written, dialogue or monologue, like story, description or reasoning, stylistically marked.Texts and discursive fragments should be served as the means of formation of speech-pragmatic skills of future teachers-language and literature.

The exercises are offered on the functional-pragmatic analysis of the text (discourse fragment), for example, evaluate the pragmatic communicative situation; analyze pragmatic level of the text submitted; clear out pragmatic functions of language units of the text and their intentional meanings; give a description of the strategies and tactics of successful program of speech communication participants implementation; explain the resons of communication failure of recipient (addressee); edit text from a position of perlocutive results achivment by initiator of communicative situation; compare two discursive fragments from view of implementation of communicative pragmatic meanings.Which fragment, in your opinion, is an example of a more successful implementation of communicative intention?

The third level involves the formation of intentional communicative competence and makes extensive use of the training system of education. The tasks of the pragmatic-communicative learning content for training sessions offer such ones which lead the student to the specific situation of communication and require to intent aim, a positive, successful outcome. Since tasks require solving communication problems, we offer to call them as pragmatic communicative tasks. As any problem, communicative-pragmatic task must have condition and didactic task. Condition is a description of the communicative situation - where, when and for what purpose communicative event is done, status of participants of communication and so on. Didactic task is dictated by the pragmatic nature of communicative competence formation, namely: to reach perlocutive (impact on the recipient) or interactive (interaction with the addressee) result by thinking through tactical and strategic speech program it is obligue to use pragmatically oriented language units of different levels.

So, we described linguistic and didactic basis of communicative – pragmatic learning system of simple sentence syntax of future teacher of Ukrainian language and literature. We consider, that the active implementation of the proposed methodical system is perspective towards the formation of a successful, efficient, influential personal communication.

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ABU NASR AL-FARABI AND THE KAZAKH CONTEMPORARY MUSICOLOGY

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The centuries-old traditional music of the Kazakh people at all stages of social formations has been an integral area of his spiritual being. The birth and the development of folklore multifaceted reflect the way of life, lifestyle, beliefs, customs, habits and the inner world of nomad, reproducing artistically them in prose, poetry and music.

The traditional culture of the people (song, instrumental) at each historical stage, had subtly responding to the query time epoch and had dynamically functioned and as a national treasure passed on from generation to generation by the variety of themes, depth and diversity of content, national identity, unique flavor, also by emotional responsiveness and its essence. Thus it had acquiring the status of eternal spiritual values.

The freedom-loving and proud people of the Great Steppe for their twenty century fate created great masterpieces of folk creativity and copyright, various *saryns* (motives) as a vocal and instrumental type: family-domestic, calendar, employment, spiritual melodies, healing (*badik ender*), epic and historical songs, riddles-songs, lyric, didactic, meditation songs (*tolgau*), *terme*, *zheldirme*, *zhyry*, *akyn's saryns* etc., and also *kuyis* for *shankobyz, kobyz, sybyzgy* and *dombra's kuis*. Also exist the legends, dedications, historical and lyrical *kuis*.

All this rich musical and poetic aura synthesized by unity with nature, the tradition of improvisation and performance sincerely amazed those, who in one way or another were being in contact with the Great Steppe. Truly L.N.Gumilev (1912-1992) was right, he is an outstanding turcology-scientist, who defended the essence of the spiritual treasures of «Kazakh's nomadic civilization».

Briefly generalizing the above thoughts it should be summarize the life of steppe man in his all forms, all aspects of his original nature, his kindness and hospitality, his soul, ingenuousness, and a whiff of steppe wind, rapid running horse, majestic gait of camel-ship in steppe and many other patterns of this lifestyle (nomadic, semi-nomadic and settled life). These were reflected in nomadic-man oral-poetry, prose and musical creativity.

As mentioned earlier, the musical-poetic life of the people admired and surprise all those who, for various reasons to visit the Kazakh steppe – Russian and Western European travelers, orientalists, ethnographers, and many others. In their writings, brief observations, special papers, essays and articles, they left valuable ideas, interesting facts and opinions, who now have undeniable value. Democratically minded, progressive representatives of many nations (Russian, French, German and