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STRUCTURAL-SYSTEMATIC PRINCIPLE OF SIMPLE SENTENCE IN KAZAKH

A technological approach to this problem shows how necessary it is to develop the theory of mastering the language, in order to achieve practical and effective results. That is why the use of structural – algorithmic approach to the theory of algorithmic syntax is essential for understanding the fundamental nature of the language being learnt.

Sentence is the only tool that indicates the most significant operations of the language (thinking, cognitive and attitudinal) and performs them. When a person uses language as a communicative tool, he/she expresses his/her thoughts using sentences. These sentences may be structured by the usage of one word, several word combinations, or by the combination of several sentences. In order to be able to speak in a foreign language, any person wishing to learn that particular language, tries to understand well the types of sentences in that language, their structures, the way they are structured, their interconnection methods, and all the ways of structuring a sentence. In this article, in order to simplify the learning process of the Kazakh language as a foreign language, suggestions are made that can facilitate this process and effective ways are used to present the grammatical material.

Key words: the theory of algorithmic syntax, a simple sentence in the Kazakh, algorithmic methodology for acquiring the language.

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Қазақ тіліндегі жай сөйлемнің құрылымдық-жүйелік сипаты

Мақала практикалық және тиімді нәтижеге қол жеткізу үшін тіл меңгерудің теориялық мәселесін технологиялық жолмен шешуді мақсат етеді. Алгоритмделген синтаксис теориясын құруда қолданған құрылымдық-алгоритмдік әдіс меңгеретін тілдің терең құрылымын түсінуде өзекті болып табылады. Қазақ тіліндегі жай сөйлемнің көзге көрінбейтін имплицитті түрде болатын, тек құрылымдық модель түрінде практикалық жағдайда ғана көріне алатын бірқалыпқа түсірілген виртуалды интегралды моделі жасалынып, соның негізінде тіл меңгерудің алгоритмделген моделі ұсынылады. Ол үшін етістікпен меңгерілетін қазақ тіліндегі септіктердің алгоритмдік репрезентациясының жүйесі жасалған. Бұл қазақ тіліндегі септік жүйесін бір актантты етістікті түйіннен бастап VO_x матаса және қабыса байланысқан адъективті түйінмен VA_xO_x және олардың көптік формаларымен $VA_xO_xPl_x$, сондай-ақ қабыса байланысқан адверб түйінмен $Adv.V(A_xO_xPl_x)$ ұштасып күрделенген модельдер тізбегін арнайы алгоритммен меңгеру ұсынылады.

Түйін сөздер: алгоритмделген синтаксис, қазақ тіліндегі жай сөйлемдердің бірқалыпқа түсірілген моделі, меңгеретін тілдің терең құрылымын түсінуді өзектендіру.

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Структурно-алгоритмизированные принципы построения простого казахского предложения

Технологический подход к проблеме предполагает, каким образом необходимо построить теорию усвоения языка, чтобы прийти к практическим и эффективным результатам. Поэтому использованный структурно-алгоритмизированный подход к теории алгоритмизированного синтаксиса является наиболее актуальным для понимания глубинной сущности усваиваемого языка. Предлагается алгоритмизированная методика усвоения языка, для реализации которой разработана унифицированная интегральная модель казахского предложения в ее виртуальном изображении, находящемся в ненаблюдаемом имплицитном состоянии и эксплицируемая в практических целях структурными построениями.

Для этого разработана система алгоритмизированной репрезентации казахских падежей при глагольном управлении, показывающая пошаговое усвоение казахских падежей в последовательности от глагольного узла с одним актантом VO_x к усвоению согласования данного актанта в адъективном узле в единственном числе VA_xO_x; к усвоению управления и согласования во множественном числе $VA_xO_xPl_x$; к усвоению примыкания в глагольном узле $Adv.V(A_xO_xPl_x)$.

Ключевые слова: алгоритмизация, унифицированная интегральная модель казахского предложения, актуализация понимания сущности изучаемого языка.

Introduction

A technological approach to this problem shows how necessary it is to develop the theory of mastering the language, in order to achieve practical and effective results. That is why the use of structural – algorithmic approach to the theory of algorithmic syntax is essential for understanding the fundamental nature of the language being learnt.

An algorithmic methodology for acquiring the language is suggested, for the realisation of which a uniform integral model of the kazakh sentence in its virtual image found in an unobservable implicit state and expressed for practical purposes as structures has been developed.

For this a system of algorithmic representation of kazakh cases for verbal governance showing step by step learning of kazakh cases in sequence from the verbal node with one actant VO_x for learning agreement of that actant in the adjectival node in the singular number VA_xO_x; for learning governance and agreement in the plural number $VA_xO_xPl_x$; for learning subjugation in the verbal node $Adv.V(A_xO_xPl_x)$.
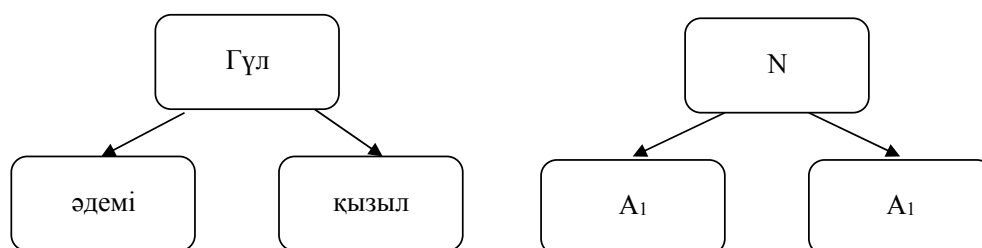
Sentence is the only tool that indicates the most significant operations of the language (thinking, cognitive and attitudinal) and performs them. When a person uses language as a communicative tool, he/she expresses his/her thoughts using sentences. These sentences may be structured by the usage of one word, several word combinations, or by the combination of several sentences. In order to be able to speak in a foreign language, any person wishing to learn that particular language, tries to understand well the types of sentences in that language, their structures, the way they are structured , their interconnection methods, and all the ways of structuring a sentence. In this article, in order to simplify the learning process of the Kazakh language as a foreign language, suggestions are made that can facilitate this process and effective ways are used to present the grammatical material. The structure of a simple sentence in the Kazakh language and some nuances concerning the interrelation of the constituent components of simple sentences are also shown. The French scientist L.Tenier examined the linguistic structure of the sentence and the profound nature of sentence creating components. This scientist's theory of structural syntax is the basis of this study. Since any language learning process starts from a simple to a complex one, the present study begins with the simple sentence.

Any simple sentence is divided by its composition, type, structure, and content. In Kazakh grammar the following types of ordinary sentences are distinguished: 1) Complete and incomplete sentences; 2) Noun and verbal sentences; 3) Sentences containing all the parts and sentences containing only the main parts; 4) Depending upon the purpose of the sentence it can be divided into informative, declarative, interrogative and incentive sentences; 5) Two-basic and one-basic

simple sentences; 6) Complicated simple sentences. (Zhanpeisov, 2002: 664).

L. Tenier aimed to teach a foreign language quickly and efficiently by preacquainting the learner with the language system, understanding the structure of the sentence and analyzing various structures that make up a sentence. Consequently, he identified four types of sentences. The basis of the language comes from four groups of meaningful words – noun, adjective, verb and adverb. Each meaningful word in a sentence, can create a gist by itself. Depending on the type of gist Tenier defines 4 types of gists: verbal gist, substantive gist, adjectival and adverbial gists. The gist which subjugates all other ones is called central gist. Depending on the type of central nodes L. Tenier divides sentences into verbal, substantive, adjectival, and adverbial. (Tenier, 1988: 115).

Verbal – the verb mainstay is structured from the verb. For example: Yesterday we were on the mountains. Substantive – is a sentence with the general gist word containing noun. For example: Beautiful red flower. The adjective node is a sentence that is structured from the adjective. For example: Very talented youth. The adverbial node is a sentence the centre of which is an adverb. For example: Extremely fast.

According to us the central keyword is the cue of the sentence. In the sentence «Beautiful red flower» the word «flower» is central keyword. What kind of flower? Red flower. Beautiful flower. In the first case, the colour of the flower is defined, in the second case the quality is given. It's a substantive sentence. Central keyword «flower» which is a noun (stem 1) subjugates all other words in the sentence to itself.

Stem 1 – A stemma that reflects the basis of the meaning or the basis of the sentence
(Stemma is a set of lines that demonstrates structured syntactic links). (Tenier, 1988: 25)

In most languages, the verbal sentence is widely used. Then, according to their usage come substantive, adjectival and adverbial sentences. According to Tenier`s classification, verbal sentences can be either two or one basic, while substantive, adjectival and adverbial sentences are one-basic.

In Kazakh simple sentences differ from each other depending on their structure, content and type. They are two-basic and one-basic simple sentences. Two – basic simple sentences are used more often than the one – basic simple sentences. Two – basic simple sentences are expressed in terms of main parts of a sentence – subject and predicate. One of the main features of the sentence , predicate communication – is based on the interrelation of these two parts. However, sentence is not always based on the grammatical interrelation of these two main parts.From the logical point of view, predicative meaning can also be rendered just by the main part of the sentence.

Let's discuss semantic, structural types of the verb based sentences. The basic action in the sentence is rendered by verb, actants and syrconstants. Actants supplement the verb directly or indirectly. In a sentence actants are made up of nouns or pronouns that replace them. Actant (lat. Ago activate, act) is any part of the sentence expressing person or substance involved with the verbally defined process (Suleimenova, 1998: 26). Syrconstants supplement the action from different sides, and are made up of adverbs or other parts of speech that are used for this purpose. The syrconstant – (syrconstant, lat. circumstantial, «adverb») refers to the state of action, and supplements it. (Tenier, 1988: 138). Thereunder, in verb based sentences, the verb stays as the main node gathering around itself other parts of speech. Two basic simple predicate sentences are widespread among verb basic sentences in European, Slavonic, and Turkic languages.

In the process of learning Kazakh as a second language, while making an algorithm of grammatical knowledge, an analysis of the virtual stemma of the widespread two basic simple sentences will be

done. This includes the elementary level of language learning.

In order to make a formal representation of logical, relational, grammatical aspects in the sentence structure, the symbols N and V are used in the stemma, where N is the subject and all its forms, V is all forms that are in the role of predicate in the sentence.

In two basic simple sentence, subject and predicate are interconnected and subordinate to each other. Subordination is in sentences where subordinate clause is adapted to the main clause and the grammatical meanings of words correspond with its forms. (Zhanpeisov, 2002: 648). The main grammatical indicator of the subordinate link between the subject and the predicate –I, II, III person forms. The subject and predicate may subordinate with one another by a form or from the point of view of the meaning without suffixes. All parts of speech can serve as subject in Kazakh.

The predicate is analyzed by dividing it into two: nominal predicate; verbal predicate. The subject and the predicate of the sentence can be from different parts of speech and their transformations.

L. Tenier states that verbal meaning requires the use of actants and syrconstants. In this article actants are marked as O_{34567} depending on, which case they represent in the sentence, while syrconstants are marked with the Adv. sign. In the graphics of the Russian sentence, the actants are located on the right side of the verb, and the syrconstants on the left. Both the addition of the verb and the adverb of the verb are located on the left side of the verb in Kazakh (2nd stem). The syntactic connection between the addition of the verb and adverb of the verb is similar in both languages. Actants interrelate with verb and the direction of the line points to the actant, while syrconstants are pointed by the broken line. In all cases, the verb expresses primary meaning.
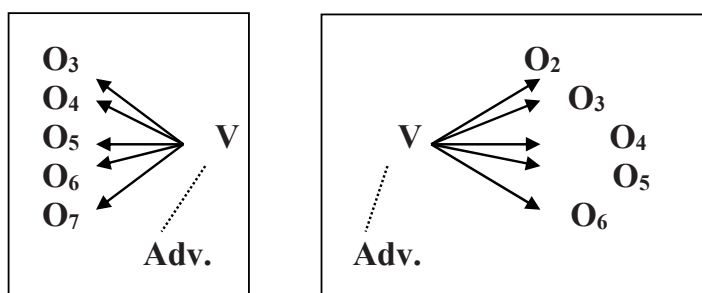
Stem 2 – Stemma indicating actants and syrconstants connecting with verb in Kazakh (left) and Russian (right)

Thus, when the verbal meaning interrelates with the transformational components of verbal predicate, with the transformational components of the sentence, it functions as the sentence node, subordinates everything and plays the main role in organizing the sentence. In other words, it is a part of the sentence which fully describes the action in a sentence.

L. Tenier disagrees with the fact that the subject of Traditional Grammar is one of the fundamental components of the sentence and does not agree with putting the subject and predicate against each other. He evaluates verb as being a dominant part, and adding subject to actants names it the first actant. When making stemma of sentences, he puts the verb on the highest level, the rest of the actants (including the subject) and the syrconstants he puts below the verb. According to L.Tenier's theory, in the sentence *«The young poet reads a new verse»* there are

2 substantive nouns, the first one is a *young poet*, and the other one is a *new verse*. Therefore, he states that it is convenient to put them on one level, and taking into consideration that putting subject and predicate opposite to each other distorts the equilibrium in the structure of the sentence, he gives the following stemma of the sentence:

L. Tenier strictly follows the verbocentric position. Agreeing with the Kazakh scholars that «The main part of the sentence is the subject, but in the sentence the function of predicate is more dominant», from the logical-semantical aspect subject is the root of the sentence, from grammatical aspect subject can create a sentence itself without other parts of speech, while the function of the predicate is to subjugate actants and syrconstants, also taking into account that there is an interrelation between subject and predicate in person (I, II, II), quantity, considering that the subject of the sentence (N) and

predicate(V) of the sentence are equal, marking their syntactic relation in a sentence with the line having 2 directions, in a virtual stemma they are put on one level. According to us L. Tenier`s nouns given in the 3rd stemma should be as follows. In the sentence of 4th stemma, the V-predicate from the grammatical side complying to N-subject, subjugates to itself the object of the action and when needed subjugates the adverb (eg: read yesterday; read with inspiration), so that plays the main role in a sentence.
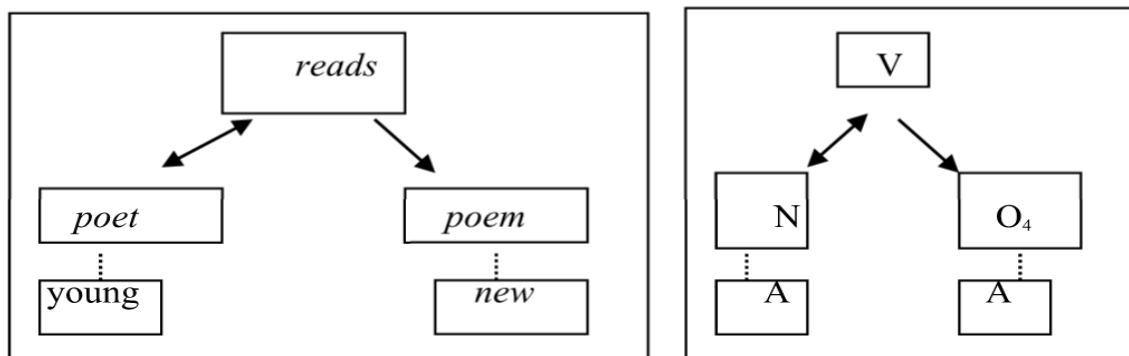
Stem 3 – The true and virtual stemma of the sentence

Despite L. Tenier`s strong verbocentric position, the present study takes into consideration that the N(subject) operates all these functions, and so the subject and predicate are put on one level in the stemma given below and is considered equally.
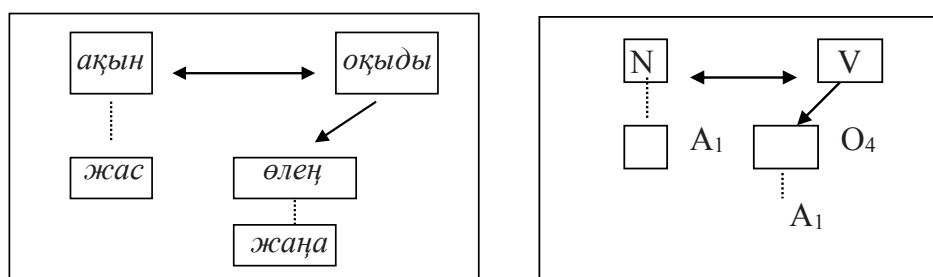
Stem 4 – The true and virtual stemma of the sentence

And here A1 – definitive, determines subject in the first and in the second determines addition. All parts of speech can be used as a predicate. However, according to its semantics the most suitable for this function is the verb. This is convenient as the verbs have made all forms (person I, II, III; time; modal etc.,) that take part in predicative forming (Amirov, 2003: 123).

At the early stages of the language study, indicative conjugative verbs are learnt.

1. According to the N-V stemma, sentences predicates of which are made with the verb of changeable present tense–*а/- у/- й: Мен оқимын.(I am studying)*

Сен оқып жүрсің(You are studying)

2. According to the N from past tense verbs-ды/-ді/-ты/- ті, -ған/ ген /қан/ кен

Мен оқыдым.(I read) Мен бұрын оқығанмын. (I read befor) Мен бұрын оқитынмын. (I used to read in the past)

3. According to the N-V stem, sentences predicates of which are made from the present tense verbs – ып/-іп/- п

Мен отырмын. (I am sitting) Мен оқып отыр-мын.(I am reading)

4. According to the N-V stemma sentences predicates of which are made of future tense verbs:-*а/-е/-й/- ар- ер/- р*

Мен барамын.(I will go) Мен барармын.(May be I will go) Мен бармақпын.(I am planning to go)

In the analysis of two basic sentences, L. Tenier conducts a wider analysis of actants, syrconstants. As our goal is to try to understand the syntax of sentence structure deeper, and to find easier ways to learn Kazakh, there is a need to discuss the main points in the process of learning notions named above .

1) Actants

In Traditional Grammar, linguists can refer to actants any substantive part. According to the semantic theory of syntax there are two different actants. 1) Semantic actant – situational elements (subject, object, addressee). 2) Syntactical actant – parts of the sentence (subject, objective complement, etc.).

The number of actants is determined by their relation to the verb. Verbs can communicate with actants in different numbers. For this reason, there are one actant verb, 2 actant verbs and 3 actant verbs. In this case, the concept of actant is equivalent to valence. The emergence of the concept actant was linked to the verbocentric theory. It was first introduced in science by L. Tenier.

L. Tenier's puts things and objects that take place in an action against syrconstants that describe time of the action, its place and so on. He gives 3 types of actants: actant 1 – subject; actant 2 – direct objective complement; actant 3 – indirect objective complement.

As the case system of Russian language is complicated, Professor Zh.A.Nurshaikhova offers her own method to define actants of sentences. In order to ease the language learning process as much as possible the linguist divides 6 actants – subjective actants in Russian language(N) and 5 objective actants (O_{23456}). There are 6 cases in Russian. The first one of the six is a nominative and denotes the subject of the sentence. Therefore, she marks it only with the N character and marks others with the O_{23456}. She differentiates as many actants as there can be in a Russian verb. It is necessary to highlight that subject (N) possesses subjective actant. Talking about actants, L. Tenier names number 3, which she names number 6 (N and O23456 – Subjective actant and 5 Objective Actants) (Nurshaikhova, 2002: 69). Zh. Nurshaikhova refers to the subject as an independent, not depending on actants. In constructions like *«Халимуша играет» (Khalimusha is playing) «Пришла весна»(The spring has come)* there is a subject that is in interrelation with the predicate, and which has started participating in a process, independent of the situation. As a result, in this construction the subject possesses subjective actants, even though it is an independent part of speech. (Nurshaikhova, 2002: 68).The Latin word Pluit «It is raining» points only to actantless action. In French *Il Pleut*, «It is raining» *is* here represents III person, it has no relation to the natural phenomenon. Impersonal sentences like *«Не спится. Дождит»(Cannot sleep. It is raining)* refer to actantless verbs. The authors refer to the actantless words as actions that happen without addition of other parts of speech.

L. Tenier states that there is a difference in the process of defining actants between languages which do not have case system and those which have a complicated case system. He states that each language has to set its own actants system. For example, Slavonic group of languages use case, that is why it is difficult to understand that the position of actants in sentences is strictly related to their functions. For example, sentences *«Alfred frappe Bernard; and Bernard frappe Alfred»* in French are not the same in meaning. In Slavonic languages, changing the places of the words in sentences performs stylistic function.

According to L.Tenier,there is no distinction in first actant case suffixes in not developed languages (English, French) : *Alfred parle(French), Alfred is speaking(Eng), «Алфред говорит».*(Alfred is speaking).While in developed languages, the first form of actants take nominative form. *Alexander speaks*. In the non-developed languages, there is no difference between first and the second actants. It is necessary to keep their positions in sentences in order to differentiate them. In the developed languages, the second actant takes accusative form. In the first case third actant is given via preposition, and in second via dative. Even though Kazakh and Russian languages differ greatly, according to L.Tenier both of them relate to the languages with the highly developed case system.

Thus, taking into account the practical importance of our work, in constructing a virtual model, we detect 6 types of actants. The first actant is subjective actant – each noun staying in first nominative case, from the structural-semantic side expresses subject (N). Other 5 actants (O_{34567}) – objective actants correspond to the dative, genitive, accusative cases. The second object (O2) performs the function of attribute, and interrelates with subject or object but not with verb. Look at the virtual stemma of the following sentence*: Мен М.Шахановтың кітабын сатып алдым.*(I bought M.Shakhanov`s book.) (Stem 5).
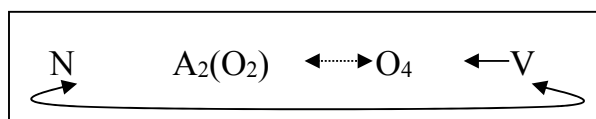
Stem 5 – A virtual stemma of the sentence

As shown in the stem, O_2-nominative case is not directly related to the verb. Therefore, object under this number is not in the list of verbal actants. From a structured standpoint, the word that you are accustomed to is always complementary, and in the sentence performs the role of adjunct or object. Definitive by its meaning directly corresponds to the verb in Kazakh, and correlates with it only in the process of creating subject-objective word combination. It answers to the questions of genitive case (Zhanpeisov, 2002: 652; Isengalieva, 1961: 43). Accusative which performs the function of definitive is marked as O4 in a sentence construction. L. Tenier called the word which is the direct object of the action, as the second actant. The fourth case is the accusative being the direct object of the activity in Russian which is the fourth actant in Kazakh.

The third actant in Kazakh points to whom? And why? It is devoted action which L.Tenier called dative, in Kazakh this third actant is also numerated as the 3rd dative among other cases. Nouns and other parts of speech containing noun, being in accusative form, as well as pointing to indirect object of the action, also points to the object on which it is dependent (Bekturov, 1994: 33). In the process of structuring sentence this word is marked as O_3.

The fifth actant is the indirect object with locative suffix. Additions with locative cases being made from noun and other parts containing noun, usually represent object of the action, noun, place of the action, and mostly relates to the verbs expressing static states. (Shakhanov, 1988: 43). As a process of constructing stem of the sentence, locative is the case number 5, it is marked as O_5.

The indirect object in ablative case was taken in our work as the sixth actant. Indirect object in ablative case verbs, according to A. Zhubanov's conjugation, concerning mental condition and action *қорқу, үрку(scare), қаймығу(be afraid of) жалтару(dodge)* and concerning space noun *алу(get), шығу(come out), қайту(turn back), ары-лу, мазару(get rid)*are learnt. We notched indirect object in ablative case as O_6 in our work.

Instrumental case of Kazakh is taken as seventh actant in this work, and notched as O – in a sentence structure. Words with instrumental case endings

that serve as indirect object are mostly place, time, action, meaningless nouns or other nominalized parts of speech. Verbs that comprehend such words define action done by tools and verbs such as *та-нысу (get acquainted), кездесу (meet), ойласу (think)*etc. verbs with a meaning of unity related to condition.

2) Syrconstants

Adverbs or words used instead of them usually serve as syrconstants in a sentence. According to L.Tenier's definition, syrconstants mean the ways of action, identifies when, how, where the action took place. Also the more meanings the adverb has, the more there are types of syrconstants: time, place, etc. (Zhanpeisov, 2002: 138).

According to Y.D. Apresyan, syrconstants are dependable to predicate only syntactically, and by the meaning makes the predicate dependable. «Verb predicate is a sign of a thing expressed by a subject (the first actant). In this case the sirconstant acts as a sign of a sign, i.e. as a secondary feature» (Apresyan, 1969: 304). In Zh. A. Nurshaikhova's work syrconstant is clearly defined as a part of a sentence which means the ways of an action expressed by the verb (Nurshaikhova, 2002: 81).

Words used as adverbials in Kazakh sentences – adverbs, adverbial words, qualitative nouns and noun of place, time, adverbs of purpose, action (dative case, locative case, ablative case, instrumental case) nouns are the participle, gerund, subjunctive type of verbs. Also, imitative words, and function word phrase can be adverbials. (Zhanpeisov, 2002: 657).

In our thesis we consider syrconstants derived only from adverb and adverbial words. The number of syrconstants in the sentence may differ or may not even exist. Syrconstants in the sentence are placed by a certain rule, and stand before the verb that they modify. 'If several adverbs are used simultaneously, adverb of time stands at the first place, then adverb of place, after that adverbs of purpose, reason, and manner. Only adverb of place can stand anywhere in the sentence', opines the researcher of Kazakh morphology, A. Iskakov, from the part of speech perspective on place of adverb's valuable groups in the sentence (Iskakov, 1991: 344). M. Balakaev, T. Kordabaev considered placing order of adverbials with syntactical connection and were of the opinion that 'Sometimes there may be several different adverbials depending on one verb in a sentence. The main one with the closest connection with the verb stands next to it, and others due to their mutual connection with each other and interrelation of other parts of speech are placed before and after' (Balakaev, 1971: 176).

According to language peculiarities, syrconstants' position in the sentence differ in every language. For example, manner, time syrconstants are placed after the subject, before the second, third and other actants of the verb in Russian, place and time syrconstants that shows exact time that may come after the verb and actants. *Он обязательно вернет вам кассету завтра. – He will surely give you the cassette back tomorrow* (Nurshaikhova, 2002: 81).

Syrconstants are usually placed after the subject in Kazakh. Time and reason syrconstants come before the actants and verbs. Place, manner, size, group, purpose syrconstants may come after the subject and actants, but before the verb. However, syrconstants can come in different positions in a sentence due to emphasis of thought, actualization of parts of the sentence. Syrconstants in common simple sentences usually are put after the subject and actants and are located before the verb. That is why syrconstants are placed close to the verb in sentence stemmas as well.

However, with the purpose of expressing thoughts clearly for the linguists at an early stage, the possibility to change the place of the syrconstants, especially time syrconstant in the sentence will be explained. *Кеше мен автобуспен келдім. Мен кеше автобуспен келдім. Мен автобуспен кеше келдім.-Yesterday I came by bus. It was yesterday when I came by bus. I came by bus yesterday.* The nearer the parts of sentence to the predicate in the sentence, the more emphasis on its meaning. There is only one position that actualizes all the parts of speech except a predicate in Kazakh, it is a predicate position. Predicate does not demand a significant actualization. It always has communicational advantage (Saduakasuly, 1997: 40). The part of the sentence which stands close to the predicate strongly emphasises the thought expressed..To sum up our research, for the purpose of Kazakh learning, steady virtual integral stemma of simple sentences was made during the research of problems discussed in the article. Virtual model of the sentence will appear at locutionary act of communication, that is the proposition at the stage of formal revision of the sentence. Any sentence can be shown in a formularized model version. If formularization process involves symbols, it is possible to see virtually described model.

So, stems sentence formation is taken as a result of considering verb-based sentences into an algorithmic scheme; and the division of syntactical and meaningful connections, as well as the tasks of each summary into separately substantial, adjectival, adverbial summaries made them possible to be represented to the language learner from the simple to the complex. Possibility of teaching language learners to form a correct sentence became clear by specially comprehending sentence forming components, talking about each main and dependent elements separately, and analyzing their place and meaningful tasks in sentence structure.
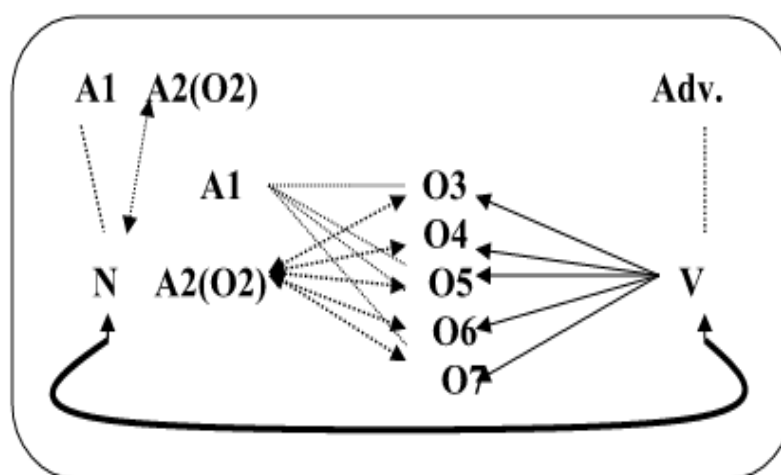
Stem 6 – Surface structure of simple sentence in Kazakh is given above

The algorithm scheme was made into a communicational act in order to make a new learner work with sentence structure freely. That is why, on the basis of established algorithm words he/she starts learning from simple nominal sentences with nominal central meaning in a sentence form, then

complex nominal sentences with adjective, two main simple sentences: main noun, main verb, verb based complex adverbial simple sentences and complete simple sentences involving direct and indirect objective complements. With the help of parts of the sentence and changeable components involving little virtual stemmas, the language learner will be able to transform the structure of simple sentence, according to the linguistic link.

Conclusion

Science,This work emphasises the following points: a) if the beginning stage of learning of a language is seen as a dynamic process and at this level it is possible for the non-native speaker to understand the structure of the sentence and feel it like a living organism, which is able to develop and change in any direction depending on his/her wish, it will teach the non-native learner to use transformational elements like blocks and construct from them sentences of any structure and configuration; б) if the non-native speaker can build a sentence from NS-constituents or vice-versa break any sentence into NS-constituents – then the purpose for which *algorithm learning* has been worked out will be achieved.

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