

Interviewing students about the significance of punctuation marks among modern youth

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Abstract

In the modern linguistic literature, without taking into account new qualitative changes in contemporary syntactic theory, the theory of text science and speech activity, the view of the consideration of punctuation as a separate section of syntax still prevails. If the linguistic environment changes and the language has the ability to adapt to changes in real life, changes that are observed in a particular speech practice must first be seen as a new but standard, communicative, and pragmatic phenomenon (pauses, deviations). After all, speech and language are interrelated phenomena. Both are two other units of the system. From this point of view, changes made in the syntactic structure of speech should be recognized as consequences of non-verbal communication in non-oral (written) communication.

Despite the recognition of the importance of many definitions and studies presented for punctuation, the generally recognized values of textbooks, the emergence of various additional clarifications, and changes relating to punctuation indicate the need to take into account the qualitative changes occurring in the practice of punctuation marks and punctuation-graphic means. In particular, the results of the survey among students clarify this opinion.

Key words: punctuation, punctuation marks, punctuation norm, paragraphemic, emoticons

Introduction

One of the spiritual achievements of mankind is writing. The miracle of writing is that it is not limited to time or distance. On the one hand, it has a historically developed system; on the other hand, it has the ability to transform in accordance with modern requirements. For many years, the problem of punctuation, which is the main means of written language, along with writing in the language, graphics, spelling, is obviously a source of debate for scientists for many years. Punctuation of different languages is characterized by their internationality because of their graphical system without taking into account alphabetical features.

That is why they (punctuation marks) have been identical in terms of graphic marking, meaning, and function in the overwhelming majority of languages. However, we cannot conclude that there are no problems concerning punctuation marks. Is it possible to equate punctuation with punctuation marks? What is the relationship between the concepts of paragraphemic, grammatology, meta-graphics, syngraphics, subragraphics, topographics? Can emoticons, symbolizing the emotions of the speaker, expressing punctuation marks, serve as punctuation marks? Such questions indicate that the meta-language of this branch has not been formed yet.

The interaction of oral and written languages influences the development of punctuation. However, punctuation marks are formed in accordance with the requirements of written communication and systematized. Due to the fact that the punctuation marks form the additional system of symbolic signs of language, on the one hand, they are regulated and systematized as language develops, on the other form, their own ways of their regulation. The propensity of the punctuation system does not arise only from the requirements of written communication but also because

of the functional and stylistic features in the texts of each stage. Punctuation marks, as text-forming means, depending on the communicative strategy of the text and the purpose of the writer. Therefore, the function of punctuation marks in a variety of texts is various. It is regulated and systematized as the language develops (Yeskermessova, Yermekova, Zhubaeva, Maukanuly, Kenzhekanova, 2017. 265-284).

The space of writing is so expanded that it can be seen in opposition to fundamental concepts such as writing and culture, writing - civilization, writing – society, writing and thinking, writing and language, writing, and communication. After all, the SW has come out with the emergence of the state when there is a need for storage and preservation of information, rather than marking emotionally and expressive human emotions. Therefore, today the cultural, social, and economic development of the nation depends on the stability and improvement of writing" (Kuderinova, 2006: 3).

Three criteria are indicated as a fundamental principle for the correct punctuation marks of a sentence:

- 1) logical (semantic);
- 2) structural-syntactic (formal-grammatical);
- 3) intonational.

These three are closely interconnected. In some cases, it may be necessary to apply three of these three principles to put a punctuation mark on a sentence. In other words, the punctuation marks must be viewed in terms of the three criteria and must be kept in unity.

Scientist T. Yermekova says: "It is true that one of the three principles listed in the establishment of a certain punctuation mark, can play a dominant role. But there is a need for these three dimensions in order to integrate small-lingual units into a complex category called sentence". (Yermekova, 2011: 214-218).

By agreeing with this view, we would like to draw your attention to the following:

- First of all, all sentences in our language are built to convey information based on a certain meaning. This is *its meaningful, semantic aspect* because a random set of language units may not always be a sentence.

- secondly, the sentence is characterized by a certain grammatical structure. For example, whether there is a single term in a sentence, whether the subject and predicate are made from a noun word, or whether it contains a predicate of different forms – all these are *formal grammatical character*. For example, the question mark should be placed in interrogative sentences, the homogenous parts of a sentence should be separated by commas, and separate words should be pronounced in isolation from other members of sentence. Each simple sentence that is part of a compound sentence is separated by commas from other sentence members, separating the comma and dashes before the conjugate word combination – all these are related to the syntactic structure of the sentence.

- thirdly, any *sentence* is characterized by *a fixed intonation*. According to the speaker's communicative purpose, it can occur with the intonation of a message, request, or prescription. For example, if you put a comma between the components of a complex sentence, which of the following three dimensions can be excluded?

For example: *According to Askar, it is right that workers are going to be dismissed, because they are in a very serious condition (S.M.).*

There are three dimensions: two commas in sentences and a full stop at the end of the sentence. Although the grammatical position plays a dominant role in putting a comma between comic stripes and complex sentences, there are also meaning and intonation. Try to read without any intentional pause:

As can be seen, the sentences differ both in meaning and in terms of the corresponding grammatical structure and intonation. **Therefore, punctuation cannot**

be considered an auxiliary graphic sign used only in writing, unrelated to the expression of the semantic sentence.

Still, punctuation can only be based on meaning. Therefore, the syntax of a sentence may be explicitly exposed by the fact that a certain punctuation mark that is to be placed on it is not observed and can be interpreted in the same sense. For example, quotation marks are based on that position – on the meaning of the phrase in the sentence. Because words that are taken in quotes do not differ from other words in terms of personality, they will depend only on the meaning given to a particular word. Punctuation marks such as ellipses, parentheses, and exclamation marks are also based on this principle. In this principle, priority is given to the author's preference, which of his words and sentences in the text imposes an expressive and emotional meaning.

For example, quotation marks do not depend on pause, intonation, or structural features of speech. Therefore, it is recognized by scientists that it is not a true punctuation mark. The meaning and function of quotation marks are different, which in one case mean that the word or sentence taken in quotation marks belongs to a particular person, and in another case, the word, the phrase in the quotation mark are not used in the literal sense of the word, or it can be used as the conditional name of another object. The words or phrases or the whole sentence, the idea of the author or the speaker, the irony are often expressed by this criterion.

For example: *If you want to memorize the great words of great people, read wise thoughts from "100 works" (S.Kezheakhmetuly).*

Or let's consider ellipses:

"Yes, my dear ... my dear ... When my ancestor came to Argynbay's shanyrak ..." Aman came and took him to the grass (G. Mustafin).

At first glance, there is an intonational pause, but nevertheless, there is a big semantic significance of ellipses. Therefore, the role of intonation and emotions in the production of punctuation plays both semantic and structural principles.

Punctuation (punctuation marks in oral speech) – a formal sign that limits the sentence inside the text. Full stops (punctuation in oral speech) within the text may not fully correspond to the finished idea of the formulated sentence from the semantic side. The latter includes the same sentence, which during speech is often arranged sequentially and connected with each other. Speech uses the speech model (model) of the sentence, but the range of the sentence is not limited to it. In some cases, the pronunciation of a sentence can express the whole idea. Sentences perform the functions of a model, form, and coordinate them so that they can fully encompass the idea (Enseybayeva, 2005: 40).

One of the most urgent issues is the need to consider non-verbal semiotic systems that are involved in the organization of text as an information unit and its adoption (along with verbal) as an independent branch of the linguistic system of education.

The selection of the name of this sphere of education is a complex and unsolved issue. The most common and permanent term is *punctuation* (lat. *punctum – point*), which is interpreted differently in linguistics. It is because of two different features of this term.

In the "Linguistic Encyclopedic Dictionary" punctuation is explained as follows:

- 1) system of non-alphabetic graphic signs (punctuation marks), which forms the main means of written language together with graphics and spelling; the main task of punctuation is the membership and graphic organization of written (printed) text;
- 2) historically established rules for a particular language, codifying the rules of punctuation of the written text;

3) section of linguistics, studying the patterns of punctuation system and the rules of application of punctuation marks (Linguistic encyclopedic dictionary, 1990 144).

Since punctuation is a multidisciplinary, comprehensive science, it is possible to allocate the following basic concepts: used in general linguistics: *paragraphemic*, *grammatology*, *metagraphemic*.

In the linguistic literature, there are several ways of grouping the concept of paragraphemic. On the one hand, paragraphemic is regarded as a branch of science standing at the junction of semiotics and linguistics. The object of study of this discipline recognizes the text as a whole, consisting of a synthesis of "verbal and non-verbal features", as well as a rational display of these features and the nature of relationships and interactions in the transmission of information. In the 50's, J. Geble singled out grammatology as an independent science, studying the writing of any type. Paragraphemic, which includes everything that goes along with the letter, has a special place among the chapters of the grammatology. If we distinguish the difference between paralinguistics and para-language, then paragraphemic elements can be considered as a "para-language of press" (Plotnikov, 1992: 39).

Special non-verbal elements are used in the preparation of the written text, which are called paragraphic or paragraphemical. The main objective of the paragraphic is to simulate expressive text, the content of which contains reliable, rational information and communicative information. Thus it is divided into copyrights ("copyrights") and *editorial* paragraphic elements. *In metagraphemics, an additional and auxiliary semiotic system is considered, in which non-verbal designations and means involved in the semantic and information organization of the text (along with verbal) are included as an integral part of the paragraphic.*

The metagraphic sign system is divided into the following:

- singraphemics;
- Subgraphemics;
- topographemics.

A narrow function of punctuation is considered in singraphemics. "Second-order units" are characterized in subgraphemics: empty line, italics, discharge, font conversion and etc. Syntagmatic features of texts are given in topographics (Dzyakovich, 1998: 141- 145).

In the present research the following concepts are used as the basic terminological basis for the description of the subject matter.

Punctuation (in broad sense) - 1) the sphere of graphical linguistics studying the system of the schematic character of the language; 2) The graphical system of writing including one of the components (including graphics and subgraphics) with drawing tools for writing graphic text.

Punctuation (in the narrow sense) - 1) a set of punctuation marks, forming the center of the punctuation system (nuclear marks); 2) the order of regulation of punctuation recording standards; 3) the area of linguodidactics.

Paragraphemic — 1) section of paralinguistics, studying non-verbal (non-linguistic) means, made in written (typed) text for the transmission of semantic information; 2) the totality of all non-verbal means involved in the field of written communications.

Metagraphics – 1) signs participating in informational and semantic organization (along with verbal) of the paragraphic text. The graphic linguistics is the science of writing, the object of its research is writing, written text, writing, drawing, written language (Shubina N.L. Punctuation of the modern Russian language. Moscow EC "Academy", 2006, pp. 27-28).

Recognition of the concept of *punctuation* as a universal term allows it to be used as a basic linguistic term comparable to the object being investigated: 1) the chapter exploring the regularities of the supplementary and auxiliary semiotic system incorporating non-verbal signs and means; 2) a set of non-verbal (segraphic and subgraphic) marks and (topographic) instruments that participate in the text organization as a coherent semiotic system (including verbal means).

Paragraphemic (paragraphemic / subparagraphic) are all non-verbal tools used in the written (printed) text for the transmission and presentation of information in the text.

Metagraphemic (metagraphemic signs) are non-verbal (singraphemic and subgraphemic) marks and (topographical) instruments emotionally derived from the text as a whole semiotic system (including verbal means). Their consumption is regulated by the entire semiotic system, and the system of discipline, which is fixed by graphic and textual norms.

There are the following differences in the system of meta-graphic signs and tools:

Singraphemic (nuclear) basic punctuation marks

- subgraphemic ("units of the second row": (intermediate, space-space), italics, (vacuum – discharge), letter conversion, etc.)

- topographic (design of the text, the simplest means of syntagmatical text).

In the development of the norm (including punctuation), there are several stages of its "perfection":

The first stage relates to the latent period, where new norms are emerging from the previous regulatory system. At this stage, the contradiction between the current rule and the practice of application is not clearly reflected. In the field of punctuation, this codification norm and author's punctuation will be known after a long period of time. All presented variants cannot be considered as a new norm. In some cases, it is a coincidence, for example, the punctuation used by the textbook or by the editor's individual viewpoint can not be regarded as a norm.

The second stage is the transition to the new norm. The period of action is called *unplanned punctuation*. Unplanned punctuation entails deviation due to situational norm. The situational norms are the result of the formation of textual norms.

In accordance with changes in the communicative situation, the change in the text structure strategy also affects the choice of means for achieving specific communicative tasks. The use of punctuation marks in texts is largely due to the author's judgment, taking into account the existing text and graphic norms. For example, the use of the dash as an indicator of actual integration in the texts of fiction has long been regarded as individual-author's use for a long period, and now it has become a norm.

The social recognition of the new norm and its codification belongs to the third stage. The main indicator of the "viability" of the norm is its correspondence between the current stylistic state and the new need for communication.

Currently, there is no single system of normative evaluation, which often complicates the codification process. As a basis, it is possible to accept **the system of normative criteria** proposed by S.I. Vinogradov:

1) the correspondence of linguistic fact to the system of literary language and the process of its development (the criterion of consistency);

2) stable formation of special features in the establishment of a certain value, functions, pragmatic properties (criteria of proof);

3) one-dimensionality of the units of literary texts, including the spoken language of people, its mass repetition (one-sided criterion);

4) positive assessment of the language fact, its social approval (criterion of axiological assessment);

5) unconditional standardization of the context in the use of a linguistic unit (normative enclosure criterion);

6) high cultural status of the "user" (Vinogradov, V.V. Problems in Russian stylistics In: 1981. 320 p.).

One of the important concepts reflecting the peculiarities of punctuation norms is *deviation from the norm*. According to researchers, the concept of deviation is related to the language system, language asymmetry, and the concept of "being extra". The deviation from the norms, on the one hand, is "the existence of instability in the implementation of the language system, as the utterance is not stable" and, on the other hand, "it may be due to the asymmetry of the linguistic sign of writing errors in speech" (Shiryayev E.N. Structure of the spoken narrative // Russian language. Text as a whole and text components. Vinogradov readings XI. - M: Nauka, 1982.-P.106-125).

This shows that the concept of punctuation norm has a dynamic feature, which combines the subject's worldview to the normal expression of stability and expression, which does not remain outside the development of society.

The subsequent studies have shown two basic functions of punctuation: 1. separator, 2. division. Sh. Auyelbaev has identified three types of punctuation in terms of having separating character:

1) separating punctuation marks at the end of the sentence (full stop, question mark, exclamation marks, ellipses, and combined use of them);

2) punctuation marks that separate homogeneous parts of sentence and clauses of the compound sentence (comma, dash, colon, semicolon);

3) separating punctuation marks used in elliptical structures (dash, dash with a comma)

She subdivides the dividing punctuation marks into two types:

1) the punctuation mark used due to distinctive parts of the sentence;

2) the punctuation mark used due to homogeneous parts of the sentence (Auelbayev, 1977: 17).

Recent studies do not limit the function of punctuation marks:

1) restrict one syntactic structure from another;

2) highlight the syntactic structure within the text (marking the boundaries of the sentence);

3) integration of several syntactic structures into one single mega-structure (Amirova T.A. Functional interrelation of written and sound language. In.: Science, 1985).

Accordingly, the hierarchy of the general function of the punctuation marks is expressed as follows: division or isolation - separation - merging.

We divide punctuation marks into the following categories according to the place of use and functions:

1) separating punctuation marks at the end of a sentence: full stop, question mark, exclamation marks; ellipses;

2) separating punctuation marks in the middle of a sentence: comma, semicolon, dash, colon;

3) dual-used punctuation marks in the middle of the sentence: parentheses, two dashes, and comma; quotation mark;

4) dividing punctuation marks in the text: parentheses, quotation marks;

5) punctuation mark at the beginning of the text/sentence: ellipses;

6) highlighted punctuation marks: a colon in a sentence, parentheses in a sentence, and a text (Linguistic Encyclopedic Dictionary M-L, 1990).

Generally, three types are indicated in the system of punctuation: punctuation marks of a sentence, utterance, and discourse/text.

From this point of view, the so-called individual (the position at the end of the sentence) and separating (the position within the sentence) features can be regarded as punctuation marks belonging to the sentence.

Separating punctuation marks belonging to the sentence includes a full stop, quotation, and exclamation marks.

Punctuation marks at the end of the sentence can also be used to form different types of the sentence that represent communicative goals. In the linguistic science, it is explained that the boundaries and the nature of the sentences are so diverse that the composition of sentences is so varied (Schwarzkopf Modern Russian punctuation: the system and its functioning, 1988a: 189)

A full stop is a multifunctional and conventional mark that represents the completed part of the semantic and intonational aspect of a particular opinion. It is important to note that the full stop cannot always be put in connection with the end of thought as it is used in modern literature because a sentence may not be enough to convey a particular idea. The speaker can convey a certain opinion in several sentences, which can be expressed in one sentence depending on his or her psychological state, manner of expression, or situation.

For example: *The white snow is like a sea surface in the windy day. It's wavy. Bumpy.// The white snow like a sea surface in the windy day is wavy, bumpy.*

Secondly, this punctuation mark is not placed only after the declarative sentence. The full stop is also placed after the imperative sentence, which is expressed without any distinctive emotion. For example:

The young scientist came to the academician to consult. He told him about his plans to get married.

The Academician replied to his student:

My dear, set two goals before getting married. You should swear to yourself that you will never ward off this woman while you are alive. This is your first goal.

The second goal is that if you die one day, then think that your wife will not become unhappy. Do not confine your wife to a home. Teach her, get a high diploma and find work for her. If she has an inclination for science, let her get a degree of candidate of science. In short, develop your wife's talent with your talent.

And then, if you are able to implement these two goals, then just marry your girlfriend. If you really love your future partner and friend of your soul, do so. This is your love's law, young friend (A. Nurshaikhov).

The first three sentences of the text are the declarative sentences, and the rest are all imperative one.

One more lingual fact that proves the expansion of the functional character of the full stop that has been recognized as a punctuation mark at the end of a sentence in former studies is parcel sentences. Parcel structures are a network of language units that are linked to a network of shared communicative information but separated by a full stop. For example: *If you are able to cope with obstacles, then you are a real man. **Citizen. Most importantly you are a human being.***

*You're not looking for me, I'm looking for you. If it is so and if it is going to be so, then this is eternal happiness. It is passion. **To the truth. To the reality. To beauty.** (Zh. Abdykhalyk).*

Despite the fact that the highlighted language units are separated by a full stop, it is not a sentence that has a separate "communicative" information, and not a sentence "expressing a clearer idea", but rather a subordinate component that gives additional information and an emotional shade to the main idea in the previous sentence, that is a structural component that represents a piece of single information only in unity with this basic sentence. It is possible that this part can be separated by commas in the sentence. But the problem is put on the storyteller's way of delivering his thought to the listener. *If you are able to cope with obstacles, then you are a real man, citizen, and most importantly you are a human being.*

You're not looking for me, I'm looking for you. If it is so and if it is going to be so, then this is eternal happiness. It is passion to the truth, reality, beauty.

About the difference between a full stop and a comma in such units, scientists who specially studied the phenomenon of parceling in the Kazakh language say: "The difference between **a full stop and a comma in the sentences** is because of the duration of the pause. The pause, which corresponds to the full stop, weakens the connection between sentences but rather increases its independence and isolation. More often, there is a mutual exchange of factors in simple sentences separated by commas than sentences separated by a full stop. In this case, simple sentences, which can be logically connected to one another, can be called a complex contextual unit. Logical connections, such as those that are separated by commas, can also have a semantic connection either in the form of an intersection or possession without grammatical structures. It has been established that compound sentences separated by a comma are closely interconnected. When the sentences are separated by a full stop, the logical and tense connection is not due to syntax but due to semantics. Each phrase conveys and delivers a particular thought. The full stop that separates them indicates the intonation of the sentences uttered with a long pause" (Sairambaev, Akyzhanova, 2001). It should be noted that the full stop combines not only the punctuation function at the end of the sentence but also the functional quality that ensures the integrity of the selected opinion in the sentence (it will be correct to call it as a phrase) with the main sentence before it.

The exclamation and question marks can be attributed to the punctuation marks, which have new functional qualities. In subsequent works, eleven positions of use of the exclamation marks are displayed:

1. after the sentence in the meaning of the imperative, order, address;
2. after the sentences that express your surprise;
3. after the sentences that express positive emotions;
4. after the sentences expressing annoyance, resentment, or anger;
5. after the sentences that express wishes;
6. after the sentences that express regret;
7. after the sentences that express curse;
8. after the sentences that express gratitude;
9. after the sentences or word that consist of interjection, made in a special voice;
10. after the sentences that express praise and gratitude;
11. after the sentences that express the dignity of a person (Kazakh Language. Encyclopedia, 1988: 256-257).

To this, we can add that the exclamation marks are placed in all sentences, which express the speech emotion. It should be taken into consideration that not only imperative sentences in which the communicative purpose is expressed by the expression of the command but also declarative and interrogative sentences that express the emotion of the speaker can be regarded as an exclamatory sentence.

The distinctive features of the sentence include features that can participate in the creation of complex sentences, especially complex sentences containing independent and subordinate clauses, as well as homogenous parts of the sentence and adverbials, in particular features that show distinctions of equal grammatical components.

The formal function of dividing predicate units into the components of a complex sentence is performed by a comma. The comma is clearly marked to this function as a regular rule. The use of a comma as an indication of the inherent structure of the sentence remains one of the common issues in teaching practice. If the rules specified in the current directory are clearly used, then the boundary part of the predicate must be marked with the help of a comma in subordinate clauses. However, in modern editions, it is possible to define conscious deviations from these rules.

At the end of the twentieth and the beginning of the twenty-first century, information technologies are rapidly developing; new ways of storing, searching, and

distributing information, as well as a new cultural and linguistic environment, is being formed. Due to the increase in modern means of communication, a new, rapidly developing linguistic reality is emerging. The emergence of the Internet should be regarded as one of the main manifestations of these processes. "At present, the Internet is a new information medium of modern culture, where new communication styles, new approaches are created, where all traditional communication tools work in one or more forms, such as forum, blog, chat, ICQ, e-mail and etc." (Vishnyakova, 2007: 22).

The Internet currently works not only as an information medium (information storage and distribution) but also as a communicative medium. In this regard, many researchers point to the new virtual environment of human life with different interests, reasons, goals, needs, attitudes, as well as objects of psychological and social activity that are directly linked to the new space. As a result, a new virtual information society is formed.

Computer communication is a communication activity related to processes such as the exchange of information through computers and communication between people.

Computer communication is a type of mass communication. According to Oxford Advanced Learner's dictionary "it is media such as newspapers, tv-radio, and radio" (OALD, 1995: 720). In other words, mass communication is a means of communication with the participation of many people, carried out through newspapers, TV, and radio.

According to T.Zh. Balzhirova, the Internet can be considered a "continuation of the human environment, which can meet social needs through social communications" (Balzhirov, 2003: 13).

Internet is a special kind of electronic message. Its meaning is derived from network-specific functions, namely:

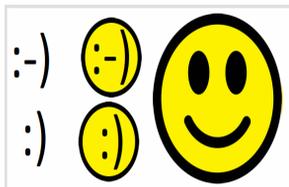
- global communication channel providing worldwide multimedia exchange (communication and spatial function);
- public information repositories, world library, archive, news agency (communication and time function);
- additional tool for socialization and self-realization of the individual and social group in connection with the common club of leisure partners with business and interested partners (Sokolov, 2002: 8).

At present, the Internet has been recognized as a global social and communication computer network to meet individual and group communication needs through the use of telecommunication technologies. There are oral and written forms of Internet communication. Our object is focused on written communication, so we will refer to the following types of communications:

1. Chat-communication;
2. Forum-communication;

It is known that communication on the Internet was initially carried out only in written form. But it was not able to show the emotions of the communicants. Noticing this, well-known American computer expert Scott Elliott Fahlman suggested using a character set for comics. For example, if you turn this symbol :-) to the right and round it up, then you will see the image of a smiling person (Figure 1).

Figure 1. Formation of a smiley that expresses a cheerful emotion



For example, recently on Facebook or comments written under the lyrics of the song of Dimash Kudaibergen "Akkuyum":

Zarina Ismailova: Congratulations, Dimash! Very beautiful song and video-clip!
Cried a lot (crying smiley)

Stepanida Savvinova Class (Image of Thumbs)

Kva Zar: The best in the whole universe! (image of planet and star)

Gulaim Akhmetova: Dimash, prosperity for your work, thanks a lot for job you are doing. Make always your country happy! He is a wonderful guy, let us see you only on top, keep you away from the evil eye! (smiley of thumb and prays)

Valentina Poplavskaya: The most unusual words of enthusiasm about Dimash have not yet been invented !!! He is so unique on Earth planet!!!! God bless him !!! Give him strength !!!

As you can see, in the chat, readers often use different emoticons, along with linguistic text overlapping with punctuation marks in order to express their thought authentically.

It shows a big role of the punctuation marks and emoticons in the Internet communication.

Two groups of students were interviewed to determine the significance of punctuation marks among modern youth.

Group 1. Students of the specialty "Philology" participated. 48 students (12 students from each course (1-4 courses)) took part in the survey.

Group 2. It was conducted among students studying in other specialties.

Students who participated in the survey include different specialties:

specialty of biology - 10,

specialty of Computer science - 10,

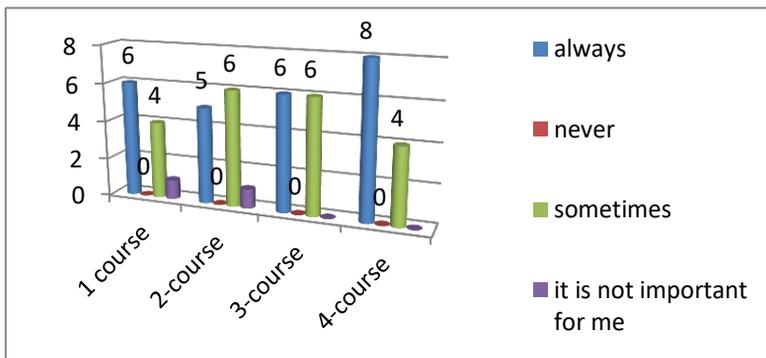
specialty of music - 10,

specialty of physical education- 10.

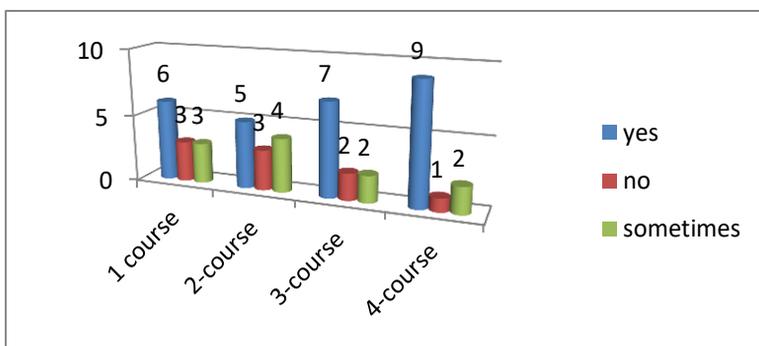
Both groups were asked the same questions. The difference is in the text presented for putting down a punctuation mark. Philologists were offered by complex text with difficult punctuation, whereas students of other specialties were offered a small text with easy punctuation.

The results of the philologists are shown in this diagram:

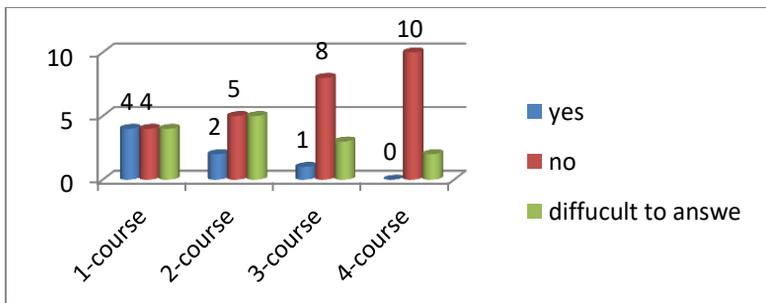
1. How often do you use punctuation marks?



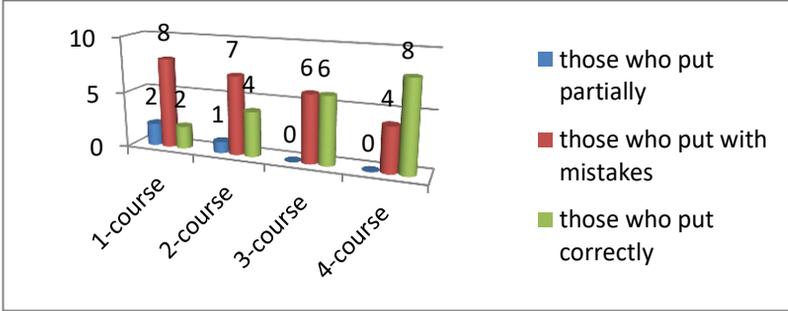
2. Is it difficult to read text without punctuation marks?



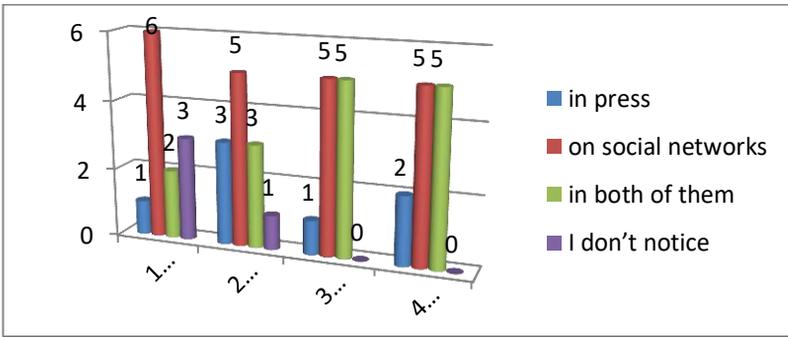
3. Is there any extra (which can not be used at all) punctuation? If there is, then specify.



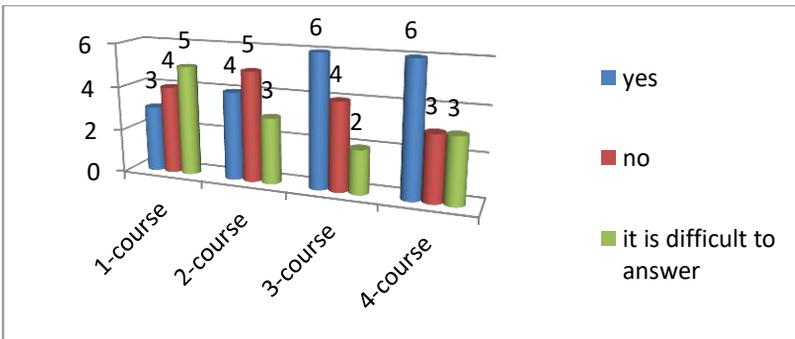
4. Put punctuation marks of the text



5. Where do you often notice the misuse of punctuation marks?

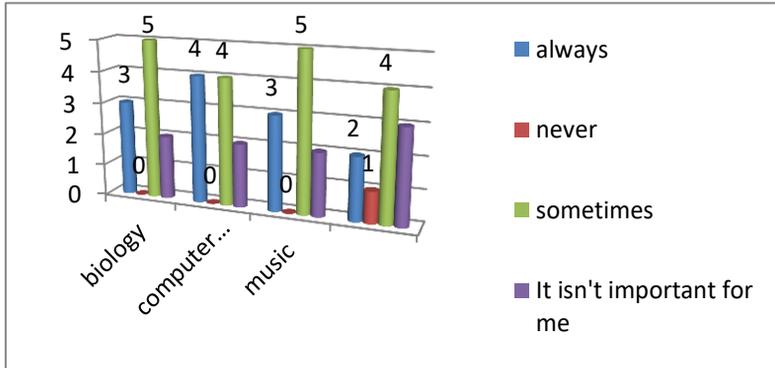


6. Can emoticons be attributed to punctuation marks?

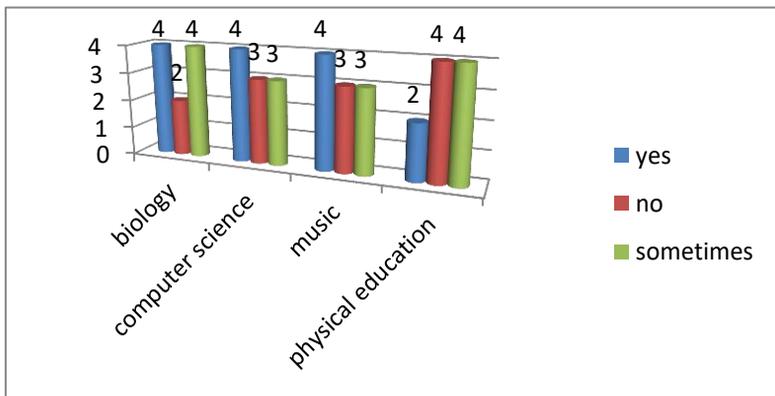


The results of a survey conducted among students of other specialties

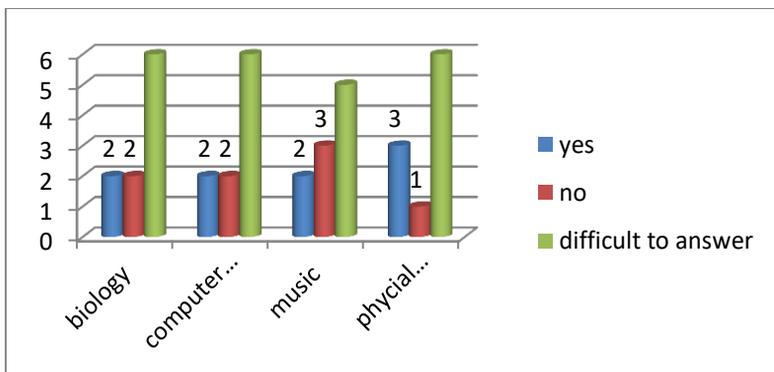
1. How often do you use punctuation marks?



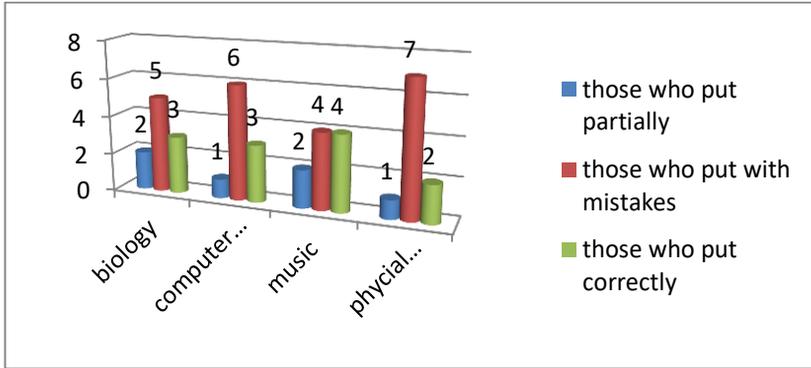
2. Is it difficult to read text without punctuation marks?



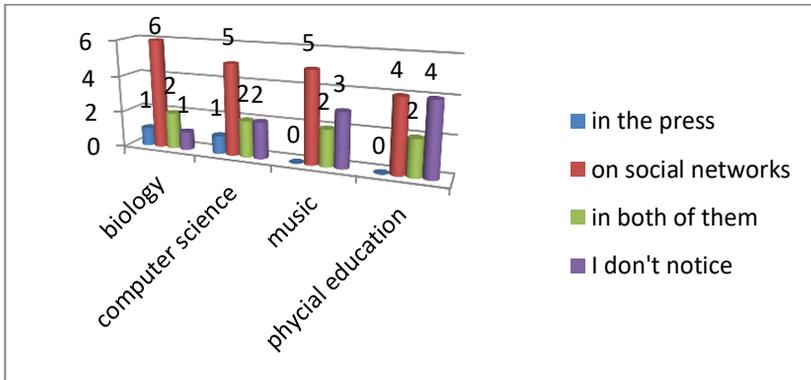
3. Is there any extra (which can not be used at all) punctuation? If there is, then specify.



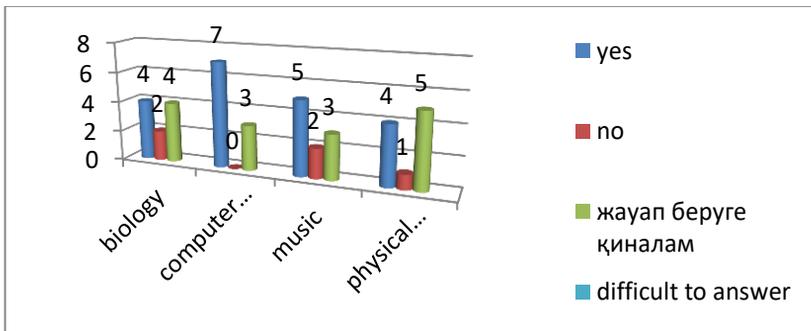
4. Put punctuation marks of the text



5. Where do you often notice the misuse of punctuation marks?



6. Can emoticons be attributed to punctuation marks?



Conclusion

- 1) Many students, regardless of their specialty, use punctuation marks and understand that without them, it is impossible to carry out written communication.
- 2) Most students indicate that text reading without punctuation is a challenge, and students of physical education showed that reading texts without punctuation is not

difficult. And the students of 3-4 courses of the faculty of Philology may have difficulty in understanding of the text that does not have a punctuation mark; this is due to the conscious knowledge of the correct perception of the text punctuation

3) The overwhelming majority of respondents indicate that there are no extra (absolutely inappropriate) punctuation marks. But ellipses and quotation marks have been shown as punctuation marks that can be never used by some respondents.

4) When placing punctuation marks in the text, all respondents did not make mistakes in punctuation marks indicated at the end of the sentence. Among students of other specialties there are students who are limited to putting punctuation marks at the end of the sentence. Students of 1-2 courses of the faculty of Philology made a mistake in complex sentences and in direct speech, students of other specialties made a mistake of punctuation marks in separate words and in the word generalization.

5. The majority of respondents indicate incorrect use of punctuation marks in social networks, 20 percent- in press, 30 percent- in both (in press and social networks). But among the first-year students of philology and students of other specialties, there were those who did not notice the mistake at all.

6. It was difficult to compile a question of whether or not to attribute emoticons to punctuation marks. Out of all 98 respondents, 39 had said that they should be labeled as punctuation marks, and 21 of them said that they cannot be attributed at all, and 28 students find it difficult to answer this question.

In conclusion we can claim that there are problems with the use of punctuation marks among young people. Only 32 of 98 respondents correctly put down punctuation marks, 47 of them made mistakes, 10 percent-put down punctuation marks only at the end of the sentence, all of these indicate the need to pay attention to the training of punctuation marks in higher education. Written language transmits social experience from generation to generation. Therefore, it has style-forming and norm-forming functions. In connection with the development of society, the meaning of the sign is complicated, and the content is achieved both in quantity and quality. Changes and innovations in the language related to the development of the society affect the punctuation of the text to some extent. It does not only affect the scope and functionality of punctuation, but also their quantity and quality, and shows that the text plays an important role in semantic and communicative-pragmatic organization. Thus, punctuation marks, on the one hand, are constant, based on the normalized norms in the language, on the other hand, according to the author's intention, they are a set of graphic symbols outside the alphabet with the possibility of making appropriate adjustments in connection with the development of society, changes in the syntactic structure of the language.

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