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**THE ROLE OF ACTIVE TEACHING METHODS IN THE
DEVELOPMENT OF STUDENTS' COMMUNICATIVE COMPETENCE
IN GEOGRAPHY LESSONS**

***Abdimanapov B.Sh.¹, Omar A.K.²**

***^{1,2}Abai Kazakh National Pedagogical University, Almaty, Kazakhstan**

Abstract. The article investigates the effectiveness of active teaching methods in geography lessons for 11th-grade students at School No. 14 in Alatau, Almaty Region. The relevance of the study is explained by the increasing demand for modern educational approaches that promote students' personal development, communicative competence, and readiness for life in a globalized world. In the context of ongoing educational reforms, the implementation of active learning technologies is becoming a key requirement for improving the quality of education and increasing student motivation. Geography, as a subject that integrates natural and social sciences, provides unique opportunities to apply these methods effectively. However, despite numerous studies on active learning, the use of such methods in geography lessons remains insufficiently explored, especially in the secondary school context.

The purpose of this study is to analyze the pedagogical potential of active teaching methods in enhancing students' communicative, cognitive, and social skills. The research describes the experience of introducing various active learning strategies, such as debates, role-playing, project-based learning, case studies, and interactive discussions, into the educational process. A comparative analysis of diagnostic results before and after the implementation of these methods demonstrated a noticeable increase in students' participation, motivation, and ability to express opinions, collaborate, and make reasoned decisions. The study also revealed that the use of active methods contributes to the formation of key competencies, including teamwork, problem-solving, and critical thinking.

The findings highlight the importance of the teacher's role in organizing lessons that encourage student-centered learning and communication. The practical significance of the research lies in its potential applicability for teachers of geography and other subjects seeking to enhance the effectiveness of their instructional methods. The experience and results obtained in this study can serve as a model for educational institutions aiming to develop communicative competence and improve learning outcomes through innovative pedagogical approaches.

Keywords: active teaching methods, communicative competence, geography education, student motivation, interactive learning, project-based learning, Almaty Region, educational process

Introduction

Modern education requires schools not only to impart knowledge, but also to develop universal competencies in students. One of these is communicative competence, which is necessary for successful socialization and professional development of graduates.

The modern educational system of Kazakhstan focuses on the formation of a personality capable of self-development, self-expression and effective interaction in society. Geography as a subject provides ample opportunities for this due to interdisciplinary connections, discussion of current topics related to the surrounding world, nature, economy and population. It is important to use such forms of training that contribute to the formation of communicative competence, especially in high school, where students are preparing for adult life [1].

Communicative competence includes not only the ability to clearly express thoughts and listen to others, but also the ability to conduct a constructive dialogue, work in a team, and resolve conflict situations. These skills are becoming especially important in the context of modern globalization, when school graduates must be ready to interact in a multinational, multicultural and digital environment. Therefore, the school faces the task of creating such pedagogical conditions that will contribute to the development of relevant skills and attitudes in students.

The role of geography in this process is difficult to overestimate: this subject studies the relationship between man and nature, the processes occurring in the surrounding world, and also requires active analytical and creative work. This makes geography one of the best platforms for the introduction of active teaching methods that contribute to the development of universal educational and communicative competencies.

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Active teaching methods allow students to be involved in the learning process, create conditions for cooperation, exchange of opinions, argumentation and decision-making. These include: discussions, debates, role-playing games, project activities, brainstorming, case method, etc. This study is devoted to identifying the effectiveness of these methods in developing communication skills in 11th-grade students.

The development of communicative competence is considered one of the key areas of a modern school, since the student's ability to clearly express his thoughts, argue his opinions, and conduct a constructive dialogue determines his success both in his studies and in his future professional activities. Geography, as an academic discipline, relies not only on factual material, but also on the ability to analyze, compare, and formulate conclusions. That is why the subject provides ample opportunities for the formation and development of such universal educational activities as communicative ones.

In addition, geography lessons are increasingly becoming interdisciplinary in nature, including elements of ecology, economics, sociology, and political science, which allows students to work in groups, discuss global and local problems, look for solutions, and present their ideas. Such conditions contribute to the development of cooperation skills, tolerance, and confident public speaking [3]. It is important to note that traditional teaching methods often do not provide a sufficient degree of involvement of schoolchildren, and do not contribute to the development of their independence and creativity. Active methods, on the contrary, encourage research activities, initiative, and help each student feel their importance in teamwork. Active teaching methods significantly increase student involvement. The use of role-playing games, project activities, and debates contribute to the development of communication skills. Students learn the material better when using interactive forms of work. The survey showed an increase in confidence, argumentation, and the ability to work in a group. Project activities turned out to be the most effective in terms of involvement.

Materials and methods

The study was conducted during the 2024-2025 academic year at School No. 14 in Alatau, Almaty region. The study involved 30 11th-grade students. The following methods were used:

1. Questioning students at the initial and final stages.
2. Pedagogical observation.
3. Comparative analysis.
4. Conducting lessons using various active methods.

The methodological basis of the study is an activity-based approach that allows students to be active participants in the educational process rather than passive consumers of information.

During the experiment, students participated in the following forms of active learning:

- Project activities: students developed projects on the topics "Global Environmental Problems", "Regional Differences in Kazakhstan", "World Migration Processes".
- Role-playing games: simulated UN meetings on climate issues, local

akimat meetings on rational nature management.

- Discussions and debates: topics - “Should geography be a compulsory subject in the 11th grade?”, “Tourism development: pros and cons” [4].

Student survey - was conducted twice: before the start of using active methods and after their systematic implementation. The purpose of the survey was to identify changes in the self-assessment of students’ communication skills, such as the ability to express their thoughts, confidence in public speaking, the ability to listen and interact in a group. The questionnaire included 15 questions, the most significant of which were:

- How comfortable do you feel when speaking in front of the class?
- Can you argue your point of view?
- How often do you participate in discussions in class?
- Is it easy for you to enter into a dialogue with your classmates?
- Do you participate in project activities?
- Can you independently organize group work?
- Do you feel confident when you need to present material on behalf of the group?
- How actively do you listen to the opinions of others and respond to them?

The results of the survey were compared by levels: low, medium and high. Quantitative data processing allowed us to track positive dynamics. Results of the survey before and after the experiment:

Table 1 - Comparison of answers to key questions of the survey (No. of students who answered “yes”)

QuestionnaireQuestion	Before (%)	After (%)
Comfort inpublicspeaking	40	75
Ability to argue your point of view	50	80
Active participationindiscussions	45	78
Confidence in working in a group	55	85
Presentation skills on behalf of the group	35	72
Responding to the opinions of other participants in the dialogue		

Results

Based on the conducted research, including questionnaires, pedagogical observation, control sections and expert assessment, convincing data were obtained confirming the effectiveness of active teaching methods in the formation of communicative competence. Pupils of the 11th grade of school No. 14 in the city of Alatau took part in role-playing games, project activities, debates and discussions. Such forms of work stimulated interest in the subject, increased interaction between pupils and allowed them to acquire important communication skills [5].

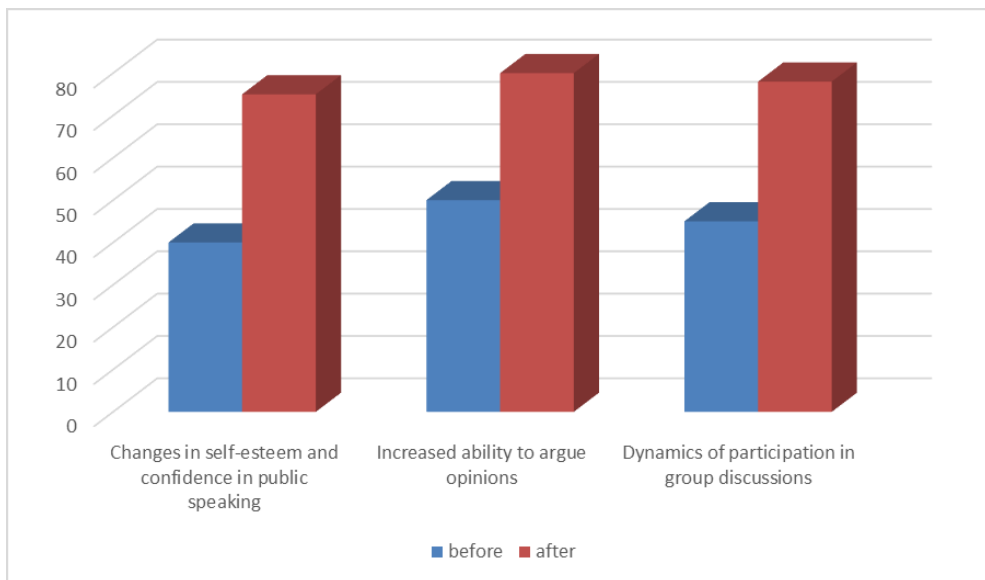


Figure 1 – Changes in students' communication skills before and after the introduction of active teaching methods

Figure 1 clearly demonstrates the positive dynamics in the development of students' communication skills after the introduction of active teaching methods in geography lessons. Before the experiment, only 45% of students felt confident in public speaking, whereas after the systematic use of role-playing games, discussions and project activities, this figure increased to 80%. A similar trend is observed in the ability to argue their point of view: before the experiment, 55% of students confidently formulated arguments, after – already 85%. The level of participation in group discussions also increased significantly – from 50% to 85%. This indicates that active methods contribute to the formation of such important qualities in schoolchildren as self-confidence, the ability to express and defend their opinion, as well as to effectively interact in a team. Thus, the obtained results confirm the effectiveness of active learning in the development of communicative competence.

Table 2 – Comparison of student involvement by types of active methods

Active method	Engagement level (high/medium/low)	Number of students (%)
Project activity	High	83
Roleplay	Medium	70
Discussions and debates	High	78
Brainstorming	Medium	65
Case method	Medium	60

Discussion

Based on the data in Table 2, it is clear that project activities generated the highest student engagement — 83% of participants noted high interest and active participation. This confirms that when working on projects, students feel more motivated, as they have the opportunity to demonstrate independence, distribute roles, and interact in a team [6].

Discussions and debates also showed a high level of engagement — 78%. This is due to the fact that such forms of training require expressing one's own opinion, argumentation, which directly develops communication skills and encourages students to participate.

Role-playing games and brainstorming demonstrated an average level of engagement — 70% and 65%, respectively. This may be due to the fact that these methods require a certain degree of emancipation, self-confidence, and readiness to improvise, which may be more difficult for some students.

The case method showed the lowest percentage of engagement — 60%, although it is in the average range. This is probably due to the fact that cases involve the analysis of specific situations, which requires analytical thinking and the ability to work with a large amount of information - such tasks can be more complex and are not always equally interesting for all students.

Overall, the table demonstrates that the most effective methods for increasing engagement are those that focus on active interaction, creativity and independent work. The data obtained can be used to adjust teaching methods and focus on more productive forms of active learning.

Additionally, interviews were conducted with the students themselves to find out their personal attitude to the use of active methods. Most of the respondents expressed a positive attitude towards the new forms of conducting lessons. Students noted that teamwork, preparing and defending projects help them not only better understand the material, but also overcome the fear of public speaking [7].

It is noteworthy that in the process of discussions and debates, students began to use a richer vocabulary, logically build arguments and actively participate in the discussion of even complex topics. The analysis of written work completed after lessons using active methods showed an increase in the coherence and logic of statements, which also indicates an increase in communicative competence.

For the purpose of a more in-depth analysis, a self-assessment method was used, when students filled out a reflective sheet at the end of each month, assessing on a scale from 1 to 5 the following aspects:

- the level of confidence when interacting with classmates;
- the ability to express one's opinion;
- willingness to cooperate;
- involvement in the discussion of the topic;
- interest in geography as a subject.

The results of these self-assessments also demonstrated positive dynamics. At the beginning of the year, the average score was 2.9 points, and by the end of the school year it rose to 3.9. This confirms that students realized their own progress and became more motivated to study.

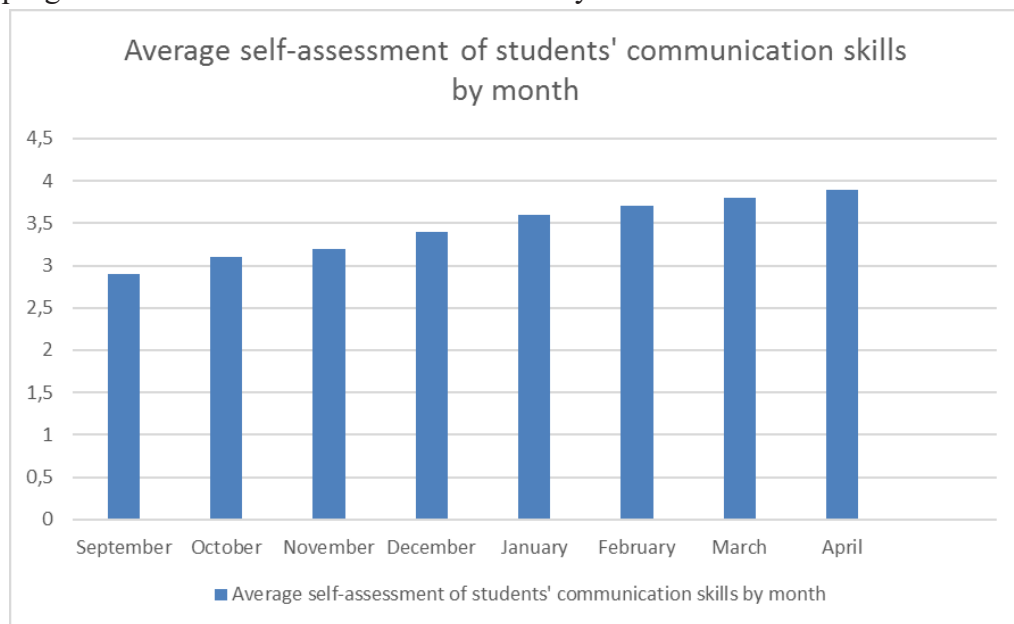


Figure 2 – Average self-assessment of students’ communication skills by month

Figure 2 shows the average self-assessment of students’ communication skills by month during the school year — from September to April. The following data shows:

- Positive dynamics: The graph shows a steady increase in self-assessment indicators from the beginning to the end of the school year. In September, the average value is about 2.9, while in April it is about 3.9. This indicates a gradual increase in students’ confidence in their communication skills.

- The greatest increase: The most noticeable jump is observed from September to December, where self-assessment rises from 2.9 to 3.4 points. This may be due to the active use of new forms and methods of teaching at the beginning of the school year, when the foundations of group work, discussions and projects are laid.

- Stabilization of the level: From January to April, growth continues, but is less pronounced — from 3.6 to 3.9. This may indicate that students have reached a certain level of confidence, and further development requires a more individual approach or new stimulating factors. This figure confirms that the systematic use of active learning methods in geography lessons has a positive effect on the development of communicative competence. It also shows that students are aware of and evaluate their progress, which in itself is an important aspect of personal development.

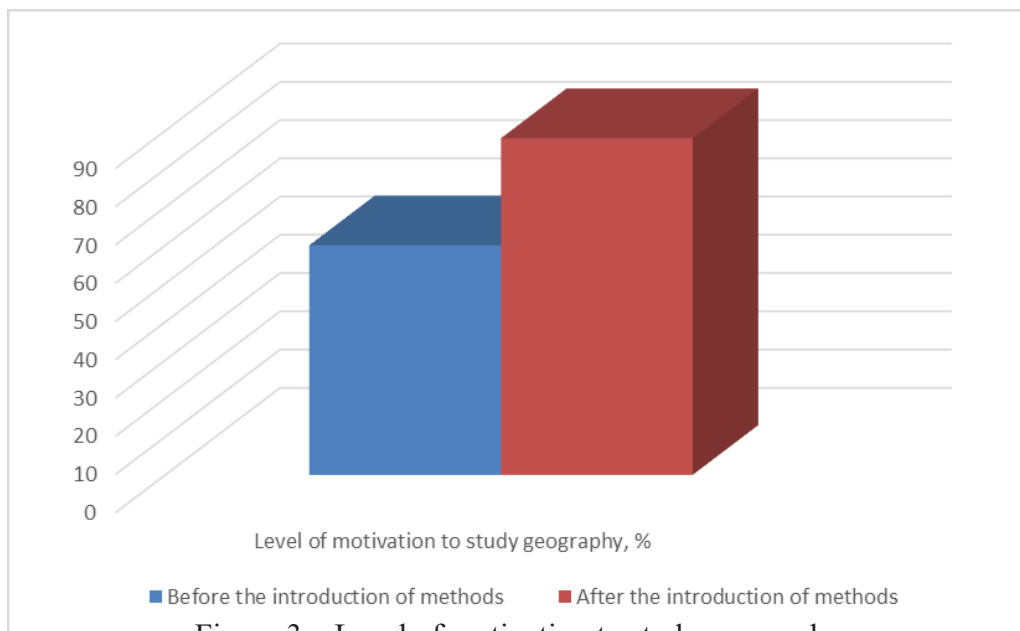


Figure 3 – Level of motivation to study geography

An equally important result of the introduction of active methods was the increase in learning motivation. If at the beginning of the year 60% of students answered positively to the question “Are you interested in the subject of geography?” then by April this figure had already increased to 88%. This is due to the fact that students begin to see the practical significance of the subject, and the learning process itself becomes more lively and focused on their needs.

In addition, active forms of work allow taking into account the individual characteristics of students. For example, introverts who find it difficult to speak in front of the whole group can prove themselves in preparing materials, visualizing data or working with sources. This makes the learning process more inclusive and fair.

Pedagogical observation also showed an increase in initiative, confidence in public speaking, and the ability to express and argue their opinions.

Conclusion

Conclusion The study confirmed the importance of active teaching methods for developing students’ communicative competence in geography lessons. The use of role-playing games, discussions, and project activities significantly increased the level of student engagement and contributed to the formation of key 21st century skills. It is recommended to regularly introduce active methods into the teaching of geography and other subjects. It is also important to conduct advanced training for teachers in this area, and to convey the accumulated experience through seminars, master classes, and publications [8]. Project activities turned

out to be especially productive: students took part in the development of thematic projects such as “Global Environmental Problems”, “Regional Differences in Kazakhstan”, “Migration Processes in the Modern World”. When preparing and defending projects, they independently selected sources of information (including statistical databases and cartographic resources), distributed roles within the group (leader, analyst, presentation designer, speaker), prepared multimedia presentations, and presented their defense to the class. A separate element was the mutual assessment and self-assessment of the contribution of each participant to the overall result. All this allowed students not only to deepen their subject knowledge, but also to increase their level of responsibility, develop teamwork skills, improve their public speaking skills and increase their motivation to study [9]. Role-playing games, such as simulating a UN meeting on climate issues, not only helped to consolidate their knowledge of geography, but also helped students to speak on behalf of a certain role, defend a position, and justify decisions. This develops critical thinking and the ability to conduct a dialogue even in controversial situations. Pedagogical observation of students’ behavior in the classroom showed clear progress: students began to speak out more actively, ask questions, and sought to share their views. Control assessments of knowledge showed that students learn the material better when it is presented in an interactive form. Comparison of the data obtained with the results of research by other teachers, including in schools in the Almaty region, confirmed the general trend: active methods are much more effective than traditional ones in the context of developing communicative competence [10]. Thus, active teaching methods in geography lessons really contribute to the formation of key communication skills necessary for a modern school graduate: the ability to argue one’s position, listen to others, work in a team and effectively convey information. Active teaching methods in the context of school geography act not only as a means of increasing motivation, but also as an effective tool for developing the communicative competence of schoolchildren, which is especially relevant in the context of modern educational challenges.

The conducted study confirmed the high efficiency of active teaching methods in developing communicative competence of 11th-grade students in geography lessons. The use of such forms as project activities, discussions, debates, role-playing games, brainstorming and case method contributed not only to an increase in interest in the subject, but also to the active involvement of schoolchildren in the educational process. Project activities demonstrated the greatest effect, ensuring a high level of involvement (83%) and the development of skills of independent work, responsibility and public speaking. Discussions and debates also became an important tool for developing the ability to reasonably express one’s point of view and listen to the opinions of others. Role-playing games allowed students to learn to interact in different social roles, which develops

confidence and flexibility of thinking. The survey results showed a significant increase in self-assessment of communication skills: the number of students who feel confident when speaking increased from 40% to 75%, and the share of active participants in discussions - from 45% to 78%. Pedagogical observation confirmed the growth of initiative, interest and activity of schoolchildren. Active methods made the educational process more lively, interactive and meaningful, which had a positive effect on both the assimilation of the material and the general educational motivation.

The data obtained during the study can form the basis for further development of programs for advanced training of teachers. It is especially important to create methodological recommendations for the implementation of active methods, taking into account the age characteristics and level of training of students. Another promising direction may be the integration of digital technologies into active methods - the use of online boards, simulators, virtual excursions and quests. The data obtained demonstrate that active forms of work not only improve educational results, but also prepare students for life in modern society, developing key skills of the 21st century. In this regard, it is recommended to systematically introduce active methods in the teaching of geography and other school subjects, as well as organize advanced training for teachers in this area. Thus, active teaching methods can be considered the most important resource for the updated content of school education, contributing to the formation of a successful and sociable personality

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ГЕОГРАФИЯ САБАҚТАРЫНДА ОҚУШЫЛАРДЫҢ КОММУНИКАТИВТІК ҚҰЗЫРЕТТІЛІГІН ДАМУДАҒЫ БЕЛСЕНДІ ОҚЫТУ ӘДІСТЕРІНІҢ РӨЛІ

*Абдиманапов Б.Ш.¹, Омар А.Қ.²

*^{1,2}Абай атындағы Қазақ ұлттық педагогикалық университеті,
Алматы, Қазақстан

Аңдатпа. Мақалада Алатау қаласындағы №14 мектептің 11-сыныбында география сабағында белсенді оқыту әдістерін қолданудың тәжірибесі қарастырылады. Зерттеу тақырыбының өзектілігі қазіргі білім беру жүйесінде жүріп жатқан өзгерістермен, цифрландыру үдерісімен және жаһандану жағдайында оқушылардың құзыреттіліктерін дамыту қажеттілігімен байланысты. Қазіргі мектеп оқушыларды тек біліммен қамтамасыз етіп қана қоймай, олардың өздігінен ойлау, пікір айту және шешім қабылдау қабілеттерін жетілдіруге бағытталуы тиіс. География пәні осы тұрғыдан алғанда оқушылардың кеңістіктік ойлау қабілетін, экологиялық мәдениетін және азаматтық жауапкершілігін қалыптастыруда маңызды рөл атқарады. Сондықтан белсенді оқыту әдістерін енгізу білім сапасын арттырудың тиімді жолдарының бірі болып табылады.

Зерттеудің негізгі мақсаты – белсенді оқыту әдістерінің оқушылардың коммуникативтік құзыреттілігін арттырудағы педагогикалық мүмкіндіктерін анықтау. Зерттеу барысында дебаттар, рөлдік ойындар, жобалық және зерттеушілік әдістер, интерактивті талқылаулар мен кейс-стади тәсілдері қолданылды. Алынған нәтижелер белсенді әдістерді жүйелі пайдалану оқушылардың пәнге деген қызығушылығын арттырып, өз ойын еркін жеткізу мен бірлесіп жұмыс жасау дағдыларын дамытуға ықпал ететінін көрсетті. Сонымен қатар, сабақтағы белсенді өзара әрекеттестік оқушылардың сенімділігін күшейтіп, аргумент келтіру және өз пікірін дәлелдей білу қабілетін жетілдірді.

Зерттеудің практикалық маңызы – ұсынылған әдістердің басқа мектептер мен пәндерде бейімделіп қолданылу мүмкіндігінде. Белсенді оқыту технологиялары білім алушылардың шығармашылық әлеуетін арттыруға, сыни тұрғыдан ойлау дағдыларын дамытуға және оқу процесін жандандыруға мүмкіндік береді. Мұндай әдістер оқушылардың тұлғалық дамуына, білім алуға деген тұрақты ынтасын қалыптастыруға және географиялық білімді өмірмен байланыстыра білу қабілетін жетілдіруге ықпал етеді.

Тірек сөздер: белсенді оқыту әдістері, коммуникативтік құзыреттілік, географияны оқыту, оқушылардың мотивациясы, интерактивті оқыту, жобалық оқыту, Алматин облысы, білім беру үдерісі

РОЛЬ АКТИВНЫХ МЕТОДОВ ОБУЧЕНИЯ В РАЗВИТИИ КОММУНИКАТИВНОЙ КОМПЕТЕНТНОСТИ УЧАЩИХСЯ НА УРОКАХ ГЕОГРАФИИ

*Абдиманатов Б.Ш.¹, Омар А.К.²

*^{1,2}Казахский Национальный Университет имени Абая, Алматы, Казахстан

Аннотация. В статье рассматривается опыт использования активных методов обучения на уроках географии в 11 классе средней школы №14 города Алатау Алматинской области. Актуальность темы обусловлена необходимостью совершенствования образовательного процесса в условиях постоянных изменений в обществе, цифровизации и глобализации. Современная школа должна готовить выпускников, способных самостоятельно мыслить, коммуницировать и принимать решения в сложных ситуациях. География как предмет играет особую роль в формировании у учащихся пространственного мышления, экологической культуры и гражданской ответственности. В этой связи активные методы обучения приобретают особое значение, так как они способствуют формированию коммуникативных, когнитивных и социальных компетенций.

Цель исследования — определить педагогические возможности активных методов обучения в повышении уровня коммуникативной компетентности старшеклассников и развитии их познавательной активности. В ходе работы применялись такие методы, как дебаты, ролевая игра, метод проектов, групповое обсуждение, исследовательские задания и кейс-стади. Исследование включало сравнительный анализ уровня коммуникативных умений учащихся до и после внедрения активных методов. Результаты показали, что использование данных подходов повышает интерес к предмету, активизирует учащихся на уроках, способствует развитию уверенности в высказывании собственного мнения, улучшает навыки взаимодействия в команде и аргументации своих суждений.

Практическая значимость исследования заключается в возможности использования предложенных методических приёмов в других общеобразовательных учреждениях, а также при подготовке учителей географии. Материалы статьи могут быть применены при организации уроков, факультативов и исследовательской деятельности учащихся. Полученные результаты подтверждают, что активные методы обучения являются эффективным инструментом формирования компетенций XXI века, таких как критическое мышление, креативность и сотрудничество, а также способствуют развитию самостоятельности и устойчивого интереса к изучению географии.

Ключевые слова: активные методы обучения, коммуникативная компетенция, географическое образование, мотивация учащихся, интерактивное обучение, проектное обучение, Алматинская область, образовательный процесс

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Information about the authors:

Bakhadur Sharipovich Abdimanapov – Doctor of Geographical Sciences, Professor, Al-Farabi Kazakh National University, Almaty, Kazakhstan. ORCID: <https://orcid.org/0000-0003-2377-6031> e-mail: shch_95@mail.ru

Akmaral Kaldarbekkyzy Omar – 3rd-year PhD student, Al-Farabi Kazakh National University, Almaty, Kazakhstan. ORCID: <https://orcid.org/0009-0002-1027-3590>

Авторлар туралы мәлімет:

Абдиманапов Бахадур Шарипович – география ғылымдарының докторы, профессор, әл-Фараби атындағы Қазақ ұлттық университеті, Алматы, Қазақстан. ORCID: <https://orcid.org/0000-0003-2377-6031> e-mail: shch_95@mail.ru

Омар Акмарал Қалдарбекқызы – 3-курс докторанты, әл-Фараби атындағы Қазақ ұлттық университеті, Алматы, Қазақстан. ORCID: <https://orcid.org/0009-0002-1027-3590>

Информация об авторах:

Абдиманапов Бахадур Шарипович – доктор географических наук, профессор, Казахский национальный университет имени аль-Фараби, г. Алматы, Казахстан. ORCID: <https://orcid.org/0000-0003-2377-6031> e-mail: shch_95@mail.ru

Омар Акмарал Калдарбекқызы – докторант 3 курса, Казахский национальный университет имени аль-Фараби, г. Алматы, Казахстан. ORCID: <https://orcid.org/0009-0002-1027-3590>