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#### COMMUNICATIVE APPROACH TO LANGUAGE TEACHING IN METHODOLOGY OF F.SH.ORAZBAYEVA'S WORKS

##### *Abstract*

The article provides a general background to communicative approaches, distinguishing the notions of communicative competence. The theory by Orazbayeva Fauziya Shamsievna was examined discussing main points of communicative approach for language programs. The examination of the theoretical bases finds out some of the existing principles and to develop more modified theoretical framework. Academician of the International Academy of Pedagogical Sciences Orazbaeva Fauziya Shamsievna is recognized as a scientist who developed a methodology for teaching the Kazakh language. Main factors related to the topic of dialogical speech, the culture of speech are exemplified through the scientist's contribution to the problem. Pedagogical communication and scientific publications on the method of language teaching are presented in the research paper

**Keywords:** language communication, speech culture, dialogue, language teaching methods, language personality, interactive learning, language communication, innovative learning

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### Ф.Ш. ОРАЗБАЕВАНЫҢ ЕҢБЕКТЕРІНДЕГІ ТІЛДІ ҮЙРЕНУДІҢ КОММУНИКАТИВТІК ТӘСІЛДЕРІ

*Аңдатпа*

Мақалада коммуникативті құзыреттілік тұжырымдамалары көрсетіле отырып, коммуникативті тәсілдер туралы жалпы түсінік берілген. Оразбаева Фаузия Шамсиеқызының тілдік қатысым теориясы жайында көзқарастар келтіріліп, тілді оқыту бағдарламаларындағы коммуникативті тәсілдердің негізгі тармақтары талқыланды. Халықаралық педагогика ғылымдар академиясының академигі Оразбаева Фаузия Шамсиеқызының қазақ тілін оқыту әдістемесін жасаған тұңғыш ғалымдардың бірі ретінде танылады. Ф. Оразбаеваның мақалаларындағы оқыту барысындағы педагог пен тәрбиеленушілердің өзара әрекетін тиімді ұштастыру мәселесі сөз етіледі. Диалогтік сөз мәдениетінің ерекшеліктері, сөйлеу мәдениеті, тілдік тұлға тақырыбына байланысты негізгі факторлар лингвист ғалымның ғылымға қосқан үлесі мысалдар арқылы көрсетіледі. Зерттеу жұмысында қазақ тілін оқыту әдістемесі бойынша педагогикалық қарым-қатынас жайында ғылыми жарияланымдар ұсынылған.

**Түйін сөздер:** тілдік қатынас, сөйлеу мәдениеті, диалог, тілді оқыту әдістері, тілдік тұлға, интерактивті оқыту, тілдік қатынас, инновациялық оқыту

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### КОММУНИКАТИВНЫЙ ПОДХОД К ОБУЧЕНИЮ ЯЗЫКУ В МЕТОДОЛОГИИ РАБОТ Ф.Ш.ОРАЗБАЕВОЙ

*Аннотация*

В статье дается общее представление о коммуникативных подходах с выделением понятий коммуникативная компетенция. Рассмотрена теория Оразбаевой Фаузии Шамсиевны, обсуждаются основные моменты коммуникативного подхода к языковым программам. Изучение теоретических основ позволяет выявить некоторые из существующих принципов и разработать более модифицированную теоретическую основу. Академик Международной академии педагогических наук Оразбаева Фаузия Шамсиевна признана ученым, разработавшим методику преподавания казахского языка. Основные факторы, связанные с темой диалогической речи, культурой речи, проиллюстрированы на примере вклада ученого в проблему. Педагогическая коммуникация и научные публикации по методике преподавания языка представлены в исследовательской работе.

**Ключевые слова:** языковое общение, культура речи, диалог, методы обучения языку, языковая личность, интерактивное обучение, языковое общение, инновационное обучение

**Introduction.** The scientific and technological progress of world civilization, which has gained in recent years, shows that in the field of education, students need not only to provide scientific information or develop the necessary skills, but also to perform complex work necessary for the full development of the individual. Such requirements also significantly affect the improvement of methodological work in teaching. Modern methodological science also develops and implements new methods of teaching and upbringing of school and university graduates, capable of forming the qualities of an active member of society. Thus, in the modern world, where countries, peoples and nations are often intertwined, cultures intersect, and international relations are particularly strong, one of the most difficult tasks for methodologists is the development of bilingual or multilingual communicative competence in accordance with the socio-cultural needs of the world.

The linguist F.Sh.Orazbayeva states "Language is not just a means of communication, it is a very complex means of communication that is intertwined with the traditional culture of each nation." [1] The author notes that "at present, in all countries with strong international ties, the issue of language communication is given special attention. The global significance of the language is reflected in the comprehensive opening of political ties between countries and nations. From this we understand that the development of linguistic communication inevitably leads to a dialogue of cultures. The unity of methods of teaching languages and intercultural dialogue is considered as one of the manifestations of globalization.

**Methodology.** In the article, it is aimed to highlight the most effective ways to implement the scientist-methodologist F.Orazbayeva's research on communicative competence. According to researchers' opinion, "the basis of linguistic communication is speech, the process of human speech. This communication takes place directly with the participation of linguistic units, and is the result of the activities of communicative units" [2]. And it is safe to say that the methodological basis of dialogue speech is based on the theory of language relations, supported by Professor F. Orazbayeva. As a proof, we quote the opinion of academician R. Syzdyk about the work "Linguistic communication" by F. Orazbayeva: scientific and theoretical bases of Kazakh language and culture are analyzed and understood in this research" [3,7]. If it is said that human communication begins primarily through language, then it is based on a dialogue between different cultures. For intercultural dialogue to be successful, the interlocutors must know each other's language, as well as their traditional culture. Therefore, the problem of "language and culture" has long been the subject of interest and research of many scientists and researchers.

Despite partial debate, scholarly interest in this issue is growing. This topic is studied by philosophers, linguists, cultural scientists and teachers who teach the language. Today, dialogue is the main object of studying communicative linguistics, but it is considered only in the form of learning a second language, and when teaching a native language, it is not discussed as a conscious action in the formation of students' speech culture.

**Results.** Dialogue is a complex and multifaceted phenomenon. It is found that there is no clear definition of the word “dialogue”, since the study of dialogue is carried out in different directions, depending on the goal of the researcher.

In the modern technological world, the tendency to misunderstand the essence of the world and perceive it as it is contributed to the decline of general culture, including the culture of speech. It's not secret that technological advances play an important role in the lives of most students: computers and mobile phones. Their role as a means of developing students' intellect and satisfying life's needs cannot be ruled out, but it is true that this prevents a student from truly communicating with others, sharing his inner self, speaking openly, developing a culture of communication. Students read less and less, and the use of the Internet as a tool for slang and games is limited. Therefore, improving the culture of speech and linguistic communication does not matter in the life of a student.

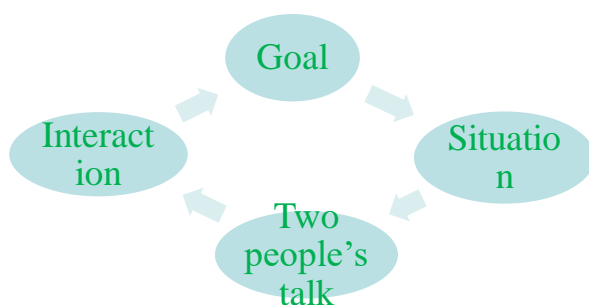
The main focus in language teaching is the formation of respect for the Kazakh nation through language, with special emphasis on the formation of the individual. That is, the main task is to teach the learner to pay attention to the necessary, fresh information on the basis of the principle of language - personality- culture. Language, personality and culture are so closely intertwined that they form a unity of these components. Neither can serve without the other. Everything interacts with each other, they can resist and depend on each other, express and formed at the same time. There is a human between language and the real world. Man perceives and recognizes the world through the senses and relating to this basis he forms a system of views about the world. He thinks about them, summarizes the results of this perception, and conveyed his understanding to other members of society through language. In other words, there is a difference between reality and language.

Methodist F.Sh. Orazbayeva was the first to introduce the term "linguistic communication" into Kazakh linguistics and formed its full-fledged use in science. According to the research of the linguist, “Linguistic communication is thinking, reasoning, speaking, listening, etc. Describing language as a product of human cognition in science, the researcher characterized this phenomenon as “directly related to human actions” [4]. In this regard, the study of language in accordance with the scientific paradigm "Language is the fruit of human knowledge" focuses on the linguistic personality, and in the anthropocentric paradigm, the personality, the linguistic personality is put in the first place. Comprehensive teaching and study of these issues require its own definition in science, a special theoretical and methodological study of the phenomenon of language communication. If we talk about the culture of dialogue, it is clear that we cannot avoid this issue.

It is understandable that the interaction of people is a very complex phenomenon. That is, there are the following factors in creating a dialogue:

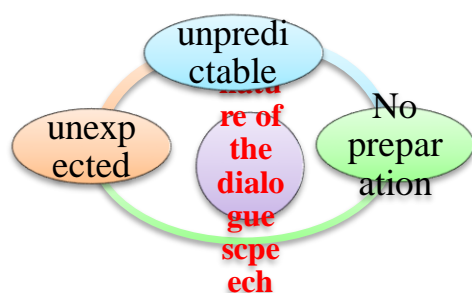
- two people talk
- situation
- goal
- interaction

**Figure 1:** Factors of the formation the dialogue speech



Explaining the idea of the scientist F.Sh. Orazbayeva it was defined that communication is complex. Likewise, dialogue is a complex process that requires the simultaneous execution of actions such as perceiving what is being said, internally repeating what is heard, and internally planning how to respond. As it is known, the culture of speech is a large branch of the Kazakh language culture. And it comes through dialogue. Therefore, the only way to develop and form the speech culture of students is to teach the culture of dialogical speech. The teacher F.Sh. Orazbayeva “To learn any language, you need to know effective teaching methods, rational methods. All these problems are considered in relation to the methodology of science” [4, p. 23], emphasizes the importance of teaching technologies in teaching languages. In this regard, it is important to use interactive teaching methods when instilling a culture of dialogue speech in schoolchildren.

**Figure 2:** The nature of the dialogue words



Dialogue is always a matter of life, without any preparation, no instruction, surprise, no one's compulsion, without political, cultural, business, literary and life themes. In dialogical communication language can show its properties as fully as possible (Little, D., 1995).

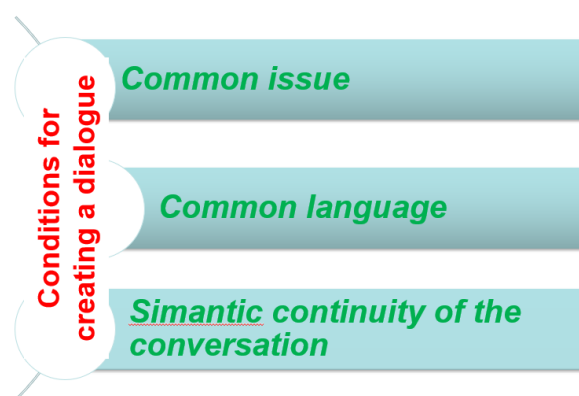
A person's communicative competence is fully revealed when he comes in contact with people. He has to prove his point, especially in dealing with people. The teacher prepares students to respond competently to questions posed to them and to others in any environment in order to develop communicative knowledge and skills such as

- to be able to use a wide range of vocabulary in communication;
- to be able to continue the idea;
- be able to critique and evaluate any interpersonal relationships.

It is necessary to improve the ability to make the right decisions in the event of interpersonal conflict and to communicate with the interlocutor. Not all people have the same communicative competencies. It varies according to the abilities of each person and the environment. At a young age, a person goes from simple competencies to intermediate competencies in his development. As an adult, he develops a balanced linguistic competence, but it depends on the personality of each person. In our specialty, the role of communicative competence is special, because it prepares the teacher who will teach the future student.

**Discussion.** Language is the art of speech. Where there is no communication, there is no art of speech. Therefore, the main focus is on F. Orazbayeva's scientific formulation which stands that language communication takes place through conversation, the scientist identified five types of communication activities (reading, listening, speaking, writing, speaking). [5] The relationship and peculiarities of these concepts, which are now fully established in the methodology of teaching the Kazakh language, are specified. Regarding this competence, the scientist Zh. Dauletbekova states: "Learns the skills inherent in all components of speech; adheres to the rules of word formation in oral and written language, methods of word selection and grammatical norms; acquires the necessary skills for discourse on educational materials; used the necessary communicative qualities for oral and written communication; can prove their point using language tools appropriate to the type of discussion; can use words appropriately according to the proposed topic and language situation "[6]

**Figure 3:** Conditions for the effective dialogue



A dialogical unit in dialogical speech is the creation of a multilingual exchange of thoughts on a particular topic and their subsequent interconnection and subsequent thought, as a continuation of the previous thought. Communication between dialogical units can be carried out through speech cues (language labels, question / answer, replenishment, narration, coordination and interpretation).

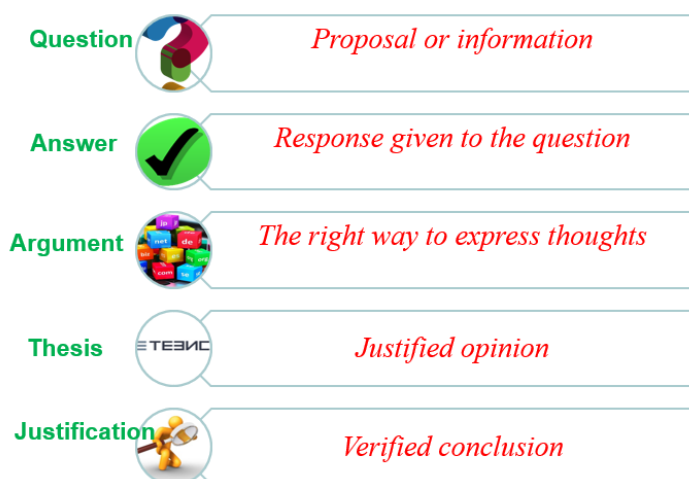
The level of communicative competence of a student as an individual is observed when he is able to freely and systematically express his thoughts in any situation, on any topic, immediately move from one idea to another, to communicate freely with anyone. Competence means the accumulated knowledge, skills, abilities, experience in relation to

the activities in a particular field, and communication means communication, interaction, communication, understanding. Therefore, communicative competence is the ability of communicators to acquire accumulated knowledge, skills and abilities to communicate, communicate, communicate, to master the knowledge of communication.

The dialogue is characterized by interactivity, stimulating questions and reactions, and language breaks. Features of dialog speech:

- An abundance of popular and active offers for activation.
- An abundance of repetitions of words and tasks required.
- Incomplete syntax of the sentence.
- Oral transmission of some thoughts at the expense of previous words.

**Figure 4:** Linguistic peculiarities of dialogue speech



Argument is a way of talking to a person to convey your thoughts to someone else. There are logical and practical aspects to the dispute. The logical aspect requires that the idea be understood as fact, and the speaker's opinion must be clear and concise. The argument must have two distinct points:

- To improve fluency, the speaker uses the most important principles or data already known.
- In proving, both the speaker and the listener take an active part in the conversation.
- They exchange opinions, come to an agreement and come to an agreement. Therefore, the slaughter process is considered a collective act.

The thesis is an opinion that must be proved. At the end of the conversation, any information should be collected and carefully analyzed. This is a linguistic approach used to guide people in a particular situation. The answer to a specific question can be in the form of a thesis. Therefore, the thesis is submitted for discussion in advance. Opponents defend their theses.

The communicative orientation of teaching the Kazakh language is characteristic for the development of students' skills and abilities to speak their native language correctly. In this regard, one of the main directions of teaching the native language is the education of speech culture, the purpose of which is to master the function of language and its laws in linguistic communication, that is, to base the proposed material (content of knowledge) on action (speech). [7] It is important to choose content that increases the effectiveness of teaching in Kazakh language lessons, encourages students to communicate and speak. All these require the systematic implementation of the functional and communicative aspect as a methodological direction of teaching the Kazakh language.

The scientist who scientifically studied the theoretical and methodological bases of the communicative method in the science the Kazakh language teaching method was F.Sh.Orazbaeva. The scientist defines the communicative method: "The communicative method is a set of all actions and practices that implement all the actions and theories of language communication", and the communicative method: the participation of at least two people in the communicative learning process, communication and understanding of people show that the tasks of each student and teacher are separate, have common goals, combine several effective approaches, approaches to language learning in everyday life and learn to communicate in the native language [5, 127]. Thus, the communicative method is the education, training and implementation of language communication between the educator and the child, which improves children's speech and language culture, language development, vocabulary, and thus brings all these issues together, resulting in the formation of the child as an individual one of the teaching methods.

Expansion of a person's worldview, cultural field, strengthening of cultural and value orientation through language opens the way to the development of consciousness, the expansion of the space of thought, the ability to orient the direction of knowledge F.Sh. Orazbaeva. By expressing your thoughts, words, joys and sorrows through words, you can penetrate the souls of others, get to know their secrets and understand each other. Words can make someone happy, comfort them, inspire and encourage them in difficult situations, guide them to the path of kindness. Every language, as well as the pearl of the word preserved in that language, is a source of very ancient cultures that have been created since the time of our ancestors.

Therefore, it is a mirror of the life of the people, the natural reality itself. Speaking in the native language, the attitude to it is the greatest measure of humanity, culture, education, decency.

Thus, language, being a means of communication between people, is not only a source of information exchange, but, first of all, a connecting link between a person and the social environment, a mechanism for the development of a student's personality, an instrument for learning about the environment. The dialogue between the learner and the teacher should not be one-sided or just a repetition of the teacher. American scientists compare such a teacher to television. Active dialogue between learner and learner, learner and teacher so that the teacher does not become a TV, the main condition of language teaching is an innovative lesson based on communication. It is important to establish a verbal dialogue between the learner and the learner, the learner and the teacher, to convey the concepts used in everyday practice, to convey the content of the opinion in the Kazakh language, not words, rather than individual grammar.

Nowadays, due to the large flow of information, the emphasis is not on the depth of the student's knowledge, but on the ability to apply this knowledge to his own needs. Cognitive competence has a complex structure and great content. It requires the student to have the ability to process new knowledge and skills, to organize the acquired knowledge, to take responsibility for their work, to evaluate their work. Thus, cognitive competence demonstrates the student's ability to search for knowledge and learning, skills and abilities. The student's skills depend on the level of his / her basic skills (for example, language literacy required for further education, etc.). And competence is the ability to independently acquire new knowledge and apply it in real situations.

Thus, increasing the prestige of the Kazakh language in accordance with the state status depends on the understanding of the language development system, its social role and the communicative significance of the language as an aspect of socialization of the younger generation. In accordance with the communicative function of the language, it is planned to master it on the basis of materials aimed at forming a culture of dialogue and speech, its place in the system of social relations. This will ensure the teaching of the Kazakh language in accordance with social needs.

**Conclusion** .Nowadays, we see that young people and adults are not able to express themselves properly on various television programs. Good, rational, eloquent speech is not only necessary for philologists or teachers in general, it is necessary for all people living in this society.

Socio-personal competence of the student is the ability to speak in public, in public, to express their cultural level, human qualities in society, to combine national and universal moral norms of communication, to show intelligence and common sense, to adapt to changing world conditions, to be able to develop their potential in accordance with the paradigm of lifelong learning, master the culture of public speaking and debate; the ability to rationally express their views in accordance with the genres of oratory; to express one's own point of view in public relations, to take one's own position, to express one's opinion in public debates, be able to defend, speak in front of a group, etc. visible through. Competence is constantly evolving. Competence cannot be formed within the framework of studying one subject. We can master it only to a certain extent. It needs constant replenishment and development. Competence development is influenced by the student's environment, relationships with people, acquired knowledge, abilities and skills, business acumen and skills. Combining all this into one channel, the formation of the above competencies in the student in the teaching of morphological units with the technology of "Step-by-step integrated learning" is a guarantee of learning outcomes.

To sum up, it should be concluded with quotes by F.Sh. Orazbayeva "Preservation of the spirit of the nation is an honorable duty of any generation. A country that keeps its spirit will live. Both the nation and the spirit of the nation are first recognized through language. A country that is able to preserve its language can ensure itself and its future"

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## ТҰРМЫС-САЛТ ЖЫРЛАРЫ ЖӘНЕ ОНЫ ОҚЫТУ ЖОЛДАРЫ

Аңдатпа

Тұрмыс-салт жырлары қазақ халқының бай рухани әлеуетін құрайтын негізгі фактор. Қазақтың ауыз әдебиеті үлгілерін қазіргі өмірімізге сай оқыту әдістемесінің өзі қазақ фольклористикасының өзекті мәселелерінің біріне айналып отыр. Оны шешу жолдары қазіргі әдеби үрдістерге сай жүзеге асуы қажет-ақ.

Тұрмыс-салт жырлары мектептен бері оқытылатындығы рас. Мектеп деңгейіндегі оқыту бағдарламалары бір жүйеге келтірілген. Оны дамыту, түрлі әдіс-тәсілдер арқылы оқыту жақсы жолға қойылған. Қазақтың тұрмыс-салт жырларын оқыту арқылы бала тәрбиесінің ұлттық негізде қалыптасуына игі шаралар жасалып жаттыр және ол бір орында қатып қалған емес. Уақыт өткен сайын технологиялық жетістіктер негізінде соған сай деңгейде оқытуға көңіл бөлініп келеді.

Ал жоғары оқу орындарында қазақтың тұрмыс-салт жырларын оқыту туралы мәселе көтерілсе де, әлі күнге дейін оның нақты бағдары жасалмай отыр. Жалпы, ЖОО-да ауыз әдебиеті үлгілерін оқытудың өзі даулы мәселе. Бұның қаншалықты қажеттілігі бар деген мәселені біз осы мақаламызда қаузамақшымыз.

**Түйін сөздер:** тұрмыс-салт жырлары, фольклор, қазақ ауыз әдебиеті, ұлттық код, ұлттық бірегейлік, мәдени мұра

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## RITUAL SONGS AND WAYS OF TEACHING THEM

Abstract

Traditional ritual songs are the main factor that makes up the rich spiritual potential of the Kazakh people. The very method of teaching samples of Kazakh oral literature in accordance with our modern life is becoming one of the urgent problems of Kazakh folklore. Ways to solve it should be carried out in accordance with modern literary trends.

It is true that traditional ritual songs are taught from school. Education programs at the school level are unified. Its development and training in various methods and techniques are well established. All possible favorable situations are created for the education and formation of the national spirit among schoolchildren through the teaching of traditional ritual songs. And this process does not freeze in one place, it moves forward. Over time, attention is paid to training at the appropriate level based on technological advances.

Although the issue of teaching Kazakh ritual songs was raised in higher educational institutions, but clear guidelines have not yet been developed. In General, the very training of oral literature samples in higher education is a controversial issue. The question of how necessary this is will be discussed in this article.

**Keywords:** ritual songs, folklore, Kazakh oral literature, national code, national identity, cultural heritage

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