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Formation of reader competence in schoolchildren

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The article considers the problem of the reading competence formation in school-age children. It was noted that the development of the reading activity in schoolchildren is one of the main tasks that Kazakh education system faces. The paper suggests that reading is one of the forms of knowledge and spiritual values transmission and assimilation which is of particular importance in the modern educational space. The problem affects success and the level of competitiveness of an individual in society. Based on the article, school teachers get instructed about the place, effective methods and techniques of the Kazakh literature lessons stimulating the reading activity in students. An idea about the importance to select the types of reading activities is discussed in the paper.

Keywords: reader, competence, types of reading, activity, functionality, text.

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THE ROLE OF COMMUNICATIVE EXERCISES IN INCREASING THE LEVEL OF PRACTICAL KNOWLEDGE OF THE KAZAKH LANGUAGE

In today's interconnected world, the ability to communicate effectively is essential for people in order to express themselves properly and interact successfully in social, academic, and professional contexts. In this article, the function of communicative exercises is examined as a potent tool for enhancing communication abilities. A summary of the several techniques applied in communicative exercises that encourage good communication is provided. It first emphasizes the significance of developing a welcoming and engaging learning environment that promotes learners' active engagement and collaboration. Students can learn verbal and non-verbal communication skills including active listening, alternation of activities, and interpretation of non-verbal cues by participating in pair or group activities. The article also examines the function of authentic and important tasks in communicative exercises. Students will use their Kazakh language abilities to solve problems and share their viewpoints by imitating real-life situations, which will improve their communicative competency. The article also focuses on how technology can be incorporated into communicative activities and emphasizes the advantages of integrating multimedia materials, online platforms, and virtual communication tools. With the help of these technological developments, students can collaborate remotely, engage in cross-cultural interactions, and

improve their digital literacy. In conclusion, this article rests on the value of including communicative activities into the study of the Kazakh language as a useful way to enhance communication abilities. Teachers can enable students to become confident communicators who can deal with the challenges of communication in a variety of contexts by using a targeted strategy, authentic assignments, and technology.

Key words: communicative exercises, communication skill, supportive learning environment, authentic tasks, technology integration.

GENERAL PROVISIONS

1) The value of communication-oriented exercises. The basic claim is that effective communication is crucial in all spheres of life (personal, academic, and professional), and communication-oriented exercises give students real-world, hands-on opportunity to bring their skills to perfection.

2) Development of a welcoming and engaging learning environment. This setting promotes active engagement and teamwork among students as well as the development of fundamental communication skills including active listening and the interpretation of body language. Effective communication is believed to be facilitated by a welcoming and secure context.

3) The role of authentic and meaningful tasks. Learners are encouraged to use their language abilities to solve issues, negotiate meanings, and express viewpoints by replicating real-life settings. It is believed that practical assignments make it easier for learners to apply their language in authentic communicative settings.

4) Integration of technology. The use of online platforms, virtual communication tools, and multimedia materials can improve learning and offer chances for cross-cultural interchange and distant collaboration. It is presumable that the inclusion of technology enhances communicative activities and aids in the growth of digital literacy abilities.

INTRODUCTION

Effective communication is a crucial life skill that affects a number of facets of one's life, including interpersonal connections, academic achievements, and career success. The capacity to communicate clearly and effectively is more crucial than ever as societies become increasingly interconnected and diversified. Exercises in communication have grown in importance as a means of enhancing communication abilities because they offer students useful and engaging ways to advance their skills. To explore the use of communication exercises, their scientific innovation, cognitive value, and relevance, the present state of research is reviewed in this work.

The scholarly uniqueness of this research resides in a thorough examination of various methodologies of communicative exercises and their effects on enhancing practical language proficiency among Kazakh speakers. The authors contribute to the corpus of knowledge by researching efficacy of these techniques and gives top tips with Kazakh language instructors. The study of communication exercises that foster problem solving, critical thinking, and active learning in addition to language skills is what gives this research its cognitive value.

The increasing demand for people with excellent communication skills in today's globalized society relates to the importance of this research. Although it is well acknowledged that communicative exercises are an effective strategy for enhancing these abilities, further research is required to fully understand their precise methods, alternatives, and effects in Kazakh language teaching. This research seeks to assess current research on communication exercises, identify prospective areas for further investigation, and provide a thorough evaluation of the scientific literature in this field.

The goal of this research is to examine how communicative activities are used to teach the Kazakh language, consider the underlying theories, highlight the advantages they provide to

students, and define effectiveness of these exercises in the process of developing communication skills.

Thus, having studied various approaches, such as creating a favorable learning environment, combining authentic and meaningful tasks, and using technology, the authors of the article offer practical recommendations for teachers to improve the methods of Kazakh language teaching.

MATERIALS AND METHODS

There were several important milestones in the research process. An initial examination of the literature was done to find any previous studies on communicative exercises, their techniques, and outcomes. The conceptual framework of the research was built on top of this. Learners were then put through a variety of communication tasks, and interviews were held to get a better understanding of the communication exercises. To gather quantitative information on how language learners believe their communication abilities to have improved after participating in communication exercises, surveys were also conducted among language learners.

Modern linguistics uses communicative exercises as a key method for developing students' communication and interaction skills in both academic and professional contexts. Methodology scientists such as G.I. Bogin, R.G. Lemberg, E.I. Passov, V.L. Skalkin, E.Yu. Sosenko, T.A. Ramsina, M.A. Polidva, N.I. Gez, T.T. Ayapova studied and problematized this topic.

Communicative exercises are considered as the main way of communicative learning [1], which contributes to the formation of skills and the consolidation of knowledge and skills [2]. They are also a high level of automated learning of grammatical forms of speech [3, 6]. These exercises develop students' speech experience [4, 18-19], automate new phenomena being studied [5] and contribute to the development of communicative competence [6]. Communication exercises are necessary for the development of communication skills and should include language and speech aspects [7, 31]. Also, communicative exercises play an important role in learning, helping students get used to language activities and achieve a certain level of mastery in using the language in real situations [8]. During the research, it was noted that Kazakh language teaching should be communicatively oriented [9, 402], include not only the assimilation of grammar and vocabulary, but also the development of communicative competence for using the language in real situations. This is confirmed by the daily need for effective communication in the Kazakh language in everyday life [10, 92]. In this regard, it is important to provide students with the opportunity to apply the acquired knowledge, develop it further and use a variety of communication exercises to improve their communication skills.

Exercises in communication can help students prepare for situations they could face in the real world, like speaking with a native speaker, conducting business negotiations, giving presentations, discussing current events, and more. Role plays, talks, writing assignments, audio and video materials for analysis and discussion, and other activities that encourage active involvement and language use are all examples of communication exercises. The method based on communicative exercises not only encourages language skill acquisition but also increases students' self-confidence when speaking Kazakh.

Language acquisition incorporates communicative competence, which connects vocabulary and grammar knowledge to actual communicative settings. A significant contribution to the development of domestic scientific thought, the meaning and structure of communicative competence was made by scientists: I.L. Bim, N.D. Galskova, V.G. Kostomarov, I.I. Leifa, V.V. Safonova, V.A. Slastenin, E.N. Solovova, G.D. Tomakhin, G.S. Trofimova, O.V. Fadeikina, T.N. Chernyavskaya, A.N. Shamov, O.V. Shmailova, S.A. Yusupov, Yu.N. Emelyanov, L.A. Petrovskoy, Yu.M. Zhukov, P.V. Rastyannikova, I.A. Zimnyaya, E.I. Passov, T.T. Ayapova, Z.S. Kuzekova, Sh. Kapantaykyzy, A. Isabaev, A. Kuzembayeva, B. Meshinbaeva, in European scientific schools T. Hutchinson, A. Waters. This topic is very relevant, since in the process of learning a language, great importance should be given to the formation of students' communicative competence, because the possession of this competence implies interaction, mutual understanding and support in teamwork.

Also, in the field of development of communicative competence, studies of domestic and foreign scientists are being conducted, which cover various aspects of this phenomenon: definition, composition, types, diagnostics, and development of communicative competence [11; 12], specifics of the work on the development of the communicative competence of the individual [13], features of the formation of communicative competence in the educational process [14; 15].

Scientists' research into many facets of communicative competence attest to its significance in the formation of a linguistic personality. Exercises in communication are crucial in this situation since they help students improve their communication abilities in Kazakh. To accomplish this, a range of exercises that assist students in becoming more proficient and confident in speaking Kazakh, are performed. For instance:

1) Role-playing games let students assume the identities of different characters in pre-determined plots, replicating actual communicative circumstances. They might act as a buyer and a seller, a traveler and a ticket agent, or a client and a manager.

2) Discussions: Students debate hot-button issues or themes, offering arguments and their viewpoints.

3) Students complete writing assignments such as essays, reports, letters, and other texts that promote written communication.

4) Audio and video materials for analysis and discussion: After watching video or listening to audio content, students analyze, debate, and share their opinions on it.

5) Group projects: Students collaborate in groups to complete assignments that call for discussion, planning, and presentation of results. This enhances the ability for group cooperation and communication.

6) Speech-related games and exercises: There are many games and exercises that can be used by teachers to improve speech abilities, including games that improve vocabulary, grammar, and pronunciation.

7) Virtual communication exercises: Students can practice communication skills in a virtual setting using online platforms and programs, including interaction with native speakers and other instructors from different nations.

These numerous kinds of activities aid in the development of many facets of communicative competence and its application in real-world settings. As a result, the use of communicative activities in language instruction and research into communicative competence are interrelated.

Eight common topics, including "Dating", "Family", "Daily Life", "Our Environment", "Profession", "Relationships", "Communication" and "Recreation" were selected to enhance communication skills and effectively use communication exercises. These topics served as the foundation for the development of practical communication skills. Six different types of communicative exercises make up each task: situational, reproductive, debatable, compositional, and responsive (question-answer). Each exercise is aimed at developing certain aspects of communicative competence and strengthening communication skills in Kazakh. Consider the role of these exercises on the example of two topics.

Example No. 1. Communication exercises on the topic "Family".

I. Reponsive (question-answer) exercises:

1) Family album: students bring photos of their families and ask each other questions about the family members in the photos. For example, "What is the name of this person?", "How many brothers and sisters do you have in your family?", "Where do they live?" etc.

2) Family interview: in pairs, students ask each other questions about their families. For example, "What is your family type?", "How many family members do you have?", "How do you spend time together?" etc.

II. Situational exercises:

3) Role play "Family Dinner": students play the role of family members who gather at a common table for dinner. They ask each other questions, discuss their plans, share news, etc.

4) Creating a Family Tree: Students work in groups to create a family tree that depicts relationships between family members. After that, they present their trees and talk about each member of the family.

III. Reproductive exercises:

5) Dictation about the family: students listen to the description of the family aurally and write it down. Then they check their answers and discuss them with a partner.

6) Fill in the gaps: students are offered a text about a family with missing words. They must choose the correct words from the options provided and fill in the gaps.

IV. Discussion exercises:

7) Group discussion “Family values”: students share their views on family values, discuss their importance and how they affect their family relationships.

8) Debate about the role of the family in the modern society: students are divided into two teams and hold a debate.

V. Composition exercises:

9) Draw your family: Students draw a portrait of their family, identifying each family member and showing relations between them. Then they present their drawings and talk about each member of the family.

10) Family photo: students describe their families based on a family photo, and then exchange photos and talk about each other’s families.

VI. Game exercises:

11) “Who am I in the family?”: Students receive cards with the roles of various family members and must ask questions to other students to determine who they are in the family.

12) “Family crossword”: students work in groups and solve a crossword where the answers are words related to the family. They must communicate and collaborate to find the right answers.

To improve students’ communication abilities, broaden their vocabulary, and practice employing grammatical structures in the context of family interactions, communicative exercises on the theme “Family” are used. Additionally, they aid in the development of social skills including listening and speaking out, cooperating in a group, and respecting and tolerating differing viewpoints. They also help students to better understand the meaning of “family”.

These activities are effective because they foster a realistic and participatory atmosphere where students actively use their language abilities to discuss and exchange knowledge about the suggested topic. They get a greater vocabulary and grammatical accuracy, and their speech and written language skills all improve as a result.

Consequently, the motivation of students to learn the language increases, relations in the group are strengthened, mutual understanding improves, and cultural communication skills develop. Students become more confident in using the Kazakh language in real situations.

2) Example 2. Communication exercises on the topic “Daily life”.

I. Responsive (question-answer) exercises:

1) Q&A about daily routine: “When do you wake up? What work do you do in the morning? What is your typical day like?”

2) The game “Who said?” – students ask each other questions about everyday life, and their partners must guess who said each statement.

II. Situational exercises:

3) Role play: “Planning a trip to the store”, students act out a situation in which they plan a trip to the store, discuss what foodstuff they need to buy and what questions they need to ask the seller.

4) The game “My Perfect Day” – students describe how they spend their ideal day, exchange ideas and advice.

III. Reproductive exercises:

5) Fill in the gaps in sentences about daily activities: learners fill in the gaps in sentences using the correct verb tenses.

6) Drawing up sentences about everyday life from a picture: students are shown pictures, and they must make sentences describing what is happening in the picture.

IV. Discussion exercises:

7) Group discussion about preferences in everyday life: students discuss and share their preferences regarding food, activities, entertainment, etc.

8) Debate about the advantages and disadvantages of modern technology in everyday life: students share their opinions and argue their position.

V. Composition exercises:

9) Writing a daily life diary: Students keep a diary describing their daily activities, thoughts, and experiences.

10) Making a collage about daily life: students collect photographs and images depicting their daily life

VI. Game exercises:

11) “Virtual trip” game – students imagine themselves in different situations of everyday life, such as going to a cafe, going to a store, or visiting a park, and describe their experiences and interactions.

12) The game “What was the first?” – Students are asked to make a list of actions that occur in their daily lives, and then compete in trying to determine which action happened first.

These exercises are meant to help one’s capacity to communicate their thoughts and ideas about daily activities and enhance their vocabulary related to these topics.

Games make learning more engaging and motivating, effective and efficient by introducing aspects of entertainment and competitiveness.

As they encourage the sharing of experiences and the growth of critical thinking, communicative exercises on the subject “Daily life” are useful in teaching Kazakh.

These illustrations demonstrate how practice with various tasks offers a broader and more adaptable approach to improving language abilities, such as the capacity to argue and respond to questions, describe circumstances, hold a conversation and defend viewpoints.

In the course of our research we have used methods as analyzing theoretical data from various sources of information, thematic reviews, descriptions, comparisons, systematizations, literature review, directly and indirectly related to the topic, analysis of the final opinions expressed on the objects of research and topical issues under consideration. Interviews and surveys were conducted with students to find out their opinion on the effectiveness of communicative exercises.

Opinion 1: “I really liked the exercise with the family interview. You learn more about your classmates’ family by doing this. We can share family history and discover more about our cultural contrasts and similarities by posing questions to one another. It improves our mutual understanding and strengthens our relations as a group”.

Opinion 2: “I had a great time playing the Family Dinner game. We can pretend to be family members during this role-playing exercise and discuss our intentions and how we spend our time together. This is a fantastic chance to discover more about the tastes and passions of other group participants. The game also gives us the chance to work on our verbal communication abilities, such as asking questions and expressing ourselves”.

Opinion 3: “I like the responsive (question-answer) exercises, such as inquiries and responses concerning daily routine, in the communication exercises on “Daily Life”. They give a chance to put speaking and comprehension skills via real-world scenarios and practice. Such activities support my vocabulary growth and communication confidence in general”.

Opinion 4: “I find writing exercises, like keeping a journal about my daily activities, to be an intriguing opportunity for self-expression. They enable me to express my ideas, emotions, and life events on paper, which advances my ability to write and fosters introspection. These exercises also help me manage my time better and practice mindfulness in my regular activities”.

Exercises in communication on “Family” and “Daily life” are highly engaging and helpful. They help students not only develop their communication abilities but also their knowledge of one another, forge stronger relations, and contribute to a cooperative environment.

15 students participated in the experiment. To find patterns, themes, and trends in the data gathered through interviews and surveys, thematic analysis and statistical methods were used. Let us present the survey analysis.

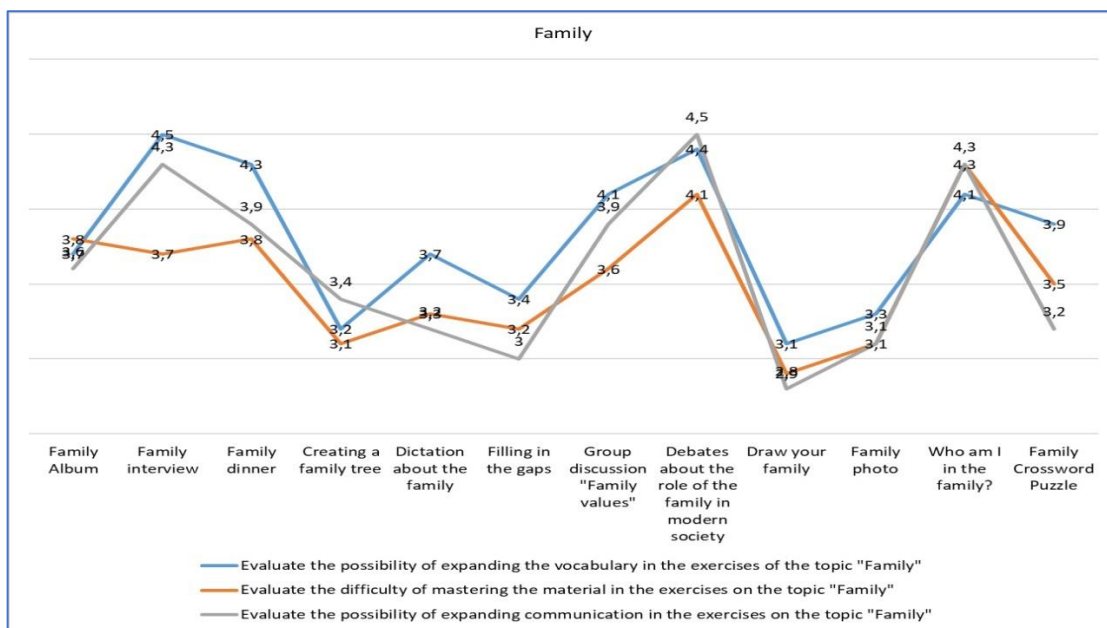


Diagram 1. Communicative exercises on the topic “Family”

As can be observed from the analysis of Diagram 1, students believe that the activity “Family interview” offers the largest potential to increase vocabulary, whereas the practice “Draw your family” calls for less vocabulary.

From the analysis of Diagram 1, it can be seen that, according to students, the greatest opportunity to expand vocabulary is given in the exercise “Family interview”, and less vocabulary is required in the exercise “Draw your family”. The most difficult to master the material was the exercise “Who am I in the family?”, while the easiest exercise was “Draw your family”. The exercise “Debating the role of the family in the modern society” was noted by students as providing more opportunities for expanding communication, the least communication takes place in the exercise “Draw your family”.

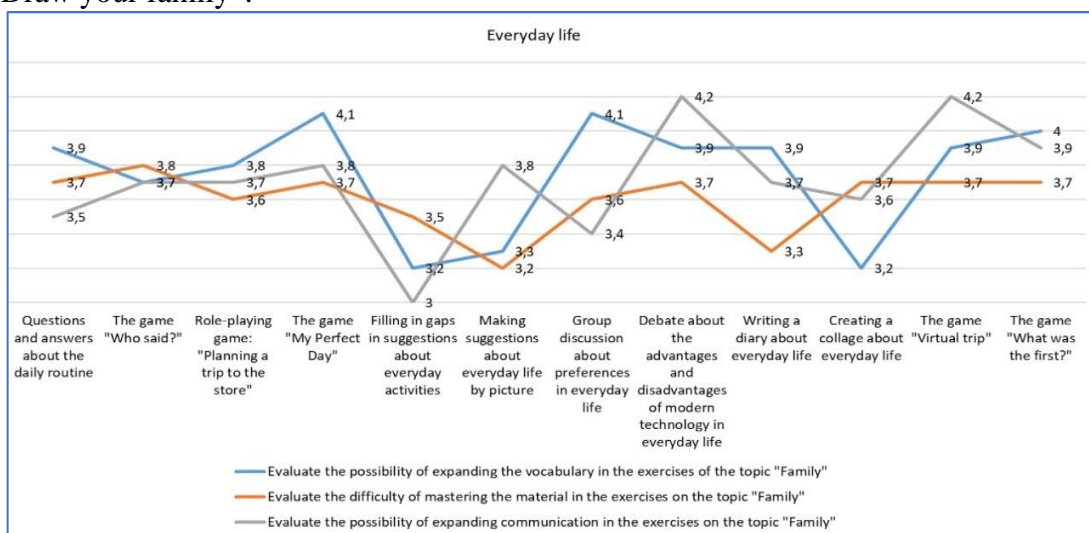


Diagram 2. Communicative exercises on the topic “Daily life”

The analysis of Diagram 2 reveals that, in students' opinion, the activity "My perfect day" offers the greatest chance to increase vocabulary while the exercise "Creating a collage about everyday life" calls for less vocabulary. The exercise "Who said?" proved to be the most challenging for mastering the content, whereas the task "Composing sentences about everyday life from a picture" was the simplest. The students remarked that while the exercise "Filling in the gaps in sentences about everyday actions" provided the least opportunity for broadening communication, the exercise "Debating the advantages and disadvantages of modern technology in everyday life" provided the most opportunities.

The family interview exercises, which let students communicate with other participants and examine and discuss various subjects, were particularly successful according to our research. Students reported that these exercises improved their capacity to communicate their ideas and thoughts, as well as their listening and understanding skills. Participants also mentioned that motivating subject matter and a variety of workout styles keep students interested in and engaged in their studies. The key benefit of communicative exercises over other Kazakh language learning techniques is that they let one use the newly acquired knowledge and abilities in actual communication scenarios. Active contact is required for participation in the exercises, which helps students enhance their practical communication skills. Some participants noted that some challenges and difficulties may arise in the process of performing communicative exercises, especially those related to language restrictions, shyness, or lack of confidence in their skills.

However, they stressed that with practice, the teacher's guidance, and a supportive environment in the group, these challenges may be addressed. More possibilities for role-playing, more organized instructions, and instructor feedback following the exercises are some suggestions for strengthening the communicative exercises so that students can receive further advice on how to develop their communication skills. The usefulness of communicative activities in the context of enhancing communication skills was highly rated overall. By offering real-world scenarios and circumstances for language use, participants believe that these exercises significantly enhance and expand their communication abilities. With time and consistent practice, more measurable outcomes and growth become apparent.

It may be inferred from the feedback and remarks of the participants that communicative exercises are crucial to language acquisition and enable the development of abilities that aren't always possible by using other techniques. They support the growth of communicative competence, a deeper comprehension of cultural nuances, and the capacity to adjust to various communication contexts. However, it should be remembered that each student may have unique learning preferences and features, therefore it is crucial to consider their requirements and recommendations for further enhancing communicative exercises. Communicative exercises are often a useful and entertaining method for improving students' communication abilities. Continued use and further improvement of communicative exercises in the process of language learning can bring even more benefits and success in developing students' communication skills.

RESULTS

The analysis of the approach for employing communicative exercises allowed for the following conclusions to be drawn, which emphasize the significant findings and describe the key patterns that were found:

1) How well the surrounding environment supports learning. A supportive and engaging learning environment is essential for effective communication activities, according to the findings. Teachers who have promoted a supportive climate for collaboration have seen improvements in nonverbal communication, active listening skills, and student involvement. This research confirms the claim that the growth of communication skills is positively impacted by a supportive learning environment.

2) The effect of authentic and meaningful tasks. This research illustrated how crucial it is to include genuine and significant tasks in communicative exercises. Students who participated in real-

life scenarios such as role-playing, debates, and problem-solving activities demonstrated improvement in fluency, critical thinking skills, and confidence in expressing their opinions. This pattern supports the assumption that practical tasks contribute to the transfer of language skills to real communication situations.

3) Integration of technology. The results of the analysis demonstrated the advantages of including technology in communicative activities. The use of online platforms, virtual communication tools, and multimedia resources has increased opportunities for cross-cultural interchange, distant collaboration, and the growth of digital literacy abilities. This finding emphasizes how important it is to use technology to develop communication skills in the modern world.

The analysis and synthesis of the findings by the authors are in line with earlier research that highlighted the value of authentic tasks, a supportive learning environment, and the incorporation of technology in communicative exercises. This comparison demonstrates the consistency of the research findings and attests to the reliability of the conclusions made.

The findings of the research support the effectiveness of communicative activities in raising the level of practical Kazakh language knowledge. The outcomes emphasize the value of an encouraging learning environment, real-world difficulties, and technology integration. These findings add to the body of knowledge and support the arguments, ideas, and presumptions made by the authors. An overview of the findings validates overall significance and influence of the research while also giving enough information to assess the conclusions reached.

DISCUSSION

This scientific research into the practice of communicative exercises makes a significant contribution to the improvement of communication abilities. The findings of the research offer suggestions and useful information for language practitioners and teachers. Here are various interpretations and probable justifications for the findings:

1) Relevance to the research goal: The findings show that doing communicative activities to build communication skills has a positive impact. It is significant to note that the outcomes are in line with the research objectives, which were to examine the best practices for using these exercises and proving their efficacy. This shows that the suggested methodology may be appropriate and useful in a real-world educational setting.

2) Limitations and generalization: It is crucial to consider the restrictions of the research. It took place in particular settings, such language classes and professional development courses. The generalizability of results to various educational contexts may be constrained as a result. In addition, the data was collected through self-reports, which may be subject to the subjectivity of the respondents. Future research may overcome these restrictions by including more diverse educational contexts and using different data collection methods.

3) Practical application: the results of the research have practical value for course teachers and practitioners. The significance of active student participation and cooperation is highlighted by the focus on developing a supportive learning environment, effective use of real-world issues, and incorporating technology. These findings offer concrete methods for enhancing communication abilities and can be used in language classrooms and career training programs.

4) Future research directions: The research provides opportunities for additional investigation into communicative exercises. Studying the impact of categories of real tasks on various facets of communication abilities is one direction that could be taken. This will enable us to pinpoint more precisely which activities and methods work best for enhancing particular communication abilities like speaking, listening, reading, and writing.

Investigating the part that students' unique traits play in the use of communicative exercises is equally important. For instance, motivation, language competence, and learning preferences might affect the efficiency of exercises and learners' capacity to use their communication abilities in authentic settings. We may also determine how long-lasting the effects of communicative exercises

are on students' communicative competence and their capacity to use these abilities in a variety of circumstances by conducting long-term studies. Overall, the next research will offer a more comprehensive knowledge of the function of communicative activities in the growth of communicative abilities and support the creation of more efficient and customized teaching strategies for the Kazakh language.

CONCLUSION

As a conclusion, it should be emphasized that the research on communicative exercise techniques has produced useful knowledge regarding enhancing communication abilities when learning the Kazakh language. The effectiveness of communicative exercises in reaching intended results has been successfully proved through the research. The findings are in line with the stated aims and objectives of the research as well as the general applicability of the subject to the study of language teaching. These conclusions can be made considering the findings of the research:

1) When done well, communication exercises have a major positive impact on communication abilities. Effective communication is largely dependent on the development of a supportive learning environment, the inclusion of genuine and relevant challenges, and the integration of technology.

2) Active engagement and collaboration among students are fostered by a supportive learning environment. An atmosphere like this encourages the growth of fundamental communication abilities including active listening, switching, and interpreting non-verbal clues.

3) By including authentic and relevant activities into communication exercises, fluency, critical thinking abilities, and opinion expression confidence are enhanced. Role-playing, discussions, and problem-solving exercises give students a chance to use their language abilities in real-world contexts and negotiate communication challenges.

4) The effectiveness of communication exercises is increased by the use of technology, including multimedia resources, internet platforms, and virtual communication tools. In keeping with the demands of the digital age, this enables remote collaboration, cultural exchange, and the development of digital literacy skills.

Future research may examine the effect of particular task types on various components of communication abilities in order to expand our understanding of communicative exercises. Additionally, research into the significance of a student's unique traits, such as motivation and language proficiency, can help us better understand the efficacy of communicative exercises. To assess the long-term effects of communicative exercises on communicative competence and skill transferability, longitudinal studies can be carried out.

Thus, the research of the authors highlight the significance of communicative activities in the practice of teaching Kazakh. The findings are used as the foundation for additional research and advancement in this field.

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Қазақ тілін практикалық тұрғыдан меңгеру деңгейін арттырудағы қатысымдық жаттығулардың рөлі

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Туімді қарым-қатынас – бұл қазіргі заманғы өзара байланысты әлемдегі маңызды дағды, бұл адамдарға өз ойларын нақты айтуға және әртүрлі жеке, академиялық және кәсіби контексттерде сәтті өзара әрекеттесуге мүмкіндік береді. Бұл мақалада қатысымдық дағдыларды арттырудың қуатты құралы ретінде қатысымдық жаттығуларды қолдану зерттеледі. Туімді қарым-қатынасты дамыту үшін қатысымдық жаттығуларда қолданылатын әртүрлі әдістерге шолу жасалады. Біріншіден, білім алушылардың белсенді қатысуы мен ынтымақтастығын ынталандыратын қолдау және интерактивті оқыту ортасын құрудың маңыздылығы атап өтіледі. Жұптық немесе топтық сабақтарға қатысу арқылы білім алушылар белсенді тыңдау, кезектесу және вербалды емес белгілерді түсіну сияқты ауызша және вербалды емес қарым-қатынас дағдыларын дамыта алады. Сонымен қатар, мақалада қатысымдық жаттығулардағы шынайы және мағыналы тапсырмалардың рөлі қарастырылады. Нақты өмір сценарийлеріне еліктей отырып, білім алушылар проблемаларды шешу, мағыналарды үйлестіру және өз пікірлерін білдіру үшін өздерінің тілдік дағдыларын қолдануға шақырылады, осылайша олардың қатысымдық құзыреттілігін арттырады. Сондай-ақ, мақалада мультимедиялық ресурстарды, онлайн платформаларды және виртуалды байланыс құралдарын пайдаланудың артықшылықтарын көрсете отырып, қатысымдық жаттығуларды технологиямен біріктіру қажет екені атап көрсетілген. Бұл технологиялық жетілдірулер білім алушыларға қашиықтан ынтымақтастық, мәдени алмасу және цифрлық сауаттылық дағдыларын дамытуға мүмкіндік береді. Тұтастай алғанда, бұл мақала қатысымдық дағдыларды жақсартудың тиімді құралы ретінде тіл үйренуге арналған оқу бағдарламаларына қатысымдық жаттығуларды енгізудің маңыздылығын көрсетеді. Білім алушыға бағытталған тәсілді қолдана отырып және шынайы міндеттер мен технологияларды біріктіре отырып, оқытушылар білім алушыларға әртүрлі контексте

қарым-қатынас қиындықтарын тиімді жеңе алатын сенімді коммуникатор болуға мүмкіндік бере алады.

Кілт сөздер: қатысымдық жаттығулар, қатысымдық дағды, қолайлы оқу ортасы, шынайы тапсырмалар, технологияларды біріктіру.

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Роль коммуникативных упражнений в повышении уровня практического владения казахским языком

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Эффективное общение является жизненно важным навыком в современном взаимосвязанном мире, позволяющим людям ясно выражать свои мысли и успешно взаимодействовать в личных, академических и профессиональных контекстах. В данной статье исследуется назначение коммуникативных упражнений как мощного средства повышения коммуникативных навыков. Представлен обзор различных методов, которые используются в коммуникативных упражнениях, содействующих эффективному общению. Во-первых, подчеркивается значимость создания поддерживающей и интерактивной среды обучения, в которой поощряется активное участие и сотрудничество между обучающимися. Принимая участие в парных или групповых занятиях, обучающиеся могут развивать вербальные и невербальные коммуникативные навыки, такие как активное слушание, чередование и понимание невербальных сигналов. Кроме того, в статье исследуется роль аутентичных и осмысленных заданий в коммуникативных упражнениях. Имитируя сценарии из реальной жизни, обучающиеся будут применять свои навыки владения казахским языком для решения проблем, выражать свое мнение, тем самым повышать свою коммуникативную компетентность. Также в статье говорится об интеграции технологий в коммуникативных упражнениях, подчеркиваются преимущества использования мультимедийных ресурсов, онлайн-платформ и инструментов виртуального общения. Эти технологические усовершенствования предоставляют обучающимся возможности для удаленного сотрудничества, культурного обмена и развития навыков цифровой грамотности. В целом данная статья подчеркивает важность включения коммуникативных упражнений в учебные программы по изучению казахского языка как эффективного средства улучшения коммуникативных навыков. Применяя ориентированный подход и объединяя аутентичные задачи и технологии, преподаватели могут дать обучающимся возможность стать уверенными коммуникаторами, способными эффективно справляться со сложностями общения в различных контекстах.

Ключевые слова: коммуникативные упражнения, коммуникативный навык, благоприятная среда обучения, аутентичные задания, интеграция технологий.

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