FORMATION OF FOREIGN LANGUAGE COMMUNICATIVE COMPETENCE OF PRIMARY SCHOOL STUDENTS BASED ON COOPERATIVE LEARNING TECHNOLOGY

*Assylzhanova D.Y.[1], Uzakbayeva S.A.[2]
*[1]doctoral student, KazUIR&WL named after Ablai Khan, Almaty, Kazakhstan email: dn01@bk.ru
[2] d.p.s., professor,KazUIR&WL named after Ablai Khan, Almaty, Kazakhstan email: sahipzhamal.a@mail.ru

Abstract

This article is devoted to the problem of the formation of foreign language communicative competence of primary school students based on cooperative learning technology. Cooperative learning is one of the varieties of a personality-oriented approach in teaching a foreign language, which involves the organization of groups of students working together to solve a problem task or project. The foreign language communicative competence of primary school students is most effectively formed in specially organized group work based on cooperation. The purpose of this article is to determine the effectiveness of cooperative learning technology in forming the foreign language communicative competence of primary school students. Experimental work was carried out in three stages (ascertaining, forming and control) on the basis of secondary school-gymnasium №86 named after Mukhtar Auezov in Astana. The experiment involved thirty 4th grade students. The developed methodology and complex make it possible to increase the cognitive activity of students. This will help teach them productive thinking, independent replenishment of knowledge and their conscious application, develop social and communicative skills at the stages of mastering language material, thereby preparing primary school students for project activities in a foreign language at the middle and senior stages of education. The obtained data showed the effectiveness of the technology in the development of foreign language communicative competence of students.

Key words: competence, foreign language communicative competence, cooperation, approach, learning in cooperation, communicative competence, teaching English, technology, learning technology

Basic provisions

Changes taking place in social practice, science, and technology stimulate the emergence of innovations in the methods of teaching a foreign language. The main trend of the modern educational process is changes that reflect its focus on humanistic values, communicative culture, and self-development of the personality of each participant in the educational process. One of the main goals of new standards is creating a high level of foreign language communicative competence of students. It contributes to the search for new methods for developing of foreign language communicative competence in primary school students. In the context of communicative-oriented learning, students should be able to build a communicative dialogue, think quickly, analyze, structure and interpret information during the learning process. The study presents generalization of

theoretical provisions and methodological experience in the formation of the foreign language communicative competence of primary school students.

Introduction

The process of developing communicative competence has a long historical development. Competence-based education began its formation in the 70s of the 20th century in the USA. The term "competence" was first introduced by the American scientist N. Chomsky in 1965. He defines the term as the ability necessary to perform certain predominantly linguistic activities in the native language [1]. Currently, in pedagogy, the term "competence" understands a variety of phenomena: practical skills, personal qualities, thought processes, value orientations. Although the meaning of this term varies in different scientific sources, such a variety of definitions provides an opportunity to consider the problem from different angles. Some researchers consider competence as a synonym for the term "competency". In our study, we consider it necessary, following S.S. Kunanbaeva to distinguish between these two concepts. Based on the works of A.V. Khutorskoy, it can be established that "competence is a predetermined requirement for educational training necessary for practical activities in a certain field," which is considered by scientists as the ability and readiness of an individual for successful productive activities based on knowledge and acquired experience [2]. "Competency" is an established personal quality or a set of qualities on the basis of which competency develops, which is much broader in comparison with competence and represents a set of professional, personal qualities conditioned by the experience of an individual in a certain field and ensures the implementation of competencies. Based on the idea of N. Chomsky, D. Hymes introduced the concept of "communicative competence", the essence of which was the internal understanding of the situational relevance of language and was an ability that allows one to be a participant in speech activity [3]. Later, M. Canale and M. Swain continued work on developing the theory of communicative competence. In turn, Russian scientist N.I. Gez gave her definition of communicative competence, considering it as "a set of skills that allow communication in any language, or more broadly, including knowledge of information about the language". In addition to knowledge about language, communicative competence includes the ability to "communicatively correlate a speech utterance with the goals of a communication situation, understand the relationship of the communicating parties, as well as the ability to correctly organize verbal communication, taking into account cultural and social norms of communicative behavior" says Gez N.I. [4].

Today, the term foreign language "communicative competence" in scientific research is defined quite differently. Having analyzed a number of works (I.A. Zimnyaya, J. Raven, T.A., A.V. Khutorskoy) devoted to the study of the structure of communicative competence, we came to the conclusion that there is still no general interpretation of the term, and there is also no consensus in determining its components. The variability of the structures of communicative competence in modern research includes a huge variety of approaches to

determining its content. However, communicative competence originally consisted of three components: linguistic, sociolinguistic and pragmatic. Jan Van Eck believed that teaching a foreign language affects not only the formation of communication skills, but also the personal and social development of the student as an individual [5]. He created a model consisting of six competencies (linguistic, sociolinguistic, discursive, strategic, sociocultural and social). I.A. Zimnyaya defines communicative competence as the ability to carry out speech activity by means of the studied foreign language, implementing communicative speech behavior on the basis of phonological, lexicogrammatical, sociolinguistic, subject and regional knowledge, skills and abilities, in accordance with various tasks and communication situations within a particular sphere of communication, emphasizing the importance of the linguistic component [6]. Australian linguist M. Halliday considers communicative competence as the functional basis of language, the duty of which is to correspond to specific functions [7].

Thus, communicative competence is important at the initial stage of learning a foreign language, since verbal communication is the main condition for the development of thinking and speech of young school learners. For primary school students, society acts as the basis for gradual immersion into the developing problem field of culture, sociocultural and communicative experience. Inner speech, empathy, monologue speech are finally formed and the foundations of written speech are laid at primary school age. The formation of communicative competence as the result of primary general education serves as a condition for the success of further teaching a foreign language to primary school children.

Materials and methods

Analysis of the literature on the problems of pedagogy, psychology and methods of teaching foreign languages (Johnson D. & Johnson R., Maslow A., Rogers C., Zimnaya I.A., Passov E.I., Polat E.S., etc) proves the need to rethink the traditional understanding of education. The modern system of education should create conditions for the active inclusion of the student himself in educational and cognitive activities. Educational process requires should be based on internal motivation, in pedagogically appropriate partnerships of teachers and learners provide dialogical communication between students in acquiring new knowledge. From all the variety of pedagogical technologies, we chose a cooperative learning because it makes possible to take into account individual characteristics of students, to provide a solid assimilation of knowledge and contribute to the formation of a quick and skillful social orientation. We have considered the didactic possibilities of the most productive pedagogical technologies used in primary school conditions in order to form the foreign language communicative competence of primary school students.

The communicative approach involves the creation of such a space of interaction in which everyone can be actively involved in the collective search for truth, respectfully defend their positions in the dialogue, and form a mutually acceptable point of view. The communicative approach requires students to be ready for real life communication in mastering foreign language. This approach

represents a methodology, the purpose of which is the formation of foreign language communication skills [8].

Communicative methods of teaching foreign languages include techniques of dramatization or game modeling (role-playing games, imaginary situations, educational games); techniques of question-and-answer work (discussion, interview, right-wrong statements); methods of stimulating speech-thinking activity (question-and-answer work, problem solving, etc.).

According to I.D. Agafonova, the success of the formation of foreign language communicative competence depends on a number of pedagogical conditions: the creation of positive motivation for communicative activity; the construction of interactive situations; orientation to tolerant communication [9].

The organization of communicative training of students may include a number of conditions: making a creative environment that promotes the expansion of the communicative behavior, and stimulating motivation to achieve success; dialogical interaction of participants of the educational process; consideration of individual psychological characteristics of the personality of students, namely the presence of cognitive motivation, the level of communicative inclinations, general level of sociability, etc. [10].

Group works and games during foreign language teaching have important role in primary school. They help students to adapt to society and feel part of the social environment. All children are different by virtue of their psychophysiological abilities. Some grasp on the fly, others take considerable time to comprehend, they close up and find themselves completely turned off from the educational process. If you combine children into small groups and give them one common task, specifying the role of each in the performance of this task, then a situation arises when the student is responsible for the result not only of his work, but also of the whole group as a whole. The formation of groups is carried out in such a way that both "strong" and "weak" students work together in one group. The "weak" try to find out from the "strong" questions that they do not understand, and the "strong" are interested in having all the members of the group thoroughly understand the material. Thus, gaps are being eliminated by joint efforts. Moreover during the group work self-learning and mutual learning occur. Such kind of classes improve the communicative competence of primary school students, make them more relaxed and sociable [11].

N.A. Lukyanova sees the gradual formation of communicative competence through the use of active learning methods in the educational process, among which the author highlights role-playing games, as well as trainings (specially selected exercises that form knowledge, concentration of attention and develop imagination) [12]. A. Verbitsky interprets the concept of "active learning" as follows: active learning marks the transition from mainly regulatory, algorithmized, programmed forms and methods of organizing the didactic process to developing, problematic, research, searching cognitive motives and interests, conditions for creativity in learning [13].

Cooperative learning is an important element of the pragmatic approach to the education of J. Dewey (problem-based learning as a method of activating

students in the learning process, education through activities involving the mental factor). Different learning options in cooperation are able to solve different learning tasks. Cooperative learning is one of the varieties of a personality-oriented approach in teaching a foreign language, which involves the organization of groups of students working together to solve a problem, topic or question. The foreign language communicative competence of young learners is most effectively formed in specially organized group work based on cooperation. Cooperative teaching methods have recently received a lot of attention in primary school. According to the research of psychologists, the learning process acquires a social and communicative character, and the classroom is considered as a certain communicative system. Consequently, the involvement of students in educational cooperation will contribute to the formation of their communicative competence [14]. An interesting approach to the organization of cooperative learning named Jigsaw was developed by Elliot Aronson in 1978. The essence of the method is that students collect certain information together from pieces into a single whole [15]. Jigsaw is used when the training material can be naturally broken into fragments. The most important thing is that the number of such fragments should coincide with the number of group members. It can be a test by cards, oral answers to teacher's questions addressed to any member of the group, or a joint report prepared by the group.

Thus, an integrated approach is necessary for the formation of communicative competence. Differentiation and a multi-level approach make it possible to develop a student's personality, influence value system, self-identification, and ability to think. Reading plays an important role in the formation of foreign language communicative competence, since books help to enrich the lexicon with new words. Well-read children have a broad outlook and good memory. It is classical literature that confronts children with various images of heroes, and they begin to understand what good and evil is, and learn from the mistakes of book heroes. The formation of foreign language communicative competence of primary school children also includes the ability to solve controversial issues and readiness for a successful dialogue. Training tasks structured in such a way that all team members are interconnected and interdependent and at the same time quite independent in mastering the material and solving problems.

The project-based method based on the idea of interaction of students in a small group during the educational process and mutual learning (cooperative learning), in which young learners take not only individual, but also collective responsibility for solving educational tasks, and help each other. The project-based method is an opportunity for students to express their own ideas in a creatively thought-out form that is convenient for them. It is possible to offer primary school students such educational projects as "Daily routine", "Holidays", "Crossword puzzle", "The people I like best", etc. The teacher needs to solve the following tasks: choose a topic for the upcoming project, identify the problem, formulate possible hypotheses for solving the problem; select problematic situations to identify the problem and formulate hypotheses by students; select the content of

the training and prepare questions for organizing discussions; identify sources of information, consider possible technical and organizational support.

As for the issue of structuring the project on foreign language lessons, the general approaches developed in didactics are preserved:

• Goal setting (definition of the topic, problem, hypotheses, project goals).

• Planning (determination of research methods, sources of information, evaluation criteria).

• Research (collecting information, solving intermediate tasks).

• Presentation (defense and opposition) and evaluation of results (qualitative assessment of the work done).

Discussion

The methodical experiment was carried out in three stages: ascertaining, forming and control. The experiment was carried out on the basis of the secondary school-gymnasium № 86 named after Mukhtar Ayuezov in Astana in the 4th grade. The experiment involved 30 students. The purpose of the experiment is to identify the effectiveness of the formation of foreign language communicative competence of primary school students in English lessons. After studying lexicographic material, performing tasks in the line of speaking, reading and listening, students were asked to complete the project "The city of my dream". At the first stage of the project (motivation and choice of the project goal) - students comprehended the purpose of the project, built a coherent monological statement based on visual clarity and verbal supports (keywords, questions) within the framework of the mastered topic. Students discuss problems and hypotheses using the methods of "brainstorming". Students were asked leading questions on the topic: "Which big cities do you know?", "Where are these cities?", "Which big cities have you been to?", "What interesting places have you visited?", "Which city do you want to go to?" etc.

The students demonstrated the following communicative skills: using keywords as a support for generating their own statements, a writing plan for the text, predicted the content of the text based on the title, pre-posed questions in previously performed exercises.

At the second stage (project planning stage), the content of the work, characteristics of the project, and the division into groups are discussed. The problem formulation, the lack of complete information in the task or text requires the search for additional information. Thus, students have the opportunity to carry out creative, search activities within a given topic when working with foreign language texts. This contributes to the development of intellectual skills of critical and creative thinking, the formation of specific skills of working with information. The potential vocabulary of students expanded by careful selection of content based on problem situations, texts for reading, listening and problem situations for the development of dialogic speech skills. As part of this stage of the project, children demonstrate the following skills: find keywords, use reference material, carry out educational and research work in the classroom and at home. At this stage, it is possible to invite children to read texts about different cities discuss

with the participants of their group and be ready to transmit the content of the text in a foreign language later.

At the last stage (project implementation stage), students demonstrated communicative skills to build a coherent monologue statement and describe activities or given pictures based on visual and verbal supports (keywords, plan, questions) within the framework of the mastered topic. They developed communicative skills in line with written speech: they made small written statements in accordance with the communicative task.

Studying the experience of using the project-based method in elementary school has shown that this method makes students learn to work with information; make independent, reasoned decisions to justify the choice of a creative product, its evaluation and self-assessment; to reflect, based on existing subject and interdisciplinary knowledge, draw informed conclusions; to work in a team, performing different social roles.

Results

The process of forming the foreign language communicative competence of a primary school student presented in the form of a model consisting of five interrelated components: target, content, technological, diagnostic, evaluative and effective. The characteristics of the components of the model reflect the necessary pedagogical conditions that will ensure the purposeful organization of the process of becoming a student as a subject of learning. Furthermore, it allows teachers to optimize the process of teaching a foreign language, taking into account the age-related psychological and pedagogical characteristics of primary school students, their interests and personal experience. When designing a model for the formation of foreign language communicative competence of primary school students with the help of teaching methods in cooperation, we relied on the didactic principles of conscientiousness of assimilation of educational material, priority of personality, independence, consistency, accessibility, unity of diagnosis and correction.

In accordance with the task set in the study, an experimental verification and evaluation of the effectiveness of the developed complex and methodology for the formation of foreign language communicative competence of primary school students carried out. Evaluation of the effectiveness of the developed complex and methodology carried out according to the following dimensions:

1) The level of formation of lexical and grammatical skills (language competence). The criteria for assessing the formation of language skills were the adequacy of the choice of a grammatical phenomenon - a lexical unit, its correct design (sound or graphic).

2) The level of formation of speech-communicative skills of working with information in the field of speaking, reading, writing (speech competence). The evaluation criteria were: *in speaking* – individual characteristics of an oral utterance, its verbal acceptability (correspondence of the means used and the semantic content of the utterance to the communicative and cognitive tasks to be solved), namely, the qualitative characteristics of oral speech, the productivity of the utterance in content, the integrity of the utterance in semantic and structural

terms, coherence, consistency, quantitative characteristics of the linguistic correctness of the utterance - the number of lexical, grammatical and phonetic errors (a significant deviation from the pronunciation norm accepted in English); *in writing* - its verbal acceptability in accordance with the following criteria - qualitative characteristics of the correspondence, the productivity of the utterance in content, the integrity of the utterance in semantic and structural terms, consistency and coherence, quantitative characteristics of the written utterance linguistic correctness of the utterance - the number of lexical, grammatical, spelling errors; *in reading* - the degree of comprehension of texts, the level of its information processing (qualitative characteristics).

Comparative analysis of students' s+tatements showed that in experimental groups they are more logical, coherent, correspond to the communicative task. It is also necessary to note an increase in the number of replicas in the dialogue by an average of 67%, the volume of monologue utterance by an average of 70%, a decrease in the number of errors in monologue and dialogical utterances by an average of 2 times. The statements of the experimental group students are distinguished by the presence of a variety of speech patterns and grammatical structures, the use of additional vocabulary, in some cases exceeding the program requirements. The results of the study revealed an average 39% increase in the degree of reading comprehension and a 32% increase in the rate of reading aloud, as well as a significant decrease in the number of actual errors when reading the text aloud. There was also an average 41% increase in the degree of listening comprehension. Comparing the learning level of students with approximately the same abilities of experimental and control groups, we observe an increase in the quality of learning of students of experimental groups.

The conducted research allows us to draw conclusions about the expediency of developing a methodology for the formation of foreign language communicative competence of primary school students on the technology of learning in cooperation. As we can see, learning in cooperation ensures not only the successful mastering of educational material by all students and increasing the time of oral and speech communication practice of each student of the group, but also contributes to the intellectual development of children, their activity and independence in achieving the task. The organization of a foreign language teaching in small groups of cooperation at the stages of formation of communicative skills, as well as at the stage of creative application of speech-communicative material based on the activation of cognitive activity of students requires a preparatory stage. Cooperation and mutual assistance in the student-student mode at all levels of mastering language material and its application increases motivation in learning a foreign language. The developed methodology and complex provides an opportunity to increase the cognitive activity of students. It helps to teach them productive ways of thinking, self-replenishment of knowledge and their conscious application, to develop social and communicative skills at the stages of mastering language material, thereby preparing primary school students for project activities in a foreign language at the middle and senior stages of learning.

Conclusion

Thus, when forming communicative competence, it is necessary to take into account age characteristics, since primary school age is the most favorable period of active learning of social behavior, the assimilation of speech and communication skills. The results of the study confirm that the use of cooperative learning technology and the project-based learning method is necessary and possible at the early stage of learning a foreign language. Educational projects carried out by children have a high cognitive significance; actualize mental abilities, forming valuable relationships. The project-based learning method makes it possible to include students in real communication based on research activities, joint work, and to see the real results of their work. The developed complex and methodology for the formation of foreign language communicative competence of primary school students take into account the principles of a personality-oriented approach. It maintains equal attention to the formation of communicative skills (oral speech, reading and writing), provides an opportunity to increase the cognitive activity of students, teaching them productive ways of thinking, self-replenishment and updating of knowledge, creates conditions for the formation of communicative skills.

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ЫНТЫМАҚТАСТЫҚТА ОҚЫТУ ТЕХНОЛОГИЯСЫ НЕГІЗІНДЕ БАСТАУЫШ СЫНЫП ОҚУШЫЛАРЫНЫҢ ШЕТТІЛДІККОММУНИКАТИВТІК ҚҰЗЫРЕТТІЛІГІН ҚАЛЫПТАСТЫРУ

*Асылжанова Д.Е.[1], Ұзақбаева С.А.[2]
*[1]докторант, Абылай Хан атындағы ҚазХҚжӘТУ, Алматы, Қазақстан
e-mail: dn01@bk.ru
[2] п.ғ.д.,профессор, Абылай хан атындағы ҚазХҚжәнеӘТУ, Алматы, Қазақстан
email: sahipzhamal.a@mail.ru

Аңдатпа. Бұл мақала бастауыш сынып оқушыларының шеттілдік коммуникативтік құзыреттілігін ынтымақтастықта оқыту технологиясы негізінде қалыптастыру мәселесіне арналады. Ынтымақтастықта оқыту - бұл проблемалық мәселені, тапсырманы немесе жобаны шешу үшін бірлесіп жұмыс істейтін оқушылар тобын ұйымдастыруды көздейтін шетел тілін оқытудағы тұлғаға бағытталған тәсілдің бір түрі. Бастауыш сынып оқушыларының шеттілдік коммуникативтік құзыреттілігі ынтымақтастыққа негізделген арнайы ұйымдастырылған топтық жұмыста тиімді қалыптасады. Мақаланың мақсаты бастауыш сынып оқушыларының шеттілдік коммуникативтік құзыреттілігін қалыптастыруда ынтымақтастықта оқыту технологиясының тиімділігін анықтау болып табылады. Тәжірибелі-эксперимент жұмысы үш кезеңде (анықтау, қалыптастыру және бақылау) Астана қаласының Мұхтар Әуезов атындағы № 86 орта мектеп-гимназиясының базасында өткізілді. Эксперименткe отыз 4-сынып оқушысы қатысты. Әзірленген әдістеме мен кешен студенттердің танымдық белсенділігін арттыруға мүмкіндік береді. Бұл оларға білімін өздігімен толықтыруға және оларды санылы түрде қолдануға үйретеді, тілдік материалды меңгеру кезеңдерінде әлеуметтік және коммуникативтік дағдыларды дамытуға, сол арқылы бастауыш сынып оқушыларын орта және жоғары буында шетел тіліндегі жобалық іс-әрекетке даярлауға көмектеседі. Алынған нәтижелер оқушылардың шеттілдік коммуникативтік құзыреттілігін дамытуда технологияның тиімділігін көрсетті.

Тірек сөздер: құзыреттілік, шеттілдік коммуникативтік құзыреттілік, ынтымақтастық, тәсіл, ынтымақтастықта оқыту, коммуникативтік құзыреттілік, ағылшын тілін оқыту, технология, оқыту технологиясы

ФОРМИРОВАНИЕ ИНОЯЗЫЧНОЙ КОММУНИКАТИВНОЙ КОМПЕТЕНЦИИ МЛАДШИХ ШКОЛЬНИКОВ НА ОСНОВЕ ТЕХНОЛОГИИ ОБУЧЕНИЯ В СОТРУДНИЧЕСТВЕ

*Асылжанова Д.Е.[1], Узакбаева С.А.[2]
*[1] докторант, КазУМОиМЯ имени Абылай хана, Алматы, Казахстан
e-mail: dn01@bk.ru
[2] д.п.н., профессор, КазУМОиМЯ имени Абылай хана, Алматы, Казахстан

email: sahipzhamal.a@mail.ru

Аннотация. Данная статья посвящена проблеме формирования иноязычной коммуникативной компетенции младших школьников на основе технологии обучения в сотрудничестве. Обучение в сотрудничестве - это одна из разновидностей личностно-ориентированного подхода в обучении иностранному языку, который предполагает организацию групп учащихся, работающих сообща над решением проблемного вопроса, задания или проекта. Иноязычная коммуникативная компетенция младших школьников наиболее эффективно формируется в специально организованной групповой работе, основанной на сотрудничестве. Целью данной статьи является определение эффективности технологии обучения в сотрудничестве в формировании иноязычной коммуникативной компетенции учащихся начальных классов. Опытно-экспериментальная работа проводилась в три этапа (констатирующий, формирующий и контрольный) на базе средней школы-гимназии № 86 имени Мухтара Ауезова г. Астаны. В эксперименте приняли участие 30 учеников 4-го класса.. Разработанная методика и комплекс дают возможность повысить познавательную активность студентов. Это поможет научить их продуктивному мышлению, самостоятельному пополнению знаний и их сознательному применению, развивать социальные и коммуникативные навыки на этапах овладения языковым материалом, тем самым подготавливая учащихся начальной школы к проектной деятельности на иностранном языке на среднем и старшем этапах обучения. Полученные данные показали эффективность технологии в развитии иноязычной коммуникативной компетентности учащихся.

Ключевые слова: компетентность, иноязычная коммуникативная компетенция, сотрудничество, подход, обучение в сотрудничестве, коммуникативная компетенция, преподавание английского языка, технология, технология обучения