STRUCTURAL COMPONENTS OF FORMING FOREIGN LANGUAGE COMMUNICATIVE COMPETENCE OF PRIMARY SHCOOL STUDENTS THROUGH INTERACTIVE METHODS IN TEACHING

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Abstract. The article delves into a challenge concerning the advancement of foreign language communicative skills among elementary school students. It introduces the notion of sub-competencies within foreign language communicative skills, which serve as integral components. Furthermore, the paper outlines findings from an experimental investigation on the development of foreign language communicative competencies in primary school students. The primary objective of the article is to justify the cultivation of foreign language communicative competences in elementary school students through collaborative work in pairs and small groups, dialogues, discussions and games. The author supports the effectiveness of these methods by employing methodological tasks. The reliability and validity of the study's findings and conclusions are assured through the analysis of sub-competence formation at all levels. The tasks assigned within educational activities serve as the foundation for fostering foreign language communicative competencies. In this article, the author also emphasizes the competency-based approach of contemporary foreign language instruction. This competency includes various communicative tasks by motivating young learners. Within this research, communicative competence is defined as the key point. Communicative competence of primary school students is a harmonious combination of communicative sub-competencies, as well as a stable experience of their successful application.

Key words: foreign language communicative competence, foreign language communicative competencies in primary school students, foreign language communicative and cognitive sub- competence, foreign language communicative and speech sub - competence, foreign language communicative and socio-cultural sub–competence, the competency-based approach, collaborative activities, a multicultural environment

Introduction

This research considers the development of communicative competence and its components in foreign language learning at primary school students. It concentrates on cognitive, speech and socio-cultural sub-competence. The study includes students' development within a foreign language framework.

The core concept explored is cognitive, speech and socio-cultural sub-competence, defined as the ability to communicate effectively across cultures, think and act appropriately, and communicate with native speakers of young learners.

The contemporary society places a high demand on individuals who are proactive and socially adept. Aligned with the state standards of primary education, teachers are tasked with fostering children's speech, thinking abilities, and cultivating their communicative prowess. Hence, educators are responsible for

creating conducive environments conducive to nurturing students' communicative skills. In present-day Kazakhstan, notable transformations are underway in the social, economic, and political domains, underscoring the imperative of refining the education system. A pivotal objective within our educational framework is to cultivate national elite capable of effectively engaging with the global community and advancing the country's economy and culture. In this context, the development of communicative competence, which delineates an individual's proficiency in effective communication across various domains, assumes paramount importance. Thus, the significance of our research lies in addressing this critical aspect of development.

Contemporary foreign language instruction emphasizes the competency-based approach. Professor E.N. Solovova highlights that the primary objective of teaching foreign languages is to foster students' communicative competence. Fundamental communicative competence in elementary students entails their capability and readiness to engage with native speakers of the target foreign language across contexts that align with their life experiences and surroundings [1, p.102].

The formation of communicative competence during primary education involves a well-rounded integration of communication skills, understanding of diverse communication techniques, and a consistent history of effective application. This competency not only entails the ability to perform various communication tasks but also establishes a foundation of motivation, attitudes, and values regarding communication for young students. At this developmental juncture, communicative competence serves as a crucial gauge of a child's ability to engage with their surroundings, comprehend social complexities through interaction, and skillfully influence themselves and others through communication interactions. In the modern era, contemporary children epitomize a new generation molded by the traits of the information age, placing significant emphasis on fostering creative thinking. Initiating the process of understanding and nurturing children from the onset of their educational journey is imperative, given that substantial positive advancements typically occur during their primary school tenure. Successfully navigating the hurdles of adolescence heavily relies on the personal development fostered during childhood [2, p. 491-494].

Considering the elementary school phase, it becomes evident that competence entails more than just acquiring knowledge; it also encompasses the preparedness to employ it in addressing practical and theoretical challenges in life. The significance is placed on the notion that theoretical knowledge lacking practical application does not constitute a crucial competence for future graduates.

Within this study's framework, we define communicative competence as the culmination of meeting specific criteria.

These criteria encompass acquiring knowledge about diverse communication modes, encompassing academic contexts and broader social interactions, alongside fostering positive experiences through their application. Moreover, nurturing motivation, attitudes, and values pertinent to communication among elementary students constitutes a pivotal aspect of this developmental process.

The term "communicative competence" is prevalent in modern methodology, encapsulating an individual's ability to effectively orchestrate their speech activity, both in articulating thoughts and comprehending messages. It involves utilizing linguistic tools in alignment with particular communication contexts, thus emerging as a fundamental trait of a linguistic persona. Communicative competence as a result of primary general education includes the following structural sub-competencies:

      1.   Foreign language communicative and cognitive subcompetence;

      2.   Foreign language communicative and speech subcompetence;

      3.   Foreign Language Communicative and Socio-Cultural Subcompetence.
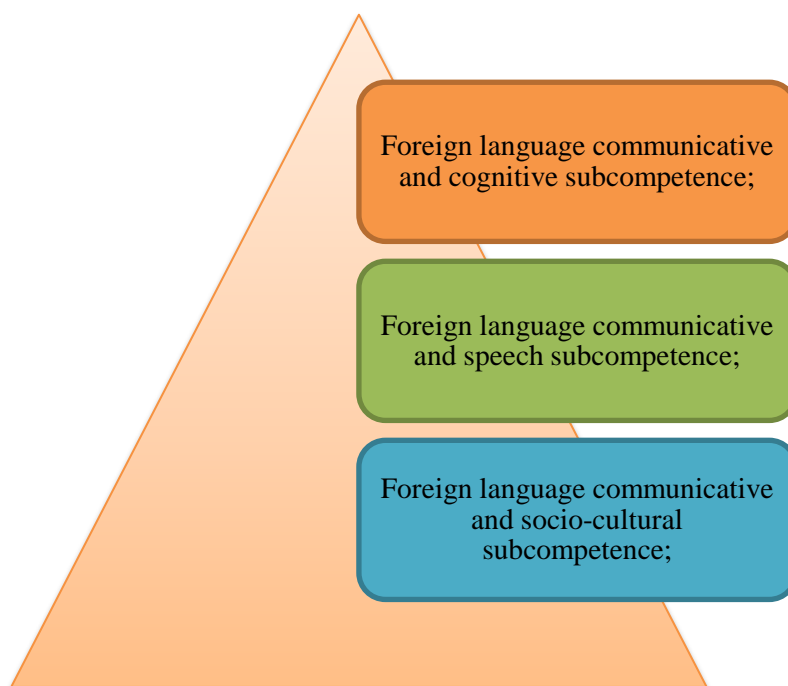
Picture-1. Components of the Formation of Foreign Language Communicative Competence of Young Schoolchildren

The progression of foreign language communication and cognitive abilities is emerging as a vital component of the holistic development of communication skills in elementary school students. It is imperative that students have access to information on topics that intrigue them, thereby stimulating their cognitive curiosity during this phase. Rather than passively consuming information, communication serves as a conduit for actively seeking out knowledge. At the elementary level, students not only consume but also contribute as information sources, opening up avenues for presenting and exchanging ideas. As students mature, they gain increasing autonomy, capable of setting their own objectives, methods, and communication partners.

The foreign language communicative and cognitive proficiency of primary school students encompasses all cognitive processes involved in learning. Educational focus is of particular significance, enabling children to concentrate on the intricacies of educational material and effectively absorb it.The very concept of

a cognitive mechanism is widely used in various branches of science. Scientists Zh. N. Maslova and E. A. Popova said that the task of cognitive mechanisms is the formation of meaning [3].

E. A. Golubeva also employs a similar concept within the realm of cognitive linguistics. It's noteworthy that investigations into cognitive mechanisms in children's learning often narrow their focus to specific aspects. For instance, T. I. Borisenko concentrates solely on cultivating particular learning competencies [4, p. 20-26], but D. O. Kaipbergenova studies the emergence of some specific learning difficulty in cognitive mechanisms [5, p. 832-834].

The interplay between cognitive mechanisms and competencies among primary school students is exemplified through the concept of communicative-cognitive competence at the elementary level. In this context, communicative competence refers to learners' capacity to adeptly regulate their verbal and non-verbal actions in alignment with communication objectives [6].

To effectively foster this competence, it's vital to establish educational settings where students can apply their communication abilities. This could entail implementing multi-tiered activities, allowing each student to demonstrate their communication capabilities at a level suitable for their developmental stage in elementary school. Moreover, when structuring the learning environment, it's imperative to take into account students' motivation [7, p. 274-276].

Motivation serves as the catalyst for activating thought processes and generating interest in various activities and exercises at the elementary level. During this phase, satisfying the craving for novelty in study materials and diversity in exercises proves to be the most motivating factor. Employing a variety of exercises aids in solidifying different linguistic concepts in memory, fosters the creation of visual and auditory imagery, and sustains the engagement and interest of young learners.

Consequently, it can be inferred that the predominant competency in elementary school is foreign language communication coupled with cognitive sub-competency. This entails the ability and readiness of young students to engage in cognitive and communicative activities within the school curriculum.

Descriptors of the foreign language communicative-cognitive sub-competency encompass:

- The capacity to select appropriate communication forms and adapt them based on the context.
- Personal disposition towards collaborative activities, including the emotional experiences encountered during communicative endeavors.
- Emotional engagement in collaborative activities, involving the recognition of emotions experienced by children as a result of these interactions.

Foreign language communicative and speech competence hold significant importance in human social interaction. The effectiveness of communication hinges on the clarity, accuracy, and appropriateness of expressing thoughts in alignment with the context. The ability to articulate thoughts clearly and construct coherent

texts is not only vital for success in life but also intrinsic to human existence, given the integral role communication plays in everyday interactions.

Speech development necessitates consistent and diligent academic effort, which should be meticulously planned for each lesson. This entails employing a diverse range of methods, exercises, and skill programs, all underpinned by appropriate methodology.

In contemporary methodological research, particular attention is devoted to the challenges associated with fostering connected speech, especially within elementary school settings. A key focus lies in creating conducive conditions for nurturing students' speech abilities, which are indispensable for shaping socially engaged individuals. Studies indicate that young students often exhibit lower levels of communication and speaking skills due to a lack of systematic instruction based on principles of text construction.

Descriptors for foreign language communicative and speech competence include:

-The proficiency to articulate ideas with clarity and brevity, ensuring comprehension by the listener.

-The capability to pose relevant questions to elicit essential information from the conversation partner.

-Collaborative communication aptitude, along with the skill to advocate for one's standpoint and achieve consensus.

Foreign language communicative and socio-cultural competence encompasses the skill of adapting one's communication approach to the national and cultural norms of the country where the target language is spoken. This includes adhering to both verbal and non-verbal communication conventions in typical situations. Achieving this competence necessitates students to acquire linguistic and cultural knowledge, along with an understanding of the cultural context of the language-speaking country. Developing socio-cultural competence entails broadening knowledge about culture and language, achievable through exploring new topics and issues within communicative practices, while considering the specifics of the chosen area of study. As per Safonova V.V., socio-cultural competence entails understanding the national and cultural traits of countries where the foreign language is used, the ability to adapt speech behavior based on this understanding, and the readiness and capability to engage in a multicultural environment.

I..L.Zimnyaya, E.I. Passov, V.V. Safonova, E.N. Solovova, P.V. Sysoev, S.G. Ter-Minasova and others studied the problem of the formation of socio-cultural competence, as well as the analysis of its formation.

E.G. Azimov and A.N. Shchukin define socio-cultural competence as a collection of insights into the country where the language is spoken, alongside understanding the national and cultural characteristics of the social and conversational conduct of native speakers. This competency encompasses the skill to utilize this knowledge during communication, respecting customs, behavioral norms, etiquette, and considering the social context and behavioral patterns of native speakers [8].

Researchers delineate diverse facets of socio-cultural competence that can be construed from different perspectives. A.V. Bogdanova and A.A. Chistik emphasize the principal components of this competence, which encompass familiarity with cultural aspects, exposure to intercultural communication, individual disposition towards elements of another culture, and proficiency in a foreign language adequate for engaging in intercultural interactions [9, p. 190-193].

The socio-cultural dimension of foreign language instruction plays a pivotal role in shaping students' identities. It enables them to delve into the cultural legacy of the language-speaking country, facilitating comparisons with their own cultural norms and values. This fosters a broader perspective and enhances students' comprehension of the global landscape, contributing to their overall cultural literacy. The socio-cultural aspect not only endows students with knowledge but also stimulates their cognitive and intellectual faculties. Proficiency in a foreign language is intimately linked with grasping the national culture, which entails not only factual knowledge but also an understanding of the mindset and communicative customs of native speakers.

The following descriptors can be utilized to characterize an individual's foreign language communication and socio-cultural proficiency:

- Familiarity with key aspects of the culture of the country where the studied language is spoken.
- The capacity to recognize national traditions, nuances of thought, and expressions of the national identity in cultural artifacts.
- Readiness and ability to participate in intercultural dialogue.

These sub-competencies form the foundation for structuring the development of young students' foreign language communicative competence through interactive teaching methodologies. It is crucial to tailor methodologies and approaches to the specific needs and attributes of each distinct group of learners.

Materials and methods

This article delved into the progression of each competency within the framework of acquiring foreign language communication abilities among young elementary students through interactive teaching modalities. To establish our study criteria, we referred to a standardized English language curriculum tailored for primary school students. Within this curriculum, key requisites were delineated to gauge the development level of communicative skills in young learners utilizing interactive teaching approaches.

We have identified several interactive methods geared toward fostering the development of foreign language communication skills in young students: gamified learning, collaborative work in pairs and small groups, project-based tasks, and dialogue-based activities. These methods offer interactive and efficacious learning experiences, catering to the age-specific traits and requirements of young learners. They encourage dynamic and engaging language acquisition, effectively honing the communication aptitude of young students.

The use of games plays a significant role in stimulating children's intellect. Game-based learning methods serve as a unique tool that not only adds excitement

and interest to the learning process through creativity and exploration but also enhances everyday steps in studying academic subjects. L.S. Vygotsky characterized games as a means of internal socialization for children, through which they acquire social norms and values. Numerous research studies conducted by Sh.A.Amonashvili, A.K. Bondarenko, E.F. Ivanitskaya, E.I. Udaltsova, A.I. Sorokina, delve into the didactic potential of games.

Konysheva A.V. suggests that integrating games into learning enhances the educational process, making it more meaningful and of higher quality. Games engage each student individually and collectively in cognitive activities, thereby serving as an effective tool for managing the educational process. Utilizing games during elementary school lessons offers an opportunity to transform the challenging into the manageable, making complex topics accessible, and turning mundane tasks into enjoyable and entertaining experiences. [10, p.41-42].

At the primary school level, ideal conditions exist for fostering language competence in both the native tongue and a foreign language. The psychological attributes of this age group offer children advantages in language acquisition. Modern gaming technologies are increasingly integrated into foreign language teaching practices at the elementary level. Research by Z. T. Kaibullaeva, O. V. Muromtseva, S. A. Mukhiddinova, D. S. Uralov, and other scholars explores various gaming approaches, including audiovisual games, problem-solving games, speech games, and more. For instance, we utilized games such as "Association Game" and "Guess Whose Tracks" to facilitate group introductions and enhance memory and observational skills, respectively.

The next method is to work in pairs and small groups. E.I. Passov gives the following definition: "A group is a certain number of students (3-5 people) temporarily united by the teacher or on their own initiative in order to complete an education task and having a common goal and functional structure"[11].

In his article "Group Work as an Effective Form of Lesson Organization," L.V. Gikal defines group work as "a method of structuring activities wherein small working groups are formed within the classroom setting to collaboratively accomplish an educational objective"[12].

I.T. Ogorodnikov [13, p. 26] conceptualizes group work as involving "diverse groups of students with varying levels of proficiency." H.J. Liimets[14], in his exploration of group work, highlights that the structure of group work within a lesson shapes the dynamics of interaction between teachers and students, as well as among students themselves. He characterizes group work as "direct engagement between students and their collaborative coordinated activities." The author outlines various games and techniques applicable to group work, including "Brainstorming," "Continue," "Treasure Hunt," "Snowball," "Knowledge Review," "Puzzles," and "Zigzag." These games and techniques promote teamwork, communication, and idea-sharing among students.

According to N. V. Matyash, project activity integrates elements of games, cognitive, value-oriented, transformative, educational, and communicative activities [15].

Project-based activities offer young students a distinctive opportunity to cultivate an array of skills, encompassing analysis, information retrieval, problem-solving, decision-making, and collaboration with peers and educators. These activities foster the development of creativity and the proficiency to effectively present research findings. Our projects encompassed initiatives such as "Decorating the Christmas Tree Together" and "Helping the Birds!" Additionally, we implemented projects like "What would you Do If...", wherein each group addressed specific scenarios such as "What would you do if there is a fire", "What would you do if you are attacked by a dog", "What would you do if the faucet breaks", among others.

Belova S. V. characterizes educational dialogue as a tool facilitating collaborative attainment of cognitive outcomes, while N. F. Vinogradova views it as a collective avenue for uncovering truth. The cultivation of dialogic speech among young students holds significant importance in the educational journey, achieved through various methods and techniques employed by teachers. Within the educational dialogue, students engage with prior knowledge or learning materials through descriptions, explanations, and predictions, fostering the development of intellectual abilities such as recognition, comprehension, and inference drawing. This process aids in shaping essential intellectual skills that students gradually refine and apply in English language learning.

Consequently, integrating these methods into the educational process for young students yields a positive impact on their communication skills development. Elementary school pupils exhibit interest in interaction and collaboration, learn to respect differing viewpoints, articulate their own arguments, and effectively collaborate in teams to address shared cognitive tasks.

Results and discussions

Through the chosen methods, we explored how interactive techniques contribute to the enhancement of communicative competence among junior stage students. Theobjectivesofourexperimentalstudyweretwofold:

1.　　To examine the current status of communicative competence formation among junior stage students through interactive methods.

2.　　To conduct diagnostics aimed at evaluating the development of communicative competence among junior stage students using interactive methods.

A total of 88 students participated in our study, engaging in experimental foreign language training throughout the academic term. We employed both qualitative and quantitative methods during our research. Qualitative methods allowed us to assess the level of communicative competence in primary school students, while quantitative analysis was utilized to evaluate the least developed subcomponents of communicative competence among students at the initial stage. Our study was conducted at Secondary School No. 4 in Taldykorgan, where fourth-grade students were enrolled.

During the diagnostic phase, various methods were employed to evaluate the level of foreign language communication, cognitive, and socio-cultural

competencies among 47 fourth-grade students. These methods encompassed the assessment of communication, speech, and socio-cultural proficiency in a foreign language.

Table 1 - Methods for Assessing the Level of Formation of Communicative-Cognitive, Communicative-Speech, Communicative-Speech Components of Foreign Language Communicative Competence of Primary School Children in English Lessons

Component	Methods
Foreign Language Communicative and Cognitive Subcompetence	Dialogue
Foreign Language Communicative and Speech Subcompetence	«Lexical-Grammartest»
Foreign Language Communicative and Socio-Cultural Subcompetence	«Do you know an Englishman?»

We utilized the "Let's Talk" methodology, which we developed based on tasks from the "FullBright" English Language Course (EMC) designed for fourth-grade students, as a diagnostic instrument. The objective was to assess the proficiency level in text analysis, letter writing, and dialogue creation. Within this methodology, students were presented with tasks involving text analysis (identifying key information), composing letters to friends, and engaging in oral speech exercises (dialogues with the teacher). Evaluation criteria were established as follows: a high level of proficiency was designated for scores ranging from 34 to 23 points, a medium level for scores between 22 to 11 points, and a low level forscores below 11 points.
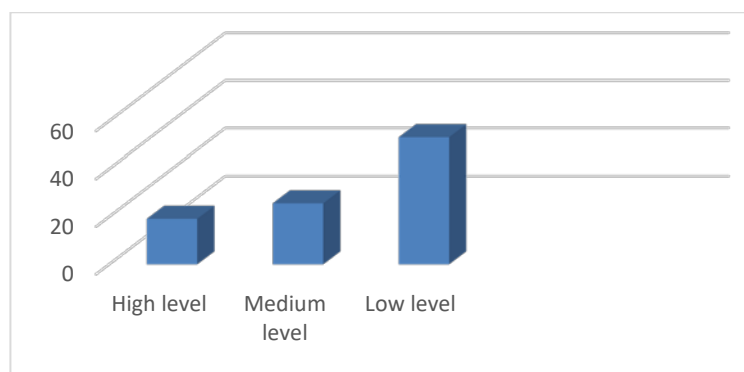

Figure-1 Level of formation of foreign language communicative and cognitive sub-competence

Following the diagnostics, the following data were gathered:
- 25 students exhibited a low level of foreign language communicative and cognitive sub-competence.

- 13 students displayed an intermediate level of proficiency in this sub-competence.
- 9 students demonstrated a high level of formation of foreign language communicative and cognitive sub-competence.

Students with a low level of competence encounter the following challenges: They struggle to identify key information and the main idea of a text due to limited vocabulary. Some passages remain incomprehensible due to unfamiliar words. In letter writing, they exhibit difficulties with formatting and understanding the meaning of written prompts. During dialogue, they can respond to basic questions but may falter with more complex inquiries, often requiring clarification or struggling to articulate their thoughts.

Students at the intermediate level typically demonstrate a strong grasp of texts, adeptly extracting fundamental information while managing unfamiliar vocabulary. Nevertheless, they often prioritize understanding the main idea over delving into intricate details. Their proficiency in letter writing is notable, although occasional errors in structure and style may occur. In dialogues, they may require additional time to process questions and formulate responses.

High level of competence: Students demonstrate a thorough understanding of the text and are able to easily find the necessary information when reading it. They compose letters that fully meet the requirements, following the appropriate style and answering all questions adequately. In dialogue, they respond promptly to questions and express their thoughts clearly.

Foreign Language Communicative and Socio-Cultural Competence: To assess this competence, we used the methodology "Do you know an Englishman? » The aim was to determine the level of knowledge about socio-cultural characteristics. Students were given tasks to choose the correct form of addressing people with different social statuses, to determine the appropriate equivalent of food traditions, as well as to know the capitals of English-speaking countries. Evaluation criteria: High: 22-14, Medium: 14-7, Low: Less than 7.
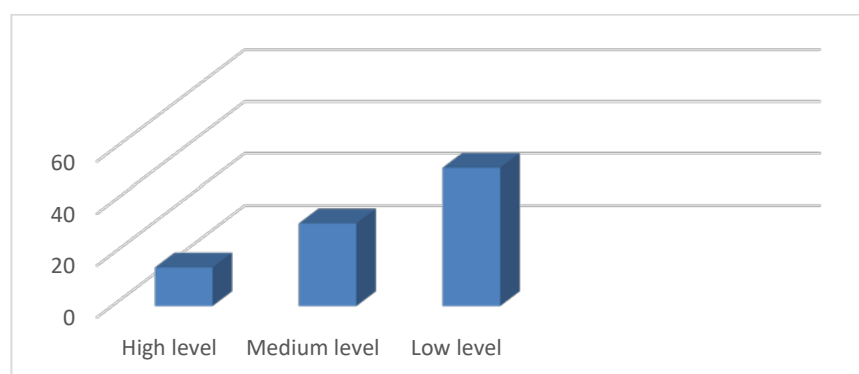

Figure 2 - Level of Formation of Foreign-Language Socio-Cultural Subcompetence

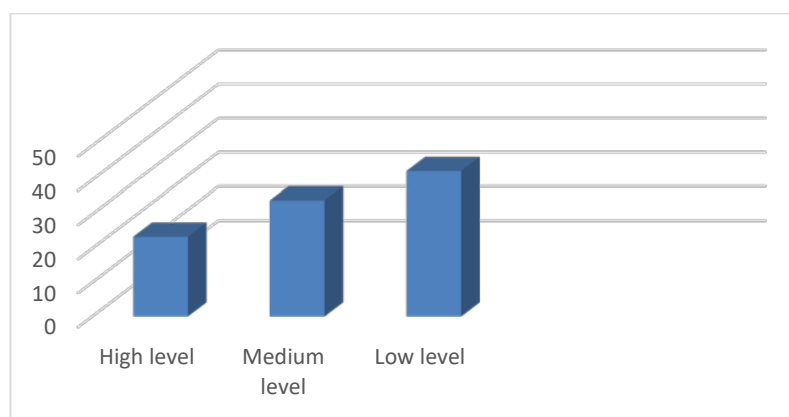As a result of the diagnostics, the following data were obtained:
25 students showed a low level of formation of the component of foreign language socio-cultural subcompetence;

15 students demonstrated an average level of maturity of this component;

7 students demonstrated a high level of proficiency in the formation of foreign language socio-cultural sub-competence. For the low level: Students exhibit limited familiarity with UK culture, particularly in terms of etiquette. At the intermediate level: Students possess a basic understanding of UK culture. They are acquainted with certain aspects of English etiquette and lifestyle, albeit not comprehensively. At the high level: Students showcase a deep understanding of British culture and are proficient in various facets of English life.

Regarding the assessment of Foreign Language Communicative and Cognitive Sub-competence, we administered a lexical and grammatical test grounded in vocabulary and grammar concepts taught in primary school. The objective was to gauge students' vocabulary breadth and grammar comprehension within the context of communicative interactions.

Tasks included substituting correct word forms, sentence translation, and matching exercises. Evaluation criteria were as follows: High proficiency: 22-15 points, Medium proficiency: 14-7 points, Low proficiency: Fewer than 7 points.

Following the diagnostics, the following outcomes were observed:

• 20 students exhibited a limited level of foreign language communicative and cognitive sub-competence.

• 16 students displayed an intermediate level of proficiency in this component.

• 7 students showcased a high level of foreign language communicative and cognitive sub-competence.

At the low level, students exhibit a restricted vocabulary, primarily limited to basic greetings, farewells, apologies, and a few other common words. They lack familiarity with grammar rules, particularly regarding verb conjugation based on tense and communication style. These students often gravitate towards tasks involving multiple-choice questions or comparisons.

At the intermediate level, students demonstrate a solid vocabulary, enabling them to comprehend various concepts. They possess a grasp of grammatical rules for sentence construction and word form changes, albeit with occasional errors. They consider stylistic nuances when selecting words, though they may occasionally falter in choosing appropriate foreign equivalents.

Following the analysis of diagnostic results, it was evident that 12 students in the class exhibited exceptional proficiency in grammar and vocabulary within the context of communicative culture. However, findings from the "Let's Talk" methodology indicated that 15 students faced challenges in English communication, while 20 struggled to complete tasks. Analysis of the "Do You Know Englishman?" methodology revealed that 22 students lacked adequate knowledge about the country's culture, demonstrating only an average level of understanding.Hence, the following issues have been identified:

Certain topics covered in the "Full Bright" educational and methodological curriculum lack an adequate number of exercises aimed at fostering foreign language communicative competence. Supplementary exercises addressing this aspect are seldom integrated into classroom instruction.

There exists a deficiency in the formation of foreign language communicative and speech sub-competencies.

Through the analysis, it was observed that lessons and tasks predominantly target the development of foreign language communicative-cognitive and foreign language communicative-sociocultural components, while the speech component receives comparatively less emphasis during the learning process.

Conclusion

The formation of foreign language communicative competence among young schoolchildren entails specific characteristics, such as active involvement in communicative practice, consideration of age-related traits, acknowledgment of their subjectivity in communication, and an individualized approach to competence development. Research has demonstrated the effectiveness of this approach, with students showcasing stable knowledge validated by test results. They exhibit creativity, are actively engaged, possess communication skills, and demonstrate proficiency in dialogue and expressing their viewpoints. Overall, they display readiness for ongoing learning and creative endeavors.

Throughout the experiment, certain aspects of communicative competence development among young schoolchildren were identified. Both the experimental and control groups exhibited a lower average level of development in the cognitive and communicative components of the foreign language, alongside a higher level of development in communication and speech components. Moreover, a lower average level of development was observed in the socio-cultural aspect of foreign language communicative competence.

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ОҚЫТУДЫҢ ИНТЕРАКТИВТІ ӘДІСТЕРІ АРҚЫЛЫ БАСТАУЫШ СЫНЫП ОҚУШЫЛАРЫНЫҢ ШЕТТІЛДІК КОММУНИКАТИВТІК ҚҰЗІРЕТТІЛІГІН ҚАЛЫПТАСТЫРУДЫҢ ҚҰРЫЛЫМДЫҚ КОМПОНЕНТТЕРІ

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Аңдатпа. Мақала бастауыш сынып оқушыларының шеттілдік коммуникативтік құзыреттілігін дамыту мәселесіне арналған. «Субкомпетенттілік» ұғымы шеттілдік

коммуникативтік құзыреттілік шеңберінде енгізіледі, олар ажырамас құрамдас бөліктер ретінде әрекет етеді. Сонымен қатар, мақалада бастауыш сынып оқушыларында шеттілдік коммуникативтік құзыреттерін дамытудың эксперименттік зерттеу нәтижелері ұсынылған. Мақаланың басты мақсаты – жұптық және шағын топтардағы бірлескен жұмыс, диалог пен пікірталастар арқылы бастауыш сынып оқушыларының шеттілдік коммуникативтік құзыреттерін қалыптастыруды негіздеу. Автор әдіснамалық тапсырмалардың көмегімен осы әдістердің тиімділігін негіздейді. Зерттеу нәтижелері мен қорытындыларының дәйектілігі мен негізділігі барлық деңгейлерде қосалқы біліктің қалыптасуын талдаумен қамтамасыз етуге тиіс. Білім беру қызметі шеңберінде қойылған міндеттер шеттілдік қарым-қатынас дағдыларын қалыптастыру үшін негіз болады.Аталған мақалада автор қазіргі шетел тілін оқытудың құзыреттілікке негізделген тәсіліне ерекше мән береді. Бұл құзыреттілік бастауыш сынып оқушыларын ынталандыратын түрлі коммуникативтік тапсырмаларды қамтиды. Қарастырылып отырған зерттеуде коммуникативтік құзыреттілік негізгі фактор болып табылады. Бастауыш сынып оқушыларының коммуникативтік құзыреттілігі коммуникацияның барлықтүрлерімен үйлесіп, сонымен қатар, оларды ұтымды қолдану болып табылады.

Тірек сөздер: шеттілдік коммуникативтік құзыреттілік, бастауыш сынып оқушыларының шеттілдік коммуникативтік құзыреттілігі, шеттілдік коммуникативтік және танымдық субкомпетенттілік, шеттілдік коммуникативтік және сөйлеу субкомпетенттілігі, шеттілдік коммуникативтік және әлеуметтік-мәдени субкомпетенттілік, құзыреттілікке негізделген тәсіл, бірлескен іс-әрекет, көпмәдениетті орта

СТРУКТУРНЫЕ КОМПОНЕНТЫ ФОРМИРОВАНИЯ ИНОЯЗЫЧНОЙ КОММУНИКАТИВНОЙ КОМПЕТЕНТНОСТИ УЧАЩИХСЯ НАЧАЛЬНЫХ КЛАССОВ С ПОМОЩЬЮ ИНТЕРАКТИВНЫХ МЕТОДОВ ОБУЧЕНИЯ

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Аннотация. В статье рассматривается проблема развития иноязычных коммуникативных навыков учащихся начальной школы. Автор вводит понятие суб-компетенции в рамках коммуникативных навыков на иностранном языке, которые выступают в качестве неотъемлемых компонентов. Кроме того, в статье излагаются результаты экспериментального исследования развития иноязычных коммуникативных способностей учащихся начальных классов. Основная цель статьи- обосновать формирование иноязычных коммуникативных компетенции учащихся младших классов посредством совместной работы в парах и малых группах, диалогов, дискуссий и игр. Автор подтверждает эффективность этих методов, используя методические задачи. Надежность и обоснованность выводов исследования гарантируется посредством анализа формирования суб-компетенции на всех уровнях. Задачи, поставленные в рамках образовательной деятельности, служат основой формирования иноязычных коммуникативных компетенций. В данной статье автор также подчеркивает компетентностный подход современного обучения иностранному языку. Эта компетенция включает в себя различные коммуникативные задачи, мотивирующие младших школьников. В рамках данного исследования коммуникативная компетентность является ключевым аргументом. Коммуникативная компетентность учащихся начальных классов представляет собой гармоничное сочетание коммуникативных суб-компетенций, а также их успешного применения.