

Concept of training by communicative method

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Abstract: The problem of forming communicative competence of elementary school pupils at the Kazakh language lessons is a new direction connecting general directions and approaches of communicative and cognitive spheres of a language. In this direction at the first place there are questions of forming of such skills as acceptance, understanding, and word meaning assimilation by pupils in the course of language learning, keeping in mind its conceptual features, ability to apply it in various life situations, ability to inform the thoughts and ideas in classes, to solve communicative problems and to use for designated purpose language laws and norms in implementation of these tasks. The main task of the research is the problem of necessity to create a concept and define scientific-and-methodological basis of the Kazakh language teaching in elementary school by means of communicative method.

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1 Introduction

At the moment at schools of new generation main objectives of training have changed. One of such changes is training in the Kazakh language in elementary school by means of communicative method. The purpose of training by communicative method is development of the personality; psychological development of the child and improvement of self-education, language and lexicon of elementary school pupils; socialization of the child; ensuring acceptance by the child of laws of social coexistence; development of ways of his conscious activity; ensuring continuous continuation of educational process by means of enrichment of lexicon and erudition formation [1]. It allows to create the main theses of the developed concept:

- all structure of communicative system (the contents, a method, means, a form of the organization of training) demands change with binding to a specific goal;
- it is necessary to consider mental features of each class (transition from game to study); with change of thinking type gradually to pass from representation to the theory ordering ways of realization of the language relations with teenagers;
- to direct pupils when searching their places in implementation of language communication concerning this or that subject, to provide development of the general methods to solve tasks of reading, writing, pronunciation and ability to listen, self-checking and ability to compare his results that

develops children's mentality and satisfies requirements providing effective forming of language communicativeness. The first period of forming of language communicativeness is in the first, second classes, however its development proceeds during all life [2];

– the problem of forming of language communication can't be formed separately from consideration of a role of theoretical knowledge.

2. Main part

If it isn't given the correct understanding when creating a methodological system by means of the language relations, so theoretical knowledge won't be considered as a basis for methods to solve various educational tasks and implementation of process of thinking, but will provide only a set of rules and references demanding rote memory from the pupil. L.S. Vygotsky writes about it: «Literacy training of the child isn't something new to develop his intelligence. This child is only a competent child [3]. For this reason training in development of own intelligence is carried out first of all by means of the knowledge content. This process is possible only after definition of the contents having the greatest weight in theoretical knowledge of this or that subject. D.B.Elkonin said that in order to solve this problem it is necessary to find a form of education appropriate age features and real situations. They can be thought up and created. And the logic of development of the form is an objective logic [4]. Then creation of the theory of the content of language

communicativeness training becomes the following important position. Its realization, that is forming of language communicativeness, ties the child to environment and plays a significant role in development of communication, expression, ability to listen, writing and other knowledge of environment communications and laws, gives understanding of its value, ability to analyse and prove.

– in the course of language communication the value of features of gradual transition to logical thinking with binding to age consists in the following: to give the chance to develop and improve all types of thinking of the child.

The thinking doesn't come from anywhere. All the life people think evident- figuratively, evident-actively and logically, thus one of types is in a priority during this or that period of human development and activity. That is they are interconnected among themselves because logical thinking starts to develop, only if activity and figurative thinking has reached high level. Therefore the creation of conditions to improve thinking forms appropriate elementary forms pupils, providing various types of activities performed within thinking and creation based on the communicative method have a special value [5]. In this case the child passes from role-playing games and labor activity to theoretical thinking that generates need of forming of the child as the subject of the creative activity developed at sufficient level by means of a communicative method. In elementary school the results of creative tasks performance show low level of pupils' imaginations. As the reason of that is the most part of children doesn't perceive tasks as creative activity. In order to avoid it, it is necessary that when performing a creative task, children could creatively study language communicativeness at sufficient level. From here the following position of the concept follows: creative development of thinking and ensuring dialectic interrelation of all forms of development of the child language by means of communicative method. If so, definition of scientific-and-methodical bases of training in the Kazakh language in elementary school by means of communicative method becomes an important research problem and concepts [6]. If these issues are presented before pupils in strict harmony between studied subjects, by means of communicative method the problem of intersubject communication will be solved. From here follows the need of creation of the concept of training in the Kazakh language by means of communicative method. Unfortunately at the moment such concept is absent. The scientific-theoretical, scientific-and-methodical conclusions, expert formulations and analytical conclusions have become a basis for creation of the concept of the

Kazakh language training in elementary school by means of communicative method on the basis of the Concept of the general secondary education.

Concept basis.

In the Concept of the general secondary education introduction of the oriented training is one of the major innovations. It is the model of education directed to the future.

In the concept represents the exact use of scientific achievements in the course of language communicativeness of the got knowledge and abilities, ways of their realization, ability to reveal features of language communicativeness, free use of the received theoretical data in various situations, formation of system thinking as a result of training by means of a communicative method etc.

Main objective of the concept:

By means of the Kazakh language training by communicative method of elementary school pupils to define the main directions of training, the content of training and pedagogical conditions.

Concept tasks:

– To define ways of forming of creative and language development of elementary school pupils when training in the Kazakh language by communicative method;

– To give profound knowledge by means of technology of interactive and multilevel development of the materials mastered by communicative method.

Leading idea of the concept: the concept supports the theory that the pupil is the subject of own activity and is the person possessing ability to develop.

The main idea of the concept leans on the following:

– on the basis of methodology of training in the Kazakh language in elementary school by communicative method to reach development of creativity and knowledge of pupils;

– by consideration of identity of empirical and theoretical knowledge by means of communicative method of the Kazakh language to expand a lexicon and develop their creativity;

– deep pupils understanding of value of language communication by means of theoretical approaches.

Theoretical basis of the concept:

After disclosure of linguistic bases of training and development of an interactive and multilevel communicative method of language, in children it is formed responsibility and powers to change level of own knowledge, and, without being limited by it, it allows to give a push to psychological development of various informative-and-psychological qualities –

thinking, summarization, memorizing, imagination. Such is one of the types of training [7].

In the philosophical dictionary the concept of development is presented as an exit beyond any dimension and its transformation into high-quality change, and psychology considers it as an updating process, some kind of exit into a new life. Telling it, it is necessary to notice that as far as there was new a subject if the teacher isn't able to develop own activity of the child, his expectations won't be met [8].

I.Ya.Lerner as a concept of development brought pedagogical laws understanding it as readiness of people to resolve the issues arising in the course of various difficulties. If so, intellectual action takes a special place because the more complex and difficult the issue is, the deeper and more extensive the cognitive activity is that is directed on its decision, that is development extent raises. In order to realize it it is necessary to define various methods and ways of the organization of educational process and development of the personality. Therefore it is necessary to develop abilities and language of pupils, to prepare special tasks on thinking formation according to a level of development because the communicative method is the action directed on formation of self-improvement of the identity of the pupil by means of language work, carried out at lessons and out-of-lessons time, in the daily language relations and at each lesson.

The communicative method is a major factor of informative interest increase of the elementary school pupils demanding the organization of the educational process forming the level of knowledge and abilities of pupils, methods of their thinking and psychological activity. For this purpose first of all it is necessary to create conditions to develop language communicativeness by the child according to age by means of reading, writing, communication and ability to listen that also expands his lexicon and flexibility in its use. Therefore classes in development of language communicativeness should be considered as need to create conditions for development of language communicativeness. Feature of interactive and multilevel development lessons are the relations between the teacher and the pupil. At such lessons the teacher is a person not only representing ready knowledge and language, and not only a controller, but he is also an organizer of communicative and collective activity [9].

The teacher has to consider that the child first having come to school, possesses this or that level of language communicativeness, therefore this level should be developed further. For this purpose the careful readiness and withdrawal from traditional training are necessary, that is needed to select new

technology, strategy and tactics of development of the child language.

In traditional classes the teacher carries out at once various tasks and his work is much. He listens, asks, writes, speaks, reminds, remembers, explains, shows, checks, and estimates. All of it is carried out by the active teacher. And due to communicative method in interactive and multilevel training-development the teacher raises a question and shows ways of language communication, orients and carries out supervising role. As a result the pupil tries to resolve the next issue for himself, despite that it has been already solved by society and science. Educational activity is realized. Thus each lesson the child is in search, learns to resolve arising issues socially. In such classes the discussion of this or that question doesn't take a lot of time, opens a way to knowledge acquisition beyond school. On the basis of such training the child can reveal his intelligence, extend the lexicon, develop language and creative thinking.

If to look from this position at the heart of a traditional technique of training lies metaphysical (ekstensive, numerical, substantial) methodology, and at the heart of communicative method – dialectic (intensive, qualitative, significant) the methodology based on interactive, multilevel development. Traditional training considers that pre- and at school the child possesses mind in which it is necessary to pour in knowledge whereas the communicative method is based on a position pursuing the aim to increase natural language communicativeness of the child up to the new heights by development of interactive level. Traditional training tries to force the child to learn and remember, and communicative method allows the child to work and use independently that knowledge which he acquired.

Already for a long time scientists and thinkers considered developing training very useful to interrelation between education and thinking education, for researches of its influence on the child development. In XVII century J.A. Comenius said that development of thinking and abilities to the basic rules of didactic system awake interest of the child to knowledge [10], and B.D.Elkonin specifies that children who have got an education by means of developing training system have versatile, deep outlook mastering new methods of knowledge acquisition, that is first of all it is useful for creation of desire, aspiration and interest to be engaged in the process of studying of the world and the person, and also occurring events [4].

Thus what we call interactive and multilevel developing training by means of communicative method is training at which the purpose, tasks and methods are brought into accord with laws of the

child development. As a result of training in the child mentality there are new structures and concepts. This system trains and objectively develops the child, forms his freedom, considers personal qualities, and continues to improve forming the progressive personality.

The issue of development by training influences on introduction of changes in traditional training. For example, in interactive, multilevel developing training by means of communicative method the organization of language communicativeness is offered. Here there are the following questions:

- the organizational activity defining participation of the teacher in language communication at each stage of pedagogical activity;
- the communicative activity organized by the teacher and concretizing what the pupil needs to perform at each stage of pedagogical process;
- the organization of language communication of joint activity of the teacher and the pupil with mutual support;
- the organization of personal activity of the pupil aimed at the development of activity in language communication, etc.

Interactive, multilevel developing training by means of communicative method displays concretizing, evidential activity. Here it is possible to bring the following:

- diagnostics of a real condition of pedagogical process in language communicativeness;
- forecasting of results of pedagogical process participants in language communicativeness;
- forming of joint pedagogical activity;
- forecasting of development of the pupil and the teacher in the course of realization of developing training by means of communicative method.

Reflexive function of interactive, multilevel developing training by means of communicative method consists in the following:

- sufficient understanding of growth of the pupil by the teacher by means of communicative method;
- objective assessment of results of joint pedagogical activity;
- conscious understanding and development of experience of joint activity;
- analysis and assessment of actions of educational process participants by communicative method;
- provides identification of the reasons and conditions of language development, etc.

The communicative method of interactive developing training represents the following developing training functions:

- creation of necessary conditions to develop the pupil and the teacher by means of communicative method;

- providing means of self-development in communicative process between the pupil and the teacher;

- determines development of opportunities of each child on creation of language communication.

Additionally the main objective of interactive developing training of communicative method is a change of pupils behavior in the course of language communication, the effective solution of a task on development of the personality as a system means, improvement of management quality of training process as in the language relations the child is perceived as the subject, thus his creativeness, working capacity, desire to work get formed. The child activity is directly connected with activity of contemporaries. He gets to know life together with them, in common resolving daily issues and making plans for the future. The range of the child activity is very wide: thinking, study, work. At different age this or that aspect is given a bigger priority[11].

The thinking and study are directly connected among themselves and play an important role in development of consciousness of the child. Today the main requirement is a development of thinking and intelligence, expansion of a lexicon and a language development.

Educational activity is their primary activity of elementary school pupils. Due to educational activity is formed the theoretical consciousness and the thinking, new psychological structures that further develops reflection, analysis, ability to generalization and other mental qualities.

At elementary school the child under the teacher control carries out various exercises and thus gets simple theoretical knowledge. As a result development of theoretical concepts is a quite far and complex process. It is carried out by means of the teacher supervision and the pupil interest.

Development of theoretical concepts and formation process by means of communicative method in elementary school can be divided into the following aspects and make the following conclusion:

1. Introduction of a new concept, representation of its main signs. The conscious understanding of the main signs of concepts of pupils activity is characterized by ability to use these signs in similar situations.
2. Concept expansion, acquaintance to new, related objects, deepening of the concept content.

In order the child to understand value and content of this or that concept it is insufficient to present only its signs and definitions because the main stage of concepts development is their systematization, communication in system,

understanding of communications between the system groups connected with the presented concepts. Without this developing training isn't present.

Educational activity is a basis of development of the pupil and a core of lessons. Therefore lessons should be organized according to the movement theory, only then it will develop and improve the personality.

For this purpose the teacher has to:

- not to allow to go out interest fire of the child to study, to develop this desire and thirst for knowledge, to improve his creative impulses;
- to create conditions for knowledge acquisition by means of personal search;
- not to forget about the rules allowing most of to create the highly intellectual personality.

Forming of qualitative knowledge of the pupil is carried out by developing training in the interactive space. Therefore in elementary school interactive level raises by means of communicative method, moreover thinking, language and knowledge develop.

For this reason the state standard of education pays a special attention to introduction of training programs and textbooks, manuals and variable content of training, on improvement of educational and methodical positions, on development of abstract thinking, informative activity and psychophysiological features of pupils, thus the most important question is deepening of the education content, its development, ensuring development of the personality by means of interactive developing training by communicative method.

3. Conclusion. From this point of view the system of interactive developing training by communicative method owns the following provisions:

- 1) in interactive training the main goal is development of the personality that is possible only by means of new informative methods of independent knowledge acquisition by the pupil.
- 2) representation of the pupil not as an object getting knowledge from the teacher, but as an independent researcher, as a subject interested in own development.

Proceeding from it the didactic system of training directed on the solution of problems of interactive developing training by means of communicative method is under construction. In this regard in elementary classes at the Kazakh language interactive training by communicative method it is possible to be guided by the following:

- 1) to stimulate the pupil to mastering training material.
- 2) it is necessary to give substantiation to the pupil abilities to solve the language problems set for

him as far as possible, to represent them for joint discussion, considering and search of decisions, to represent possible decisions, work with additional literature.

3) the pupil has independently to decide some tasks demanding "brain storm" that strengthens his development because in interactive training knowledge isn't given in finished form.

In this regard the system of general for all tasks lessons influencing on development of pupil is specified below:

- 1) improvement of the system of getting basic knowledge and skills (according to the educational standard) by communicative method;
- 2) active use of informative abilities and activities in order to create words and sentences on the suggested theme by means of communicative method;
- 3) development of interest in study and stimulation of pupils by means of communicative method;
- 4) the organization independent scientific-research and informative activity of pupils in communicative process;
- 5) disclosure of pupils opportunities in fast and high-quality mastering of considerable training materials according to standards by means of communicative method;

6) the qualitative organization of various types of exercises (communicative exercises, exercises on development of attention, memory, thinking);

In the course of solution of these tasks the pupil can realize the following qualities helping him to develop as the personality by means of communicative method:

- forming of a working situation in each class, promoting cooperation and association of pupils and teachers efforts;
- determination of private features of pupils, revealing temporary condition and level of the training material;
- increase of informative interest of pupils, the systematized analysis and assessment of results of training;
- the organization of the pupil self-assessment by the achievements analysis.

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