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## DEVELOPMENT OF SPEECH ACTIVITY OF YOUNGER SCHOOLCHILDREN THROUGH THE USE OF COMMUNICATION TECHNOLOGIES

### *Abstract*

The article deals with the use of communicative learning technologies for the development of speech activity of younger schoolchildren, which is implemented as part of the implementation of the updated content of education in the Republic of Kazakhstan. The main idea of the updated educational process is the formation of a functionally literate personality of the younger student through the development of practical skills in the use of language units in four types of speech activity: speaking, listening, reading and writing.

In the system of Kazakhstan's primary education today, a special place is given to the use of communication technology, which makes it possible to focus on methods of effective formation of students' speech activity and communication skills.

*Keywords:* updated content of education; communicative technologies of training; communicative skills; communicative competences of the younger schoolchild.

**Introduction.** The relevance of the study the problem of the development of speech activity of younger schoolchildren through the use of communication technologies is determined in the light of the implementation of the main goals of updating the content of education. Speech activity occupies a special position in the functional literacy of primary school students. Functional literacy refers to the level of education that can be achieved by students during their studies at school and implies the ability of a person to solve standard and non-standard life tasks in various spheres of life and activity on the basis of acquired knowledge, that is, socialization of the individual.

**Main body.** Thus, the international study of the quality of reading and understanding of the text PIRLS (Progress in International Reading Literacy Study) among fourth-graders from various countries showed that students from Kazakhstan (2016) showed an average level of reading literacy (475-549 p.), and fourth-grade students were close to the upper limit of the criterion (536 p.). This situation with the written speech of primary school students requires closer attention to the development of speech

activity of the younger student. It is known that the successful formation of speech activity in the initial stage can be designed for the successful development of more complex speech forms and the development of speech competence. For example, in studies of 15-year-olds under the international program for assessing educational achievements of students (PISA, 2015), reading literacy amounted 393 points. The studies were conducted at different times and in different audiences (groups), but in general, they confirm the relevance of the problem under study, since successful reading literacy in the primary level is the basis for improving language (speech) competence in secondary education [1].

Thus, the speech activity of the younger student is the basis for all processes of formation and development of the language personality. It is clear that it is not enough to enrich a student with a certain amount of vocabulary, phrases and sentences, because the main thing in speech activity is flexibility, accuracy, expressiveness and variety of statements, the ability to correctly express thoughts, possess communicative abilities. According to I.A. Zimnaiya speech activity is implemented in the main types of

speech (such as speaking, listening, reading and writing), is an active and purposeful process of transmitting and receiving messages, mediated by the language system and conditioned by the situation in communication [2].

The need for human communication is met through the use of speech elements; with age, this need expands, as a person acquires the ability to express his thoughts. As the child develops, he uses more and more complex language units in communication, his vocabulary is enriched, phraseology and methods of word formation, word changes and word combinations are acquired, and various syntactic constructions appear. High achievements in the development of speech activity of younger schoolchildren in the process of language learning can be obtained through the use of communicative learning technologies.

The State Educational standard of primary education in the field of «Language and literature» clearly defines the requirements for the expected learning outcomes – the development of all types of speech activity (listening, speaking, reading and writing) [3, P.4-6]. The instructional and methodological guide (Astana, 2017) states that within the framework of updating the content of education, the development of functional literacy of students is defined as one of the priority goals of education [4, P.4]. The curriculum, which was also developed to update the content of education, defines the importance of the subject «Russian language», which together with other disciplines forms the basis of general education. The purpose of this curriculum is to form a functionally literate person through the development of practical skills in the use of language units in four types of speech activity: speaking, listening, reading and writing [5].

The study is devoted to solving the problem of scientifically based organization of the process of using communicative learning technology for the development of speech activity of younger schoolchildren in the context of updating the content of education. *The subject of the study* is the pedagogical process of using communicative learning technologies for the development of speech activity of younger schoolchildren.

**Methodology.** The aim of the study is to theoretically substantiate, develop and experimentally test the methodology for the development of speech activity of younger schoolchildren through the use of communicative learning technologies.

In the course of the dissertation research in the direction of this goal, we solved a number of research problems, which allowed us to obtain the following results:

*The current state of research of speech activity of younger schoolchildren is characterized by the following trends.*

Speech as the highest mental function, which is one of the components of intellectual activity, and language as the main means of speech activity and the implementation of thinking processes, have been the subject of special attention of philosophers, linguists, psychologists and teachers for quite a long time. The attention of researchers to the development of speech activity within the educational system is activated in all situations of change, modernization of both the education system as a whole and its individual aspects. The observed increase in the attention of researchers to the development of speech activity of younger schoolchildren is associated with the dynamically developing informatization and computerization, educational and technological modernization, the entry of international standards of functional literacy and the competence approach into the system of national education goals.

Pedagogical research in the field of development of speech activity of younger schoolchildren is based on the works of the classics of psychology (L.S. Vygotsky, A.N.Leontiev, A.A. Leontiev, S.L. Rubinstein, I.A. Zimnaya, etc.) and linguistics (F de Saussure, A. Gardiner, I.A. Baudouin de Courtenay, L.V.Shcherba, E.I. Passov, etc.). In studies of psycho-pedagogical plan covers the processes of reading (L.M. Sadiku, Z.I. Klytchnikova), listening (L.M. Sadiku, V.I. Ilyina, Z.A.Kochkina), speaking, and listening (L.M.Sadiku, I.A.Winter), writing (L.M.Sadiku and V.P. Pavlov), translation (B.Belyaev, Z.A.Kochkina), which are based on the theory of language, speech activity, communication and information, psycholinguistic

characteristics of speech activity (M.R. Lvov, I.A. Zimnaya) [6, P.7-8].

According to the currently dominant understanding, speech activity is considered as a social and communicative activity. It is considered a complex mental process consisting of speech actions and acts. Speech activity, from the standpoint of the current state of research of the problem, is considered to have its own structure and unite language systems in social communication which has its own special function-it is the transfer of information between subjects. The specificity of speech activity is recognized as the generation of human thought in the forms of external and internal speech, as well as development exclusively in the conditions of cooperation and communication of people. Speech activity is considered a specific aspect of human life, determined by the need for sign coordination of the partner's activities and their own activities, which is an appropriate, correlated with reality, internal or external activity performed in the form of speech-psychological actions and operations using the resources of the language theme. Speech communication is mediated by language signs. In the process of speech activity, language material (text) is formed between the speaker and the listener. The main types of speech activity-listening, speaking, reading and writing-occupy a dominant place in the curricula of schools all over the world, as they are communication skills that are important in all subject areas of the curriculum (T. Wallis, V.E. Starib, G.J. Wahlberg, L.M. Sadiku, etc.) [7].

Foreducational research is of great importance to the development of the theory of language identity (Th.L. Weisgerber, V.V. Vinogradov, G.I. Bogin, Y.N. Sentries, etc.) [6], in which highlighted the development process of speech a) a system of values or existential meanings; b) reliance on the facts of the culture of the target language related to the rules of speech and nonverbal behavior contributes to the formation of skills of its adequate use and effective impact on the communication partner; c) individual, in-depth personality manifestation.

The object of attention of many modern researchers is the formation of cognitive and communicative competence (T.A. Kulgildinova [8], A.A. Shayakhmetova [9], A.N. Ksenofontova [10], etc.).

**The theoretical basis** for the organization of the development of speech activity of younger schoolchildren in modern Kazakh schools, as shown by our analysis of research materials of domestic specialists, is the following provisions.

1. The process of speech development of younger schoolchildren is inextricably linked with the formation of functional literacy (A.Zh. Murzalinova [11]) and is provided through:

- formation and enrichment of the dictionary, formation of the correct phrase, training in communication (S. R. Rakhmetova [12]);
- achieving a child's understanding of the lexical meaning of a word (G.I. Uaisova [13]);
- use of the syllable-phonemic method (V.K. Pavlenko [14]);
- ensure the escalation learning process in the processes of self-development, self-education and self-study student (G.E. Alimuhambetova [15]).

2. The cognitive mechanism of language acquisition is presented in the language structure of the learner:

- as a system of processes of assimilation of language (lexical and grammatical) knowledge;
- as the degree of satisfaction of students' communicative interests;
- as the amount of extralinguistic knowledge, i.e. knowledge about the world that affects the generation and understanding of speech in the language being studied;
- as a registered language unit that has an ethno-linguistic and cultural character (K.L. Kabdolova [16]).

3. The process of speech development of primary school children in a comprehensive school is provided by:

- introduction of innovative training technologies (A.E. Zhumabayeva [17]);
- using new educational technologies aimed at the development and self-development of subjects of pedagogical activity (Sh.T. Taubayeva [18]);

- application of new technologies related to language universals (Ch.D. Lam [19]);
- technology of functional and communicative training (K.L. Kabdolova [16]);
- modular structuring of the educational and methodological complex and the lesson (V.K. Pavlenko [14]);
- educational cooperation in various forms and approaches to achieve challenging goals (A.T. Turalbaeva [20]);
- creating conditions for the manifestation of the possibilities of intellectual development of the child and the desire to learn, be inventive and attentive in educational activities (A.S. Amirova [21]);
- new pedagogical mentality, which includes a new teaching behavior, procedural skill, namely the ability of teachers to use information creatively to solve the issues of interaction between science, pedagogic practice and applied skills of the teacher (N.M. Stukalenko [22]), developing a new social processes, and self-development through a change in worldview and self-determination, realization of inner strength and the outward manifestation of needs in changing circumstances of life (B.A. Turganbaeva [23]).

**Discussions.** The structural and content model of pedagogical support for the introduction of communicative technologies for the development of speech activity of younger schoolchildren is the basis for the dynamic development of speaking, listening, reading, writing and provides the basic personal and cognitive-communicative aspects of the pedagogical process. It consists of target, methodological, content, technological and effective blocks.

The target block includes the goal-the development of speech activity of the younger student through the use of communication technologies – and the tasks: to activate the cognitive activity of students; to form and develop communication skills.

The methodological block includes pedagogical approaches and principles. Approaches in teaching are considered as a defining category of mastering knowledge,

skills and abilities implemented through didactic methods. Among the basic approaches our model includes activity-based, communicative-oriented, competence (at the level of organization of the educational process), psycho-pedagogical, didactic and psycholinguistic (at the model level of development of speech activity of younger pupils). The system of principles that follow from these approaches is minimized and includes the principles of integrity, differentiation, continuity, and communication.

The content block consists of psychological, linguistic, and didactic components. The psychological component in its structure contains cognitive processes (perception, memory, thinking, comprehension, assimilation of information), age characteristics of primary school age, educational and cognitive activity, motivation of learning, students' expression of interest, independence, reflection, emotional mood, manifestation of will, character and communication. The linguistic component is a language material consisting of strictly selected phonetic, grammatical, lexical minima, samples of speech utterances situationally and thematically determined by different lengths. The didactic component is a set of elements that form a single integral structure that serves to achieve the goals of learning.

The technological block is determined by the use of communicative learning technologies. They determine the forms of organization of training, the predominance of communicative methods and learning strategies, and the means of teaching.

The effective block is determined by the development of speech activity (listening, speaking, reading and writing); the expansion of vocabulary; the skills of searching and analytical processing of information; the possession of colloquial speech, the ability to speak publicly, express your point of view.

Corresponding to the updated content of education and the age and individual characteristics of students, a set of exercises and tasks for the development of speech activity is a set of exercises and tasks for the development of speech activity is an additional

educational resource consisting of sections «Art» and «Outstanding personalities», including texts that reflect the biography of outstanding personalities. The complex was prepared by us as an additional resource for studying the subject «Russian language» in compliance with the principles of integration, differentiation, continuity, clarity, consistency, scientific, communicative and integrity. Texts on the development of speech activity of younger pupils is made in compliance with didactic requirements such as: a) according to the age characteristics of the students; b) the availability of content and linguistic processing for perception; c) compliance volume (77-90 words); d) attractiveness of the text, i.e. interesting content for kids; e) the absence of rare, complex syntactic constructions in the content. The complex involves reading and discussing the topic taking into account different points of view, distinguishing opinions and facts, discussing controversial topics, evaluating various sources of information, and comparing texts. The content of the set of exercises and tasks for the development of speech activity of younger schoolchildren is compiled in accordance with the stated system of learning goals in the curriculum for primary school as part of the update of the content of secondary education and includes 25 texts.

**Results.** To prove the reliability of the research results it is necessary to determine whether the detected differences in the level of development of speech activity of younger schoolboys of the experimental and control groups, the effect of complex exercises and tasks for the development of speech activity of students through the use of communication technologies. The validity of the conclusions of our pedagogical research was revealed using mathematical statistics, using the SPSS (Statistical Package for the Social Sciences), version 20.0., which is a computer program for statistical data processing, which is designed for conducting applied research in the social sciences.

So, in order to process the results of the study, the SPSS program enters quantitative data of the control section – SAT 1, (Summative Assessment Test) SAT 2, SAT 2, SAT 1, SAT2, SAT3 and FAT1 (Final Summative Assessment), SAT 2, SAT 4. Quantitative data obtained in the course of experimental work on the research topic «Development of speech activity of primary school children through communication technologies», the results of SAT 1 reflect the level of formation of listening and speaking skills, the results of SAT 2 reflect the level of formation of reading and writing skills and the results of SAT 2, 3, 4 reflect the level of formation of skills of all types of speech activity of students in the control and experimental groups.

Testing structural models of pedagogical implementation of communication technologies and specially developed complex of exercises and tasks, taking into account characteristics of the students to develop the language activities in primary school has shown its effectiveness, as evidenced by a more pronounced positive dynamic, the composite of this activity (speaking, listening, reading, writing) in the experimental groups compared to control groups (see table 1).

Table 2 – presents the processed data on the dynamics of changes in the educational achievements of younger schoolchildren in the control group, which was not subjected to additional pedagogical influences for the purpose of our study. It should be noted that the indicators of SAT 1 and SAT 2 in the second quarter are higher than in the third. Numerical data in the shaded cells of the table indicate the reliability of differences in indicators.

Table 3 presents evidence on the positive dynamics of the level of formation of skills of listening, speaking, reading and writing of younger students in the experimental group in the process of learning as a result of SAT 1 and SAT 2 in the third term, rates improved.

Table 1

**Comparative analysis of the results of the experimental and control groups at the beginning of the experiment**

Variable	Groups	Middle rank	Criteria U Test Mann Whitney	Validity
SAT1	CG	56,89	1588,500	0,486
	EG	61,08		
SAT2	CG	60,64	1616,000	0,597
	EG	57,39		
FAT1	CG	64,65	1383,500	0,071
	EG	53,45		
Grade	CG	63,23	1465,500	0,138
	EG	54,84		

Table 2

**Dynamics of changes in the level of speech activity in the control group of primary school children in the process of natural learning**

Variable	Middle rank	Criteria of Wilkinson	Validity
SAT1 – term 3	10,17	-5,883	0,000
SAT1 – term 2	27,75		
SAT1 – term 4	20,10	-1,280	0,200
SAT1 – term 3	21,17		
SAT2 – term 3	9,83	-5,967	0,000
SAT2 – term 2	27,01		
SAT2 – term 4	30,36	-6,496	0,000
SAT2 – term 3	4,50		
FAT2 – term 3	23,15	-1,293	0,196
FAT2 – term 2	18,38		
FAT2 – term 4	19,12	-1,612	0,107
FAT2 – term 3	23,12		
Grade – term 3	19,50	-2,828	0,005
Grade – term 2	9,50		
Grade – term 4	8,50	-1,000	0,317
Grade – term 3	8,50		

During the formative experiment, a stable and uniform increase in the level of formation of all types of speech activity of students was observed in the experimental group. In the process of correlation analysis of the obtained

results for t-Kendall, we obtained reliable data on the effectiveness of the use of criteria-based assessment in the updated training program (see Figure 1).

Table 3  
Dynamics of changes in the level of speech activity in the experimental group of younger schoolchildren in the process of additional training

Variable	Middle rank	Criteria of Wilkison	Validity
SAT1 – term 3	10,80	-5,844	0,000
SAT1 – term 2	28,17		
SAT1 – term 4	24,89	-3,130	0,002
SAT1 – term 3	19,96		
SAT2 – term 3	12,50	-5,650	0,000
SAT2 – term 2	30,64		
SAT2 – term 4	29,50	-6,195	0,000
SAT2 – term 3	8,88		
FAT2 – term 3	20,05	- 894	0,371
FAT2 – term 2	25,83		
FAT2 – term 4	12,92	-2,794	0,005
FAT2 – term 3	23,03		
Grade – term 3	7,50	-1,604	0,109
Grade – term 2	7,50		
Grade – term 4	6,50	-2,309	0,021
Grade – term 3	16,50		

	SAT1 – term 2	SAT2 – term 2	FAT 2 – term 2	Assessment – term 2	SAT1 – term 3	SAT2 – term 3	FAT 2 – term 3	Assessment – term 3	SAT1 – term 4	SAT2 – term 4	FAT 2 – term 4	Assessment – term 4
SAT1 – term 2	1,000											
SAT2 – term 2	0,443**	1,000										
FAT 2 – term 2	0,443**	0,426**	1,000									
Assessment – term 2	0,663**	0,704**	0,693**	1,000								
SAT1 – term 3	0,423**	0,325**	0,447**	0,485**	1,000							
SAT2 – term 3	0,403**	0,411**	0,551**	0,521**	0,438**	1,000						
FAT 2 – term 3	0,547**	0,458**	0,564**	0,614**	0,410**	0,565**	1,000					
Assessment – term 3	0,561**	0,518**	0,643**	0,710**	0,620**	0,723**	0,765**	1,000				
SAT1 – term 4	0,447**	0,374**	0,519**	0,508**	0,416**	0,494**	0,547**	0,575**	1,000			
SAT2 – term 4	0,504**	0,419**	0,581**	0,605**	0,391**	0,480**	0,560**	0,595**	0,572**	1,000		
FAT 2 – term 4	0,435**	0,434**	0,542**	0,602**	0,443**	0,437**	0,578**	0,614**	0,494**	0,550**	1,000	
Assessment – term 4	0,566**	0,503**	0,596**	0,695**	0,498**	0,540**	0,671**	0,747**	0,681**	0,705**	0,754**	1,000

\*\* The correlation is significant at 0.01 (1-sided)

Figure 1.  $\tau$ -Kendall rank correlation coefficients

**Conclusion.** The results obtained together confirmed the hypothesis that if the process of development of speech activity of younger schoolchildren is organized based on the structural and content model of pedagogical support for the introduction of communication technologies and a specially developed set of exercises and tasks taking into account the

characteristics of the student population, then the positive dynamics of the development of speaking, listening, reading and writing as components of speech activity will be more pronounced, since the basic personal and cognitive-communicative aspects of the pedagogical process will be provided.

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**Қатысымдық технологияларды қолдану арқылы кіші мектеп жасындағы оқушылардың тілдік әрекетін дамыту****Г.Г.Жусупбекова***Ш.Уәлиханов атындағы Көкшетау университеті**(Көкшетау, Қазақстан)**Аңдатпа*

Мақалада Қазақстан Республикасында білім мазмұнын жаңартуды жүзеге асыру шеңбері аясында қатысымдық оқыту технологиясын қолдана отырып, бастауыш сынып оқушыларының сөйлеу әрекетін дамыту мәселесі қарастырылады. Жаңартылған білім беру беру үдерісінің негігі идеясы тілдік бірліктерді сөйлеу әрекетінің түрлері: айтылым, тыңдалым, оқылым және жазылым барысында қолданудың практикалық дағдыларын дамыту арқылы функционалдық сауаттылыққа ие бастауыш сынып оқушы тұлғасын қалыптастыру.

Қазақстандық бастауыш білім беру жүйесінде қазіргі таңда оқушылардың сөйлеу әрекетін және қатысымдық дағдыларын тиімді қалыптастыру әдістеріне бағытталуға мүмкіндік беретін қатысымдық технологияларды қолдануға үлкен басымдық берілуде.

*Түйін сөздер:* жаңартылған білім мазмұны; оқытудың қатысымдық технологиялары; қатысымдық дағдылар; бастауыш сынып оқушыларының қатысымдық құзыреттіліктері.

**Развитие речевой деятельности младших школьников посредством применения коммуникативных технологий****Г.Г. Жусупбекова***Кокшетауский университет имени Ш.Уалиханова**(Кокшетау, Казахстан)**Аннотация*

В статье рассматривается вопрос использования коммуникативных технологий обучения для развития речевой деятельности младших школьников, который реализуется в рамках реализации обновленного содержания образования в Республике Казахстан. Основной идеей обновленного образовательного процесса является формирование функционально грамотной личности младшего школьника через развитие практических навыков применения языковых единиц в четырех видах речевой деятельности: говорении, слушании, чтении и письме.

В системе казахстанского начального образования на сегодняшний день отводится особое место использованию коммуникативной технологии, которая дает возможность сосредоточиться на методах эффективного формирования речевой деятельности учащихся и коммуникативных навыков.

*Ключевые слова:* обновленное содержание образования; коммуникативные технологии обучения; коммуникативные навыки; коммуникативные компетенции младшего школьника.

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