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*D.E. ASSYLZHANOVA \* , A.K. SADYKOVA*

*Kazakh Ablai Khan University of International Relations and World Languages  
(Almaty, Kazakhstan)  
E-mail: dn01@bk.ru*

## **THE USAGE OF INTERACTIVE METHODS FOR THE FORMATION OF FOREIGN LANGUAGE COMMUNICATIVE COMPETENCE OF PRIMARY SCHOOL STUDENTS**

### *Abstract*

This article is devoted to the problem of the formation of foreign language communicative competence of primary school students based on interactive methods. The authors use communicative exercises and game tasks, as well as information and communication technologies, interactive electronic book, which can be effectively applied both in the classroom and in extracurricular activities, as the main didactic tools for the formation of the communicative competence of primary school students. The foreign language communicative competence of primary school students is most effectively formed in specially organized group work based on cooperation by using interactive methods and information-communication technologies. The purpose of this article is to determine the effectiveness of interactive methods 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 4<sup>th</sup> grade students. The developed methodology and complex make it possible to increase the communicative and cognitive activity of students. The obtained data showed the effectiveness of the methodology in the formation of foreign language communicative competence of primary school students. The analysis of the results of the experiment allowed us to conclude that the majority of young learners have developed foreign language communicative competence and communication skills, the ability to coordinate efforts in the process of organizing and implementing cooperation.

*Key words:* English teaching, foreign language, interactive methods, communicative competence, electronic book, primary school, young learners.

**Introduction.** In the period of socio-economic and political changes that are currently taking place in our country, much attention is paid to improving the education system. One of its main tasks is to form a national elite capable of interacting with the world as efficiently as possible and able to bring the economy and culture of the Republic of Kazakhstan to a qualitatively new level. Since the 1990s, many countries have decided to start teaching English as a second language or foreign language from a young age as a foreign language policy in order to adjust to some of the effects of globalization (Assylzhanova D.E. et al, 2022). Classes in which English is taught as a foreign or second language differ in terms of student motivation, choice of activity, use of technology, use of mother tongue and classroom culture (Chehimi & Alameddine, 2022; Krieger, 2005). Thus, it is possible to say that English is taught as a foreign language in our country where English is not used for communication purposes in daily life and is taught as a lesson in schools (Assylzhanova D.E. et al, 2022). The rapid development of information and communication technologies in the world in the last quarter-century and globalization affect all countries in many ways, especially, social and cultural life. Many countries have included English in their curriculum including primary school. However, teaching English did not occur at the same pace as described in the curriculum, and there were some difficulties in teaching (Jabali & Walker, 2021).

Our life is inherently dependent on communicative activity. Cognition, reflection and activity of personality are impossible without communication. This process is characterized by interaction between people. It is generally recognized that the productivity of cognitive, mental activity, the overall viability of a person largely depends on his ability to communicate,

on the level of formation of communicative competence. That is why the formation of a person's communicative competence, the sufficient level for communication in certain communicative areas, determines the relevance of our study. The society demands an active, communicative personality. As the main didactic means for the formation of the communicative competence of primary school students, the authors use communicative exercises and game tasks, as well as Information and communication technologies that can be effectively applied both in class and in extracurricular activities.

Primary school age is a significant stage in human development. With the beginning of schooling, the child's social status and social role change. He begins to engage in socially useful activities, his actions become socially significant and evaluated. The leading activity in primary school age is an educational developing game. The cognitive and intellectual sphere of activity is changing, the formation of volitional qualities is taking place. Along with all new activities, a young learner very often experiences difficulty in solving communicative problems until he formulates his difficulties aloud. The process of thinking out loud facilitates the task and forms thinking itself. In general, communication is a sign of constructive interaction between people in the process of obtaining information. On the other hand, communication is a type of relationship that is characterized by the attitude of partners towards each other as equals and necessarily endowed with signs of subjectivity. It is necessarily an interaction that involves feedback, the activity of both parties (dialogue). The need for communication is vital for every person and arises already in an infant, gradually differentiating with age.

Communicative competence acquires special significance in primary school. At age of 6-9,

inner speech, monologue speech is finally formed, the foundations of written speech are laid. The formation of communicative competence in primary school is a condition for the success of teaching a foreign language to young learners. The concept of “competence” came to us from foreign countries. It is believed that the competence-based approach to learning came from the United States. Competence is the willingness to use the acquired knowledge, skills and abilities, as well as ways of working in life to solve practical and theoretical problems.

Thus, the purpose of the study is to develop a methodological model for the formation of foreign language communicative competence of primary school students by means of interactive methods of teaching a foreign language.

**Main part.** The concept of “communicative competence” was introduced into scientific use by the American linguist D. Hymes (in 1972). Teachers consider communicative competence from different positions. D. I. Izarenkov interprets communicative competence as a person’s ability to communicate in one or more types of speech activity, which is a special personality trait acquired in the process of natural communication or specially organized training (Izarenkov, D.I., 2010).

L. Bachman and A. Palmer proposed another model of communicative competence, the components of which are: language competence, strategic competence, psychomotor skills (Bachman et al, 2016). Gez N.I. offers his own model of communicative competence, including the following components in its structure: verbal and communicative competence; linguistic competence; verbal-cognitive competence.

After analyzing the definitions of communicative competence of various authors, we can see that it is not definitively defined and has a dynamic character. We fully share the point of view of researchers, since communicative competence is a set of skills, knowledge that makes it possible to develop abilities, navigate in any situation, primarily in communicative ones, and finally form the communicative characteristics of a person. Each student should be able to introduce himself, write a letter, questionnaire, application, ask a question, lead a discussion (Gez N. I., 2016). Thus, the foreign language

communicative competence of a primary school student is a basic integral characteristic of a personality, reflecting the level of a student’s practical skills to interact, or communicate, with other people. Communication competence is necessary for the correct assessment of communication in social communication situations, by the goals, rules of conduct, the role system characteristic of the situation, the repertoire of elementary actions, and the available concepts that define the situation, their understanding, their environment, language and speech means (Alimbayeva A.T. et al, 2020). It provides the young learners with an effective flow of the communicative process, orientation in various situations of communication; mastery of social reality with the help of communicative mechanisms; makes it possible to effectively influence one’s own behavior and the behavior of others in the environment where communication takes place. Communicative competence as a result of primary foreign language education includes the following structural components: cognitive, social-perceptual, interactive, empirical.

Considering communicative competence as a result of primary foreign language education, we will discuss the requirements for mastering the ideas about the methods of communication, subject and universal communicative actions of students, the positive experience of their application and the system of motives, relationships and values of the communicative activity of younger students (Batyreva S.G., 2017). A.G. Asmolov identifies the following communicative actions: listening and engaging in dialogue, participating in a group discussion of problems, making dialogical and monologue speech, expressing thoughts, managing the partner’s behavior, resolving conflicts, asking questions and identify ways to interact, determine the functions of the participants in the interaction, determine the goals of the participants in the interaction, planning learning collaborations, build productive interaction with adults, build productive interactions with peers. The formation of communicative universal educational actions will allow the student to choose and use the method of interaction to achieve the communicative goal. Ways of interaction of a

younger student include: monologue, dialogue, polylogue, message, statement, discussion, performance, argumentation, question, denial, letter, telephone conversation. In turn, N.B. Inkhanyan understands communicative activity as a system of consistently implemented actions, each of which is aimed at solving a specific problem and constitutes a “step” towards the goal of communication. In other words, it is a complex multi-channel phenomenon of human interaction (Inkhanyan, N.B., 2015).

Many currently existing modern pedagogical technologies (technology for the development of critical thinking, technology for educational problem research, technology for interactive learning, etc.) are based on the principles of educational cooperation that are key for our study, the implementation of which allows each participant in the educational process to become a subject of learning. When organizing cooperation between young learners in group activities, the following main features of joint activities should be taken into account, namely: the presence of a common goal, increasing the motivation of each student to work together, division of activities into separate interrelated operations and their subsequent distribution among all participants in the interaction, coordination and management of individual activities. Group work in foreign language lessons in primary school have a serious impact on the formation of the communicative competence of young learners due to the fact that the receipt of information by students in the educational process is an extensive network of interactions along the lines: teacher - student (students); student - student in a pair or mini groups; group interaction of students (in the whole class).

Thus, the foreign language communicative actions of primary school students can be divided into groups according to three main aspects of communicative activity: 1) communication as interaction (provides for the formation of communicative actions in younger students aimed at taking into account the position of the other intellectual aspect of communication); 2) communication as cooperation, the content “core” of which is the coordination of the efforts of young learners to achieve common goals, to organize and implement joint activities, i.e.

acquiring the skills of social interaction between young learners and a group of peers, ensuring the well-being of his personal development; 3) communication as a condition of internalization provides for the communicative and speech actions of primary school students, which are a means of transmitting information to other people and contributing to the formation of reflection (Musyrmanova A. 2019). Discussion methods, quizzes and games, communicative situations and projects, individual and group works are very effective in this context.

**Research material and methods.** Among the interactive methods used in the process of forming the foreign language communicative competence of primary school students, we especially note the game methods: simulation games, role-playing games, didactic games. The main components of the game are: a scenario (characterizing the game organization and the rules of the game (i.e., the composition and description of the roles of its participants), the game environment and regulations (defining the general requirements for the game mode and instructions). The fundamental tool of the game is the behavior of its participants. The organization of the gaming communicative activity of young learners is based on the following interdependent psychological and pedagogical principles: 1) simulation of the content of a particular activity, specific conditions and dynamics of the process; 2) recreating a problematic communicative situation typical for this type of activity through a system of gaming tasks that include certain contradictions and cause some difficulties for schoolchildren; 3) active student-student interaction and dialogic communication of game participants in simulated learning situations in order to prepare and make agreed decisions. Communicative game tasks stimulate active mental activity and encourage young learners to express their opinions. N.I. Gez, A.A. Mirolyubov consider communicative-situational tasks as a goal set in certain conditions of communication, from which it is clear who, what, to whom, under what circumstances and why is speaking. Communicative-situational tasks help to take students beyond the scope of educational activities due to a predetermined role (Gez N. I., 2016).

Role playing activity is one of the most effective means of pedagogical influence on the development of a child's personality. It affects the creative manifestations of younger students, contributes to the development of children's imagination, the emergence in their imagination of vivid images of literary heroes, fairy-tale characters. Theatricalization of a fairy tale in teaching a foreign language: contributes to the formation of communicative competence, develops the cognitive interests of students, improves their mental processes (memory, imagination, thinking), expands verbal communication. All of the above features of interactive activities determine each other, constituting a single set of attributes that are the content and technological basis for the development of the subjectivity of each of the participants in such interaction. These features are the basis for the classification of active pedagogical methods that contribute to the formation of foreign language communicative competence of young learners. Teaching methods in cooperation provide for a logically built combination of individual and group work, a close correlation between the activities of the teacher and students. Among these methods, we can distinguish: "Cross groups", "Brainstorming", "Mosaic", "1x2x4", "Aquarium", "Interview", "Round table", etc. Methods for developing critical thinking are aimed at mobilizing creative potential, to stimulate active mental activity, to perform a variety of mental operations. They are "Interview", "Logic chain", "Colored figures", "Whose is it?" and ect. Creative methods involve the formation of cognitive skills and their own individual meaning in younger students regarding the phenomena and problems being studied, as well as the interchange of these meanings and the development of its new content by the participants in group interaction. Among the creative methods are the following: "Associations", "Alphabet", "Complete the phrase", "Composing a fairy tale", "A minute of speaking", etc. The methods of reflexive activity help the participants of group interaction to fix the states of their development and the causes of these states, to assess the effectiveness of the interaction that took place. Among the methods of this group, there are such as "Charging",

"Reflexive circle", "Keyword", "Islands", "Swap places", "Complete the phrase", etc.

In the Educational concept of Kazakhstan, it was mentioned that "Informatization of the educational system requires preparation of new teaching technologies. First of all, they include electronic publications, electronic textbooks, multimedia educational tools and electronic records (audio-video-recordings) recorded on various devices" (Concept of education development of the Republic of Kazakhstan for 2022-2026).

Thus, the use of computer-assisted environment, electronic educational tools and e-books is implemented to a high degree in the teaching process. Formation of the necessary knowledge, skills and abilities, as well as application training is carried out. Moreover computers can create shapes, sounds, graphics, etc. It can contribute to individual learning by increasing the motivation of students with software supported by audio-visual elements (Gurgenidze, 2018; Paudel, 2021). Students can spend hours with computers outside of school, and the intrinsic motivation provided by computers is effective (Al-Ghasab, 2022). In a study conducted by Erbas, Çipuri & Joni (2021) on students of a primary school studying in a foreign language, the effect of computer-assisted learning method and traditional method in English learning was compared. It was found that computer-assisted learning environment is more effective than the traditional method in learning English. It is seen that what is learned with the use of computers in primary schools is more permanent, lessons become more enjoyable, concretization is made and the world of imagination develops (Chang, 2012; Demirer, Cintaş & Sünbül 2010; Erbas, Çipuri & Joni, 2021; Kibici & Sarıkaya, 2021).

The use of electronic educational tools in the general educational process was the basis for creating favorable conditions for the success of the educational process for both the student and the teacher. The mentioned electronic book was implemented as an effective educational tool that can be accessed at any time of the study period and can be used online. The main differences of the interactive electronic books from the traditional textbooks provided with theoretical and practical materials are: 1) the possibility of accessing the

textbooks in other places (even the possibility of using the textbooks used in other cities through the global network); 2) the possibility of using animated, multimedia situations.

Thus, the intensive foreign language communicative activity of the interaction participants in obtaining and processing information is the most important procedural attribute of these methods and contributes to the successful formation of foreign language communicative competence of primary school students.

**Results and Discussions.** 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 Ayuev in Astana in the 4rd grade. The

experiment involved 30 people. The purpose of the experiment is to identify the effectiveness of the methodology for the formation of primary school students' foreign language communicative competence in English lesson. We have organized experimental work by means of interactive methods of teaching English through information and communication technologies. The lessons for control group were conducted through an interactive electronic book "English for Fun. Play & Learn" designed by the author (Assylzhanova, 2022) together with traditional lessons. An intellectual property registration certificate of the form of the Ministry of Justice of the Republic of Kazakhstan dated November 30, 2022 N30734 was issued for this interactive electronic book for primary school students.



Picture 1. First pages of the interactive electronic book «English for Fun. Play & learn»

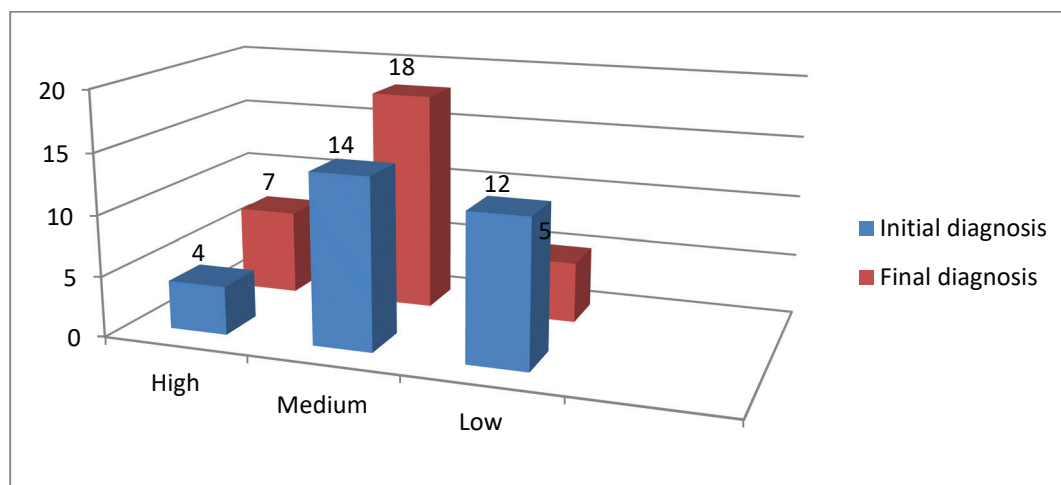
With the rapid development of technology and its increasing usability in education, reading habits are changing. Printed books are being replaced by digital books prepared in digital environments. Many printed materials such as books, newspapers and magazines are published in digital media and a large database is created. When we look at the literature, interactive e-book, digital interactive book, interactive book, digital-interactive book, z-book are concepts used interchangeably. These books are installed on computers, tablet computers, smart phones, e-readers and used in daily life and educational life (Gulim Karimova, Pirmagambet Ishanov, Saulesh Mukanova, 2023).

The measurement of the formation of the foreign language communicative competence of primary school student was carried out by us according to the identified criteria, which

include: 1) value-motivational criteria that reflects the desire and motives for participating in communicative activities in the information and educational environment of primary school, the value of communication; 2) activity-practical criteria that involves the formation of the skills of communicative interaction among younger learners and their active application in practice; 3) reflective-evaluative criteria includes the focus of student on the reflection of their own and peer activities in order to assess its effectiveness (the ability to choose alternative ways to solve educational problems, the ability to assess the quality of group interaction when transmitting information and adjust their communicative activity). On the basis of cluster analysis, these criteria are combined into an integrative criterion "The formation of foreign language communicative competence (FLCC) of primary

school students”, which goes through three levels in its dynamics - receptive or low; reproductive or medium; and productive - high.

For a visual comparison of the results of pre- and post-experimental diagnostics, we presented them in the following graph



**Graph 1. Levels of formation of FLCC of primary school students at the initial and final stages of experiment**

The levels of formation of the components of the foreign language communicative competence of young learners were determined in the first stage of experiment. The following methods were used to form the cognitive component of communicative competence: explanation, listening, Socratic conversation method. The interactive component of foreign language communicative competence was formed using such methods as conversation, role-playing game, etc. Students learned how to ask questions correctly and produce answers, formulate messages, statements, argue, etc. Primary school students were given the opportunity to learn how to evaluate not only their foreign language communicative activity and its results, but also the communicative activity of classmates according to criteria common to all. The data obtained in the research allow us to state that in the process of the formation of FLCC of primary school student in foreign language lessons, there is a steady trend towards an increase in the number of students with a productive level of formation of all components of FLCC, and a reduction in the number of students with a receptive (low) level of its formation.

**Conclusion.** An analysis of the results of experimental work led to the conclusion that

the majority of primary school students have formed FLCC and communication skills, the ability to coordinate efforts in the process of organizing and implementing cooperation. The diagnostics carried out shows that there is a need to apply methods and techniques of teaching in cooperation in foreign language lessons in order to increase the level of formation of foreign language communicative competence (FLCC).

In the process of conducting the research, we analyzed the literature on the topic of the study, and found out that the factors influencing the formation of foreign language communicative competence in foreign language lessons are: 1) taking into account the psychological characteristics of younger students; 2) acceptance of a younger student in communication as a subject; 3) a differentiated approach to the formation of foreign language communicative competence, 4) taking into account the individual characteristics of younger students; 5) emphasizing the process of forming foreign language communicative competence on the positive experience of communicative activity of young learners. We have identified didactic means for the successful formation of foreign language communicative competence of younger students. Moreover, selected and tested modern active methods aimed at the formation

of foreign language communicative competence of primary school students in foreign language lessons. Methods and techniques of teaching in cooperation, game forms of organizing the communicative activity of primary school students in foreign language lessons, using of ICT during the lesson allow the formation of all components of foreign language communicative competence: cognitive (ideas about the types and purposes of communication), interactive (interaction in different ways) and empirical (positive experience of interactions).

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