

A.K. Baltabayeva, Zh.A. Kagazbayev, Zh.A. Eskazinova, G.S. Mustagaliyeva

*E.A. Buketov Karaganda University, Kazakhstan
(Corresponding author's E-mail: baltabaeva.a@mail.ru)*

Formation of primary school students' communicative language learning strategies

The changes taking place in modern society require modification in the educational space and a different setting of educational goals that take into account the state, social, personal needs and interests of pupils. Learning at school becomes a process of interaction of learners with a teacher and classmates. The pupil becomes an active participant in the educational process and, in cooperation with the teacher or other learners solve real-life situations. At the primary stage of instruction it is necessary to lay the foundations of communication, since this age is favorable for building communicative competence. The modern dynamically developing information society defines forming and developing pupils' communicative skills as one of the important tasks of teaching and learning. The article reveals the essence of the concept of "Communicative Language Learning Strategies" of junior schoolchildren, focuses on their influence on the pupil's self-development leading to the planned result of foreign language education according to the state overall standard of primary education of the Republic of Kazakhstan.

Keywords: communicative language learning strategies, self-development, communication, real-life situations, communicative competence, foreign language education, primary school.

Introduction

Recently in our society there has been a radical change in the idea of the goals of education and the ways of their implementation. Now there is a transition to gaining knowledge through active work in the classroom to develop a better cooperation between teachers and pupils in mastering knowledge, a teacher's task is to be skillful in the choice of content and teaching methods. The most important task of the modern education system is the formation of a set of "language learning strategies" (LLS) that provide the "ability to learn" related to self-development and self-improvement through conscious and active appropriation of new social experience, rather than only mastering specific subject knowledge and skills within the framework of other subjects.

Younger school age is favourable for the formation of communicative LLS that are characterised by the fact that both the knowledge and the activity components are represented in the content of teaching: types of speech activity, which include specific LLSs, providing creative application of knowledge to solve various tasks.

An important aspect in teaching and learning is the development of foreign language communicative competence. Consequently, communicative LLS are the most demanded when meeting the requirements of the state educational standard of basic general education.

Teachers should understand the difference between teaching strategies and learning strategies. Communicative Language Teaching (CLT) is an instructional approach to teach students how to communicate (reading, writing, listening, speaking) and focuses on fluency and accuracy. Task-Oriented Language Teaching is a form of CLT that focuses on accomplishing specific language tasks.

Learning strategies are what students do for themselves (sometimes with teachers' help). Based on this, we analyzed the concept of "LLSs" by different authors.

Learning strategies are defined as "specifications, behaviors, steps, or techniques such as seeking out conversation partners, or giving oneself encouragement to tackle a difficult language task used by students to enhance their own learning" [1; 209].

According to Selinker (1972), learning strategies can be considered as belonging to the five psycholinguistic processes that shape interlanguage system: native language transfer, overgeneralization of target language rules, transfer of training, strategies of communication, and strategies of learning. Learning strategies are used by L2 learners as tactics to make the new cognitive demanding linguistic system simpler. One of the most recognized researches on learning strategies was conducted by O' Malley and Chamot in 1990. Their writing documented a model called Cognitive Academic Language Learning Approach (CALLA) that was conducted in Culturally and Linguistically Diverse (CLD) settings. CALLA has become one of the most effective models for promoting learning strategies in the classroom (O' Malley & Chamot, in Herrera, 2010) [1].

Learning a foreign language is a complex cognitive task which requires an enormous effort on the part of the learner, especially when we speak about early language learning. Young learners starting with instruction in the foreign language encounter a massive attack of new knowledge and competences. They have to focus on the basic concepts, on mastering literacy in their mother tongue and since there are big differences in the systems of their mother tongue and that of the foreign language it would be too complicated and confusing for them to learn both languages at the same time.

CLT is said to be one of the latest pedagogic approach which is based on the principles of motivation rather than enforced learning. CLT incorporates the idea of interaction considering it as an essential element of the whole process and output. The basic pedagogical principle is successful acquisition of the target language by the learners depends on the amount of interaction and negotiation of meaning that take place. In this way, the integration of language input and output contributes to the language development system of the learners (Beale, 2002, p. 15) [2].

“Language is acquired through communication” (G.Howatt, 1984, p.279). In other words, learners do not go through a learning experience where they acquire the structural properties of a language and then learn to use this structural system in the communication process. As a matter of fact, they discover the system itself as they learn how to communicate in a language. This version suggests that teachers provide learners with sample opportunities to familiarize themselves with how language is used in real-life acts of communication. As G.Howatt (1984) states it, the strong version of LLSs entail “using English to learn it” [3].

LLSs are characterised by their meta-subject character. A student who is culturally, personally proficient in LLS and cognitively developed has a high level of self-education. LLS are useful for the learning process in schools, as they provide continuity across all levels of education and form the basis of the pupil's work in any subject [4; 400].

Thus, the functions of LLSs are clearly defined [4; 207].

1) the development of pupils' ability to learn independently, to set their own learning goals, to find ways of achieving the goals and to assess and self-monitor their own learning activities;

2) creating conditions for holistic personal development and self-realisation based on readiness for lifelong self-learning; building competences in all subject areas.

The following types of LLS are distinguished according to the key objectives of general education:

- 1) personal;
- 2) regulative;
- 3) cognitive;
- 4) communicative.

Personal LLS guide the learner in terms of moral values, social roles and interpersonal relationships.

Personal LLS in pedagogy are divided into the following types:

1) self-determination of the pupil: life, academic and personal;

2) meaning-formation relating to the aim of learning activities, learning outcomes and the pupil's own motivation for learning;

3) moral and ethical orientation, including evaluation of the training material.

Regulative LLS help the student to organize his / her own learning. They are divided into the following types in pedagogy:

1) setting learning objectives, taking into account what a pupil has learned and what he or she is not yet familiar with;

2) compilation of intermediate goals necessary to achieve the complex one;

3) predicting the results of one's own learning, objective assessment of one's own knowledge at each stage of learning;

4) comparison of the ways of action and the results achieved under the model to identify deviations from the model;

5) to correct the plan and ways of action in case of non-compliance of real actions and achieved results according to the sample;

6) self-assessment of one's own achievements;

7) ability to concentrate energy and strength to achieve the expected output, to exert willpower and overcome difficulties.

Since we are considering the age-specific development of communicative LLS in the early school age, we need to consider the psychological characteristics of primary school children. As O.B. Darvish stated, primary school age is the apex of childhood. In the modern periodization of psychology, development spans from

ages 6-7 to 9-11. At this age there is a change of images and lifestyle: new demands, new social role of the pupil, fundamentally new types of learning activities. At school, he or she acquires not only new knowledge and skills, but also a certain social status [5; 264].

The formation of LLSs assumes that the child reaches a certain level of communication development when he or she enters school. The basic (i.e. absolutely necessary for the child to start school) prerequisites include the following components:

- the child's need to communicate with adults and peers;
- certain verbal and non-verbal means of communication;
- an accepting, i.e. desirable, emotionally positive attitude towards the collaborative process;
- orientation towards communicating with a partner;
- the ability to listen to other person.

By the end of pre-school age most children are able to establish contact with peers and unfamiliar adults, showing a degree of confidence and initiative.

Eight to nine-years-old should develop voluntary forms of communication with an adult. The child gradually develops a more objective view of himself or herself during conversation with peers and grown-ups.

Discussion

A psychologist A.V. Batarshchik claims that communicative actions provide social competence and conscious orientation of pupils to the positions of other people (a partner in communication or activity), the ability to listen and engage in a dialogue, participate in problem solving activities, integrate into a group of peers and build productive interaction and cooperation with peers and adults [6; 176].

According to Cheng (1980, p.62) CLT activities focus on students' interaction with their peers. Group activities maximize learners' oral interaction. Pupils are less likely to be inhibited when working with their peers. The teacher moves from one group to another without being obtrusive and gives guidance and help when needed only [7; 59].

In working with children, it is necessary to create conditions for productive communication between pupils themselves, between pupils and the teacher being indispensable for children to solve educational tasks. The above-mentioned strategies will be carried out by learners in terms of communication, that is, in the process of learning they will control the actions of a partner, use appropriate techniques to regulate their actions, negotiate, come to a common decision taking into account different opinions, strive for coordination, formulate their own opinion and position, etc. and these activities result in developing communicative Language Learning Strategies that ensure the development of listening, speaking, reading and writing skills accompanied by various methods, forms and techniques.

The following methods serve as an example for the formation of communicative LLSs, specifically in the process of *listening*.

1. Listen to the audio recording and answer the questions:

- Which of the things in the pictures is Drake talking about?

2. Listen to the dialogue and based on what you have heard, construct your own dialogue on "What do you like to do in your free time?"

3. Listen to the text and in pairs, create a dialogue based on the text using clichés.

Next, we examined the methods and techniques for the formation of communicative LLSs, namely in the course of *speaking*:

Different types of dialogues:

- dialogue-inquiry;
- dialogue-motivation;
- dialogue- etiquette.

Example of a dialogue:

* Meet a new friend. Find out his / her name, age, what he / she likes to do. Act out a dialogue with a classmate. (What is your name? How old are you? I like..., My name is..., I am...);

In addition, for the formation of communicative LLSs, it is possible to use discussion based on the exchange of opinions in such forms as:

- round tables;
- conferences.

An example can be:

Discussion on the topic: "The World around me", "Types of transport", "School subjects".

A discussion always has a purpose, namely, involving pupils in search for truth, stimulating their own discoveries and judgments. It is the most effective method for the formation of communicative LLS, in this respect a primary stage of instruction is not an exception.

In the process of *writing*, it is also possible to form communicative LLSs and the following tasks can serve as an example:

- * to copy the text, translate, understand the content and answer the questions;
- * to restore a word, sentence, text in conformity with the educational task to be solved;
- * to write a short letter to a pen-friend on the model and ask questions about his life and academic achievements;
- * to write a greeting card Happy New Year, Christmas, birthday to each other with wishes.

For example:

- * read the letter you received from a pen-friend and write a reply completing the sentences;
- * read the letter received from a pen pal. Write him \ her a letter. Tell him about yourself and answer three of his questions (Do you have siblings? What do you like to do in your free time? Who is your best friend? and Why?).

The following exercises contribute to the effective formation of communicative LLS during *reading*:

- * read aloud a short passage based on the language material covered observing the rules of pronunciation and appropriate intonation;
- * do silent reading and give a gist of a short passage.

Communicative LLS through role play, discussions, project work and dramatization of events aim to learn to communicate through communication.

According to I.Y. Storozhenko, the following methods should be used to develop communicative universal training activities:

- 1) Project activities, including presentations on a given lesson topic;
- 2) Using game-based activities;
- 3) Role-based communication, that is manifested in role play [8].

Performing creative project work by children develop not only fine motor skills, but also speaking skills. The project methodology provides great opportunities for solving such tasks as overcoming inertia, lack of learner's initiative in the classroom, fear of making a mistake in speech. The project undertaking develops pupil's independence, creativity, and fuels high participation. To check the formation of communicative LLS in a dialogue we suggest using the following task.

Speaking topics and strategies

The following topics can be integrated with lesson planning:

Topic.1: *Introduce yourself*

The following questions are expectedly answered by the target language learners:

- What's your name?
- How old are you?
- Where are you from?
- What does your father do?
- Where do you live?
- How many brothers do you have?
- What are your hobbies?

Topic 2: *In your free time*

What sports / play?

What magazines or comics / read?

What kind of music / like?

How often / go swimming?

How often / go to the cinema?

What / like doing after school?

What / like doing at weekends?

Topic.3: *Which do you prefer? Why?*

/chocolate or strawberry ice cream?

/milk or fruit juice?

/the summer or the winter?

/travelling by train or bus?
/basketball or football?
/short or long hair?
/Saturday or Sunday?

Student-centered learning plays an essential role in applying a communicative teaching approach. As the more traditional teaching styles have usually been rather teacher dominant with students mainly learning through passive listening, student-centered learning, on the contrary, focuses on the active interaction among the learners themselves during the lesson.

The above-mentioned approach embraces the strategies of cooperative learning in which each student's learning success is dependent on the whole group input during the classroom sessions. This is an effective way of engaging the whole class as such exercises engage all pupils, not only the minority of learners who usually remain proactive making regular practice of the English language relevant to the daily lives.

Conclusions

We believe that systematic use of activities, exercises, multi-level tasks, educational and entertainment games for the formation and development of communicative LLSs in the classroom facilitates learning acquisition, reinforcement of knowledge and skills.

It is very difficult to master the communicative competence in English without being in the country of the language being studied. Therefore, an important mission of a foreign language teacher in this country is to create real-life and imaginary situations at English lessons using various principles, methods and techniques in language teaching. The concerned teachers should provide target language learners with the training material based on communicative strategies and motivate them to gain maximum positive results. They should also teach the learners to use universal training activities through offline and online technology in foreign language education. Appropriate training activities can increase pupils' language proficiency, self-confidence, and motivation. English teacher should use every opportunity to help learners to use the power and benefits of language learning strategies.

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А.К. Балтабаева, Ж.А. Қағазбаев, Ж.А. Есказинова, Г.С. Мустағалиева

Бастауыш сынып оқушыларының коммуникативті әмбебап оқу әрекеттерін қалыптастыру

Қазіргі қоғамда болып жатқан өзгерістер білім беру кеңістігінің жаңаруын, білім алушылардың мемлекеттік, әлеуметтік, жеке қажеттіліктері мен мүдделерін ескере отырып, білім беру мақсатын басқаша анықтауды талап етеді. Мектепте оқу үдерісі оқушылардың мұғаліммен және сыныптастарымен өзара әрекеттесуімен айқындалуда. Оқушы сол қозғаушы күшпен үйлескен белсенді тұлға бола отырып, мұғаліммен немесе басқа оқушылармен бірлесіп, өзіне қойылған нақты өмір мәселелерін шеше білуі керек. Бастауыш мектепте коммуникацияның негізі қалануы шарт, өйткені бұл кезең коммуникативтік

құзыретті қалыптастыру үшін қолайлы. Сондықтан қазіргі қарқынды дамып келе жатқан ақпараттық қоғамда білім берудің маңызды міндеттерінің бірі — оқушылардың коммуникативті дағдыларын дамыту. Мақалада 1-4 сынып оқушыларының меңгеретін «коммуникативтік әмбебап оқу іс-әрекеті» ұғымының мән-мағынасы, оқушылардың өзін-өзі дамытуға тигізетін оң әсері және Қазақстан Республикасы жалпыға міндетті бастауыш білім беру стандартына сәйкес мектепте оны шеттілдік білім берудің жетекші жоспарлы нәтижесі ретінде педагогикалық тұрғыдан қалыптастыру тілге тиек етілген.

Кілт сөздер: коммуникативтік әмбебап оқу іс-әрекеті, өзін-өзі дамыту, коммуникация, өмірлік шынайы жағдаяттар, коммуникативтік құзырет, бастауыш мектеп, шеттілдік білім беру.

А.К. Балтабаева, Ж.А. Қағазбаев, Ж.А. Есказинова, Г.С. Мустағалиева

Формирование коммуникативных универсальных учебных действий младших школьников

Перемены, происходящие в современном обществе, требуют изменения образовательного пространства, иного определения целей образования, учитывающих государственные, социальные и личностные потребности и интересы обучающихся. Обучение в школе становится движущей силой взаимодействия учеников с учителем и одноклассниками. Учащийся должен стать активным участником образовательного процесса и, в сотрудничестве с педагогом или другими учениками, решать поставленные перед ним проблемы реальной жизни. Именно в младшем школьном возрасте необходимо закладывать основы коммуникации, так как этот возраст благоприятен для формирования коммуникативной компетенции. Современное динамично развивающееся информационное общество одной из важных задач образования определяет формирование и развитие коммуникативных умений учащихся. В статье раскрыта сущность понятия «коммуникативные универсальные учебные действия», их влияние на саморазвитие младшего школьника, педагогическое формирование которых является ведущим планируемым результатом обучения иноязычному общению согласно Государственному общеобязательному стандарту начального образования Республики Казахстан.

Ключевые слова: коммуникативные универсальные учебные действия, саморазвитие, коммуникация, реальные жизненные ситуации, коммуникативная компетенция, младший школьник, иноязычное общение.

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