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### COMMUNICATIVE APPROACH OF THE EDUCATIONAL PROCESS IN FOREIGN AND RUSSIAN LANGUAGES

The article is devoted to the consideration of the leading methodological principles of teaching foreign and Russian languages. Special attention is paid to the role of the communicative method of teaching, as well as to the advantages of using information and communication technologies. The opportunities offered by the use of ICT in the classroom are discussed.

**Keywords:** communicative method, English, Russian, information and communication technologies, project method.

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### ШЕТ ЖӘНЕ ОРЫСТІЛДЕРІНІҢ ОҚУПРОЦЕСІНІҢ КОММУНИКАТИВТІ БАҒЫТЫ

Мақалада шетел және орыстілдерін оқытудың жетекші әдістемелік принциптері арасытырылған. Оқытудың коммуникативті әдісінің рөліне, сондай-ақ ақпараттық-коммуникациялық технологиялардың ойданудың артық шылықтарын қарастыруға ерекше назар аударылады. Сабақта АКТ-ны қолданудың мүмкіндіктері талқыланады.

**Түйінді сөздер:** коммуникативті кәдіс, ағылшын тілі, орыс тілі, ақпараттық-коммуникациялық технологиялар, жобалар әдісі.

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### КОММУНИКАТИВНАЯ НАПРАВЛЕННОСТЬ УЧЕБНОГО ПРОЦЕССА ИНОСТРАННОГО И РУССКОГО ЯЗЫКОВ

Статья посвящена рассмотрению ведущих методических принципов обучения иностранному и русскому языкам. Особое внимание уделено роли коммуникативного метода обучения, а также рассмотрению преимуществ использования информационно-коммуникативных технологий. Обсуждаются возможности, которые открывает использование ИКТ на занятиях.

**Ключевые слова:** коммуникативный метод, английский язык, русский язык, информационно-коммуникационные технологии, метод проектов.

The leading methodological principle of the science of foreign and Russian languages is the principle of communicative orientation in teaching. This principle defines all the components of the

educational process in foreign languages and Russian.

The inclusion of language as a social phenomenon (enabling people to communicate)

focuses on learning to communicate using both audio and graphics, highlighting primarily reading.

The principle of communicative orientation determines the content of training — the selection, organization of language material, the definition of areas of communication and situations. In addition, what communication skills are necessary for communication, which should be carried out orally and in writing, and how to ensure the study of the communicative function of the language?

The principle of communicative orientation requires the correct organization of training and the use of various forms of communication. The communicative goal is to teach English and Russian as a general learning strategy. Russian and foreign language education, the main directions of the reform, includes the unity of education and upbringing of students, solid mastery of the basics of foreign and Russian languages and their application in practice. This once again emphasizes the practical, and communicative orientation of the educational process in a foreign and Russian languages [1, p.9].

Currently, the so-called communicative method of language acquisition is widely used. The communicative approach to language learning is not a new technique at all: it appeared abroad in the 1960s and came to our country in the mid-1990s. Then all the English learners began to complain that "they understand everything but can't speak." The followers of the communicative approach went the way to combat this discrepancy. Since then, communication technology has changed significantly and is widespread worldwide. Initially it was about group courses with a native speaker. From the first lesson the training was done in English.

Later, the approach has changed and is now used in both the group and individual classes. Much has been said and written about its effectiveness. The results are achieved by minimizing the use of the learner's native language during class. In this approach, it is very important to teach a person to think in a foreign language so that they perceive a foreign language without associations with their mother tongue. This teaching method reduces the study of theoretical points to a minimum or does not exist at all, and focuses on live communication.

There is often a misconception that when using a communicative approach, grammar is given an unforgivably little time. In fact, in the learning process, a lot of attention and a sufficient amount of time is paid to both vocabulary and grammar, but

their development is not the main goal of learning a foreign language.

The main task of the communicative method is to help the student get rid of the infamous language barrier. About 70% of the courses on the communicative method are devoted to conversation practice on various topics. Nevertheless, it would be a mistake to assume that the communicative approach is exclusively conversations in English. The communicative approach aims to develop oral and written language, vocabulary, grammar, listening and reading skills. The teacher goes through three phases of training with the student: engagement (participation), study and activation. In the engagement phase, the teacher engages the student in the learning process: initiates a fascinating discussion, offers to discuss a picture, a problem, a film, etc.

In the learning phase, the student is explained the grammatical topic and the use of new words and expressions, that is, he is working on expanding the vocabulary and mastering the grammar. In the Phase of knowledge activation, the student performs various Exercises to strengthen the new grammar and new words. This can be a continuation of the discussion of the topic under investigation, but already with the application of the acquired knowledge. Like any other way of learning a language, the communicative approach has evolved over time, but its underlying principles have not changed. These include the following:

1. The student begins to speak English from the first lesson. Even those who learn the language from scratch, in the first lesson, master a couple of dozen phrases. This allows you to quickly get used to the sound of speech, prevents the appearance of a language barrier or eliminates it.

2. When learning a language using this method, you do not need to choose: speak fluently or speak correctly. The task is to make the speech fluent and literate at the same time.

Modern, authentic manuals are used in training. Carefully developed English-language texts contain fascinating practical material that can be used in life and professional activity. The ability to speak competently is the main skill on which communicative technology works. Students are taught not only to speak on different topics, but also to monitor the correctness of the language. It is no secret that the language barrier often arises from the fact that a person is afraid to make a mistake in a conversation. And this fear is successfully combated through the communicative approach: up

to 70% of the teaching time is devoted to the development of speech skills.

The Foreign language and Russian language programs emphasize the need for a language lab; and emphasize the importance of the students' individual work during classes and after-school hours.

Learning a foreign language and Russian only gives students the opportunity to master the means of discovering and expressing thoughts about objects, phenomena, relationships, and relationships through a new language that functions in two forms: spoken and written. The study of these forms of learning should be part of the communicative purpose of the subject "foreign language". Third, the language as a means of learning must be "kept in working order", which means that it is always ready for use in emerging communication situations. Therefore, the development of this discipline necessarily involves a purposeful, well-organized practice of using the studied material in oral and written forms of communication in the conditions available to students.

Development of speech competencies (communication skills) in the main types of speech activity: speech, listening, reading, writing. Linguistic competence-learning a new language: phonetic, spelling, lexical and grammatical.

Topics of communication areas and situations chosen for the college: the study of linguistic phenomena of the language in question, various ways of expressing thoughts in the native language.

Socio-cultural competence-familiarization of the student with the culture, traditions, and realities of the country within the framework of the studied language topics, directions, as well as in communication situations that correspond to the experience, interests, and psychological characteristics of the student at different stages, the formation of the ability to represent the country for the development of educational and cognitive competence, familiarity with the methods and techniques available to students of self-learning, language and culture.

Development and training of students of the importance of learning a foreign language in the modern world and the need to use it as a means of communication, cognition, self-realization and social adaptation; education of the qualities of a citizen, a patriot and the development of national identity.

The desire for mutual understanding between different communities, a tolerant attitude to the manifestations of another culture. The trends of

globalization and global integration in various areas of economic, technical, cultural, social and individual life place high demands on practical knowledge of English and Russian. Information and communication technologies play a key role in the educational process in the context of changing the content of education.

The use of information and communication technologies reveals the huge potential of your computer as a learning tool. Computer-based training programs have many advantages over traditional teaching methods. They allow you to teach different types of speech activity, combine them with different combinations, help to understand language phenomena, form language skills, create communication situations, automate language and speech activities, and also allow you to take into account the leading system of representations that implements an individual approach, as well as strengthen the independent work of students. The computer is considered as a means of increasing motivation, developing strong language skills and improving the skills of English and Russian. The computer allows the student to use all three sensory channels: auditory, visual, and kinematic. This allows you to increase the volume and power of assimilation of the test substance, significantly increase the status of students in the educational process, increase the cognitive activity of the student, maintain interest in the subject and expand the field of independent activity of the student, allowing each student to create situations of personal significance, allowing you to use the Internet as a means of immersion in virtual space.

Multimedia training programs in English and Russian are used in various methodological techniques that allow you to expand the knowledge of the student, train, control, etc. The use of multimedia programs does not exclude traditional teaching methods, but it is harmoniously combined with them at all stages of training. Characteristics of language laboratories: the language laboratory is a special gym equipped with sound and technical equipment that will help you master the skills of oral speech in any language. The use of the language lab allows you to increase the efficiency of the educational process, the degree of assimilation of the material by students, and reduce the time spent on studying and consolidating the educational material.

Listening to broadcast programs develops the student's ability to listen, while simultaneously expanding their knowledge of the subject. The ability to work independently provides

individualization and differentiation of the educational process, creating a comfortable learning environment.

Immersion in the virtual space is a very effective way to develop a student's socio-cultural competence. The activity-based approach to teaching a foreign language and Russian using information technologies contributes to the development of students' self-esteem, creates a comfortable interactive learning environment, increases students' motivation and activity, promotes the activation and individualization of learning, and creates conditions for independent work. While teaching English and Russian, students are exposed to the history, geography, culture, politics, and literature of the language-learning country. In this direction, an active search and development of teaching methods and technical means is being carried out, which allow solving the tasks set for students in the shortest possible time.

Life does not stand still, and the communication method continues to develop. So, it began to be used in the individual form of training and in online lessons. Moreover, the communicative approach in English classes on "Zoom" has its own distinctive features.

1. Individual approach. An individual approach means that the teacher adapts the training program to a specific student. After all, people differ in their natural properties (abilities), and in the ability to carry out educational and speech activities, as well as in the properties of individuals: personal experience, the context of their activities, certain feelings and emotions, interests and status (position) in the team. In the English language courses on "zoom" using the communicative method, all the teacher's attention is focused on only one student. This way, you can detect knowledge gaps and quickly eliminate them. Thus, the student in the class will not be too simple or too complex, he will have an incentive to develop, and at the same time he will thoroughly understand all the subjects studied.

2. Students' choice of the volume and type of homework. It is worth noting that you can not completely abandon homework, since homework is the best way to fix the material in your memory and check how well it is learned. Homework with a communicative approach is never boring – it can be online tests and crosswords, songs and various resources in English to test your knowledge.

3. Use grammar and vocabulary as auxiliary material and learn them automatically. As in ordinary classroom classes, students do not learn

the dry wording of the rules in online classes. They learn the natural use of grammatical constructions and really useful words and expressions in practice.

4. Maximum practice in the classroom. Most of the class, students practice speaking. A few minutes are given to read an interesting text, which will later become the topic of discussion. Tasks to improve writing and listening skills are most often given at home. This way you can listen to the text or write a letter slowly in a calm environment. If something is not clear, the teacher will definitely come to the rescue and explain everything in class. With this approach, you can save time and work on the development of spoken language, since this skill is usually the most difficult to master. This solves the problem described at the beginning of the article: "I understand everything, but I can't speak."

Russian and foreign language teaching reform focuses on ensuring the unity of teaching and learning of students, their strong mastery of the basics of foreign and Russian languages and the ability to apply them in practice. This once again emphasizes the practical and communicative orientation of the educational process in foreign and Russian languages. The program of foreign and Russian languages speaks about increasing attention to the labor and moral education of students; the independent work of students during classes and after school is emphasized, and the need to use a language laboratory is emphasized. Learning a foreign language and Russian gives students only the opportunity to master the means of perception and expression of thoughts about objects, phenomena, their connections and relationships with the help of a new language for them, acting in two forms: oral and written. Mastering these forms of learning should be part of the communicative goal of teaching the subject "foreign language" [2, p.149].

The communicative method, despite the lack of "novelty" and "innovative approach", has many advantages. To date, this is undoubtedly the most effective way to learn English. Thus, we can say with confidence: the communicative method of teaching English is suitable for absolutely everyone and is appreciated primarily by those who have not had a very pleasant experience of learning the language from old textbooks. The communicative method focuses on the possibility of communication. Of the four "whales" that support any language learning (reading, writing, speech, and speech), special attention is paid to the last two. The communicative method is designed primarily to eliminate the fear of communication. The

functionality assumes that both words and grammatical forms are instantly learned in the activity based on their execution. From this we can conclude that communication is necessary in the learning process, since it serves to ensure that communication takes place in appropriate conditions, for example, taking into account the individuality of each student, the language orientation of the learning process, the functionality of learning, the situational nature of communication, the constant novelty of the learning process.

The language as a means of learning should be "put in order", that is, always ready for use in emerging communication situations. Therefore, mastering this discipline is necessarily associated with a purposeful, well-organized practice of using the memorized material in oral and written forms of communication in conditions accessible to students. Speech literacy-development of communication skills in 4 main types of speech activity: speaking, listening, reading, writing; - Language literacy-mastering new language tools: phonetic, spelling, lexical and grammatical.

In accordance with the subjects, areas and situations of communication chosen for the main school: mastering knowledge about the linguistic phenomena of the studied language, various ways of expressing thoughts in the native and studied language; - Socio-cultural competence-introducing the student to the culture, traditions and realities of the countries of the studied language within the framework of topics, areas and communication situations that correspond to the experience, interests and psychological characteristics of the student at different stages and form the ability to represent his country. Educational and cognitive competence-further development, familiarization with the methods and techniques available to students for independent study of languages and cultures with ICT; - The development and education of students' understanding of the importance of learning a foreign language in the modern world and the need to use it as a means of communication, cognition, self-realization and social adaptation; the formation of the qualities of a citizen, a patriot, the development of national identity.

Recently, more and more practical teachers understand that the use of information and communication technologies (ICTs) in the educational process significantly increases the effectiveness of student learning. The use of ICT in the classroom allows you at any time to extract from memory and use language material related to

various sections of the foreign language being studied, carefully structure this material, arrange it in an acceptable form, use color, animation, graphic and sound skills to regulate the dynamic sequence of their presentation. A more adequate form of representation of language skills gives a positive psychological effect, which provides a better understanding of the language material. The introduction of modern educational technologies in the process of teaching a foreign language is available to every teacher; it is important that the study of the material interests children and makes them think that they need a foreign language, if not in their future profession, then only in order to feel like an educated person.

The use of modern educational technologies helps to increase motivation, interest in the subject and the desire to learn the language and communicate in it. One option for achieving this goal is the use of information and communication technologies, in which electronic means are increasingly used as sources of information. Each foreign language lesson should be aimed at practical results, at communicative competence, i.e. a certain level of language, regional knowledge, communication skills and language skills that allow you to communicate in a foreign language. Any scheme, any illustration, animation and sound recording used in the organization of the educational process, not only becomes a decoration of the lesson, but also makes it more meaningful.

The use of ICTs in the study of foreign languages contributes to: the development of creative abilities and abilities of students; the creation of conditions for self-education of students in their fields of knowledge; increasing the level of use of visibility in the classroom; to increase the productivity of the lesson; to establish interdisciplinary connections; to gain real experience of intercultural communication in a foreign language; to enrich students' knowledge about the history and culture of the countries of the studied language; to develop the ability to navigate in the modern foreign-language information environment.

The trends of globalization and global integration in various spheres of economic, technical, cultural, social and individual life place high demands on the practical knowledge of English and Russian.

In the context of changing the content of education, information and communication technologies play a primary role in the educational process. The use of information and communication

technologies reveals the enormous possibilities of the computer as a means of learning.

Computer-based training programs have many advantages over traditional teaching methods. They allow you to train different types of speech activity and combine them in different combinations, help to understand language phenomena, form linguistic abilities, create communicative situations, automate language and speech actions, and also provide the ability to take into account the leading representative system, implement an individual approach and intensify independent work of students.

The computer is considered a tool for increasing motivation, developing strong language skills, and improving your knowledge of English and Russian. The computer allows the student to use all three channels of perception: auditory, visual and kinesthetic. This allows you to increase the volume and power of mastering the studied material, significantly increase the status of students in the educational process, increase the cognitive activity of the student and maintain interest in the subject, as well as expand the field for independent activity of the student, create situations of personal importance for each student and use the Internet as a means of immersion in virtual space. Multimedia training programs in English and Russian use a variety of methodological methods that allow you to teach train and monitor the knowledge and skills of the student. The use of multimedia programs does not exclude traditional teaching methods, but it is harmoniously combined with them at all levels of education.

The language lab is a special classroom with sound and technical equipment, which helps to master the skills of oral speech in any language. The use of the language lab allows you to increase the efficiency of the learning process, determine the degree of assimilation of the material by students, and reduce the time spent on studying and consolidating the educational material. Listening to broadcast programs develops the student's listening skills, while deepening their knowledge of the subject. The ability to work independently provides individualization and differentiation of the learning process, creates a comfortable learning environment. Immersion in the virtual space is a very effective way to develop a student's socio-cultural competence.

The activity-based approach to teaching a foreign language and Russian using information technology contributes to the development of a student's self-esteem, creates a comfortable

interactive learning environment, increases the motivation and activity of the student, helps to intensify and individualize learning, and creates conditions for independent work.

When teaching English and Russian, students come into contact with the history, geography, culture, politics and literature of the country of the language being studied. In this direction, they are actively looking for and developing methods and technical means of teaching to solve the tasks assigned to students in the shortest possible time. The computer and the Internet provide invaluable assistance to the teacher. Internet access has virtually eliminated the problem of the lack of authentic multimedia resources necessary for the preparation and conduct of interesting and effective courses that take into account the current trends in the development of English and Russian. The information obtained on the Internet can be used by the teacher both for preparing for the lesson, and as illustrative and educational material in the classroom. The Internet creates a virtual socio-cultural and linguistic environment, offers communication programs, allows you to virtually visit a certain country and gives you the opportunity to participate in various projects, including foreign ones [3, p.6].

In addition to using multimedia educational programs, the computer is an indispensable assistant for preparing and conducting tests, monitoring the educational process, its own information environment for developing computer lessons, creating didactic material, using Internet resources and services for teaching and independent work, as well as project activities of students. If we analyze the experience of working in English and Russian lessons, we can conclude that good results (stable knowledge of the subject, practical skills and practical skills when working with a computer) justify the use of the project method. Finally, during the design process, the nature of the relationship changes, the level of responsibility and competence of both the student and the teacher increases, and the integration of education and upbringing takes place. In addition, this type of activity is associated with working in a team and contributes to the development of the ability to interact with other people, take into account the positions and interests of partners, engage in communication, understand and are understood [4, p.21].

So, based on all of the above, we can draw conclusions: the communicative method, along with the project method, is always focused on the independent activities of students — individual,

pair, group, which they perform for some time. The method is based on the development of students' cognitive skills, the ability to independently build their knowledge, to navigate in the information space. The communicative method, despite the lack of "novelty" and "innovative approach", has many advantages. These days, this is undoubtedly the most effective way to learn a language. Thus, we can say with confidence: the communicative method of teaching foreign languages and Russian is suitable for absolutely everyone.

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