

ISSN 2518-1467 (Online),
ISSN 1991-3494 (Print)



SCIENTIFIC JOURNAL OF PEDAGOGY AND ECONOMICS

PUBLISHED SINCE 1944

4 (416)

JULY – AUGUST 2025

ALMATY, 2025

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Scientific Journal of Pedagogy and Economics

ISSN 2518-1467 (Online),

ISSN 1991-3494 (Print).

Owner: «Central Asian Academic Research Center» LLP (Almaty).

The certificate of registration of a periodical printed publication in the Committee of information of the Ministry of Information and Communications of the Republic of Kazakhstan **No. 3620-Ж**, issued on 05.06.2025

Thematic focus: *«publication of the results of new achievements in the field of fundamental sciences»*

Periodicity: 6 times a year.

<http://www.bulletin-science.kz/index.php/en/>

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Scientific Journal of Pedagogy and Economics

ISSN 2518-1467 (Online),

ISSN 1991-3494 (Print).

Меншіктенуші: «Орталық Азия академиялық ғылыми орталығы» ЖШС (Алматы қ.).

Қазақстан Республикасының Ақпарат және коммуникациялар министрлігінің Ақпарат комитетінде 05.06.2025 ж. берілген № 3620-Ж мерзімдік басылым тіркеуіне қойылу туралы куәлік.

Тaqырыптық бағыты: *«іргелі ғылым салалары бойынша жаңа жетістіктердің нәтижелерін жариялау»*

Мерзімділігі: жылына 6 рет.

<http://www.bulletin-science.kz/index.php/en/>

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Scientific Journal of Pedagogy and Economics

ISSN 2518-1467 (Online),

ISSN 1991-3494 (Print).

Собственник: ТОО «Центрально-азиатский академический научный центр» (г. Алматы).

Свидетельство о постановке на учет периодического печатного издания в Комитете информации Министерства информации и коммуникаций и Республики Казахстан № 3620-Ж, выданное 05.06.2025 г.

Тематическая направленность: «публикация результатов новых достижений в области фундаментальных наук».

Периодичность: 6 раз в год.

<http://www.bulletin-science.kz/index.php/en/>

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SCIENTIFIC JOURNAL OF PEDAGOGY AND ECONOMICS

ISSN 1991-3494

Volume 4.

Number 416 (2025), 61–79

<https://doi.org/10.32014/2025.2518-1467.988>

UDC 373.1

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STRUCTURAL FEATURES OF FORMING FOREIGN COMMUNICATIVE COMPETENCE IN PRIMARY SCHOOL STUDENTS

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Abstract. The study is relevant as foreign language communicative competence is essential for primary school students' academic success and future global integration. The purpose of the study was to identify the structural features and effectiveness of developing foreign language subcompetencies, such as subject-specific, information-communicative, and communicative-speech subcompetencies, in the process of teaching English to primary school students. To achieve this goal, a methodological experiment was conducted at the secondary school-gymnasium named after SH.Valikhanov in Taldykorgan, involving 52 fourth-grade students divided into an experimental group (EG) and a control group (CG). Both methods were employed: qualitative approaches helped determine the levels of subcompetence development, while quantitative analysis identified the least developed areas. The results showed that 18.51% of the EG achieved high level of subject-specific sub-competence, compared to 12% in the CG; 24% of the EG achieved an advanced level of information-communication sub-competence, while 20% achieved it in the CG. As for communication-speech sub-competence, 33.33% of the EG expressed their thoughts clearly and structured, compared to 28% in the CG. Results show that a comprehensive approach, supported by playful and active learning methods, significantly increased students' motivation, confidence, and ability to communicate

in English. The practical value of the study lies in the development of methodological recommendations for teachers: to focus on communicative and informational subcompetencies first, and gradually move on to subject-specific subcompetencies. Thus, the study provides a clear framework for improving language teaching practices in primary schools.

Keywords: formation, foreign language communicative competence, component, foreign language subject subcompetence, foreign language information and communication subcompetence, foreign language communicative-linguistic subcompetence

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ОҚЫТУ ҮДЕРІСІНДЕ БАСТАУЫШ СЫНЫП ОҚУШЫЛАРЫНЫҢ ШЕТТІЛДІК КОММУНИКАТИВТІК ҚҰЗЫРЕТТІЛІГІН ҚАЛЫПТАСТЫРУДЫҢ ҚҰРЫЛЫМДЫҚ ЕРЕКШЕЛІКТЕРІ

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Аннотация. Зерттеудің өзектілігі бастауыш сынып оқушыларында оқудың алғашқы кезеңдерінен бастап шетел тіліндегі коммуникативті құзыреттілікті қалыптастыру қажеттілігінің артуы болып табылады, өйткені бұл дағдылар табысты оқу үлгерімі мен жаһандық коммуникацияға болашақ интеграцияның негізі. Зерттеудің мақсаты бастауыш сынып оқушыларын ағылшын тіліне оқыту процесінде шет тілінің ішкі құзыреттіліктерін — пәндік, ақпараттық-коммуникативті және коммуникативті-сөйлеу қабілеттерін дамытудың құрылымдық ерекшеліктері мен тиімділігін анықтау болды. Осы мақсатқа жету үшін Талдықорған қаласындағы Ш. Уәлиханов атындағы орта мектеп-гимназиясында әдістемелік эксперимент жүргізілді, оған эксперименттік топқа (ЭТ) және бақылау тобына (БТ) бөлінген төртінші сыныптың 52 оқушысы қатысты. Сапалық және сандық әдістер қолданылды: сапалық тәсілдер субкомпетенттіліктің қалыптасу деңгейлерін анықтауға көмектесті, ал сандық талдау аз дамыған аймақтарды анықтады. Нәтижелер ЭТ студенттерінің 18,51% БТ-дағы 12%-бен салыстырғанда пәндік субкомпетенттіліктің жоғары деңгейіне

қол жеткізгенін көрсетті; ЭТ студенттерінің 24%-ы ақпараттық-коммуникативтік субкомпетенттіліктің жоғары деңгейіне қол жеткізді, ал 20%-ы БТ-да қол жеткізді. коммуникативтік-сөйлеу субкомпетенттілігіне келетін болсақ, ЭТ студенттерінің 33,33%-ы БТ-дағы 28%-бен салыстырғанда өз ойларын анық білдірді. Бұл нәтижелер ойын және белсенді оқыту әдістерімен қамтамасыз етілген кешенді тәсіл оқушылардың ағылшын тілінде сөйлесу мотивациясын, сенімділігін және қабілетін айтарлықтай арттырғанын көрсетеді. Зерттеудің практикалық құндылығы мұғалімдерге арналған әдістемелік ұсыныстарды әзірлеу болып табылады: ең алдымен коммуникативті-сөйлеу және ақпараттық-коммуникативті субкомпетенцияларға назар аудару және біртіндеп пәндік субкомпетенцияларға көшу. Осылайша, зерттеу бастауыш мектепте тілді оқыту тәжірибесін жетілдіруге нақты негіз береді.

Түйін сөздер: қалыптастыру, шет тіліндегі коммуникативтік құзыреттілік, компонент, шет тіліндегі пәндік субкомпетенция, шет тіліндегі ақпараттық-коммуникативтік субкомпетенция, шет тіліндегі коммуникативтік-тілдік субкомпетенция

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СТРУКТУРНЫЕ ОСОБЕННОСТИ ФОРМИРОВАНИЯ ИНОЯЗЫЧНОЙ КОММУНИКАТИВНОЙ КОМПЕТЕНЦИИ МЛАДШИХ ШКОЛЬНИКОВ В ПРОЦЕССЕ ОБУЧЕНИЯ

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Аннотация. Актуальность исследования заключается в растущей потребности в формировании иноязычной коммуникативной компетенции у учащихся начальной школы с самых ранних этапов обучения, поскольку эти навыки являются основополагающими для успешной успеваемости и будущей интеграции в глобальную коммуникацию. Целью исследования было выявление структурных особенностей и эффективности развития иноязычных субкомпетенций — предметной, информационно-коммуникативной и

коммуникативно-речевой — в процессе обучения младших школьников английскому языку. Для достижения этой цели в средней школе-гимназии имени Ш. Уалиханова в Талдыкоргане был проведен методический эксперимент, в котором приняли участие 52 ученика четвертого класса, разделенные на экспериментальную группу (ЭГ) и контрольную группу (КГ). Были применены как качественные, так и количественные методы: качественные подходы помогли определить уровни сформированности субкомпетентности, в то время как количественный анализ выявил наименее развитые области. Результаты показали, что 18,51% учащихся ЭГ достигли продвинутого уровня предметной субкомпетентности по сравнению с 12% в КГ; 24% студентов ЭГ достигли высокого уровня информационно-коммуникативной субкомпетентности, в то время как 20% достигли этого в КГ. Что касается коммуникативно-речевой субкомпетентности, то 33,33% студентов ЭГ выражали свои мысли четко и структурированно, по сравнению с 28% в КГ. Эти результаты показывают, что комплексный подход, подкрепленный игровыми и активными методами обучения, значительно повысил мотивацию, уверенность и способность учащихся общаться на английском языке. Практическая ценность исследования заключается в разработке методических рекомендаций для учителей: в первую очередь сосредоточить внимание на коммуникативно-речевых и информационно-коммуникативных субкомпетенциях и постепенно переходить к предметным субкомпетенциям. Таким образом, исследование обеспечивает четкую основу для совершенствования практики преподавания языка в начальной школе.

Ключевые слова: формирование, иноязычная коммуникативная компетенция, компонент, иноязычная предметная субкомпетенция, иноязычная информационно-коммуникативная субкомпетенция, иноязычная коммуникативно-языковая субкомпетенция, задания, ученик начального класса

Introduction. Theoretical considerations of developing foreign language communicative competence are crucial in the language teaching process. This competence is defined as the capability to use the language effectively for communication with native speakers in diverse contexts. The formation of foreign language communicative competence in young learners involves specific considerations due to their beginner status and limited experience with the language. When creating teaching methods and strategies, it is crucial to consider the age-related characteristics, psychological traits, and abilities of children. A major focus in developing foreign language communicative competence is enhancing speaking skills. Children need to comprehend spoken language, identify key information, recognize main ideas, and infer the meanings of unfamiliar words from context. To achieve this, it is essential to incorporate a range of audio materials, interactive games, and exercises that foster auditory perception (Achmizova et al, 2024: 304).

The educational standards for primary general education outline various types of competencies that interact in diverse ways. Among these, foreign language communicative competence is highlighted as one of the most crucial in contemporary

foreign language instruction, according to methodological literature. The early school years represent an ideal time for actively learning social behavior, mastering communication skills, and understanding social interactions between children of different genders. This period is also particularly well-suited for initiating foreign language learning. The younger school age is highly advantageous for acquiring communicative skills due to the heightened sensitivity to language phenomena, curiosity about speech experiences, and eagerness for communication.

Communicative competence is especially crucial in elementary education. During primary school years, internal speech, monologic speech, and the basics of written communication are fully developed. The development of communicative competence in elementary school is essential for the successful learning of young students. In our study, we define communicative competence as a collection of knowledge, skills, and abilities gained through lessons, which forms the content component of education. This is distinct from "competence," which refers to the personal attributes that enable an individual to perform activities based on their acquired knowledge and skills (Shchukin et al, 2004). In the academic literature, the concept of "communicative competence" is interpreted in various ways. One of the earliest definitions was proposed by American Linguist D. Hymes, who argued that effective speech communication requires more than just linguistic or grammatical knowledge. It also necessitates an understanding of "cultural and socially significant contexts". According to Hymes, communicative competence involves an intrinsic awareness of the appropriateness of language in different situations and the ability to actively engage in communicative activities. Mastering grammar alone is insufficient; it is also crucial to develop skills that enable one to assess the communicative context and effectively participate in speech events (Hymes et al, 1972: 293).

In Russian linguodidactics, the term was introduced by M.N. Vyatutnev. The methodologist defined communicative competence as "the ability to select and execute appropriate speech behavior programs based on one's capability to navigate a specific communication environment. It involves classifying situations according to topics, tasks, and communicative attitudes that arise both before and during the conversation, as well as adapting mutually during the interaction" (Vyatyutnev et al, 1977:45).

An analysis of the works by domestic scholars such as G.J. Menlibekova, M.I. Zhadrina, G.U. Kunakova, B.T. Kenzhebekov, as well as Russian researchers I.A. Zimnyaya, A.K. Markova, A.V. Khutorsky, L.A. Petrovskaya, Y.N. Emelyanov, E.V. Sidorenko, and the foreign scholar J. Raven, reveals that communicative competence is understood as a comprehensive system of mental and behavioral traits that facilitate successful communication. This involves achieving goals effectively and ensuring an emotionally positive (psychologically comfortable) experience for all parties involved.

D.I. Izarenkov defines communicative competence as "a person's ability in one, several, or all types of speech activities, representing a distinctive quality of the speech personality acquired through natural communication or specially organized

learning processes” (Izarenkov et al, 1990: 55). In other words, according to the methodologist, communicative competence is a multifaceted skill and ability that is developed through experience and can be demonstrated across all forms of speech activity.

M.R. Lvov defines communicative competence as “the understanding of both native and foreign languages, including their phonetics, vocabulary, grammar, stylistics, and speech culture. It involves the mastery of these language elements and speech processes—speaking, listening, reading, and writing—within the context of an individual's social, professional, and cultural needs” (Lvov et al, 2000:93). In his view, communicative competence is a crucial attribute of a linguistic personality. It is developed through both natural speech activities and targeted training. M.V. Sturikova defines "communicative competence" as the ability to align language resources with the goals and conditions of communication, and to organize interactions in accordance with language norms and communicative appropriateness (Sturikova et al, 2015: 28). In Russian literature, the concept of "communicative competence" was introduced by M.N. Vyatutnev. He describes it as “the selection and execution of appropriate speech behavior strategies based on an individual's ability to navigate specific communication contexts. This includes the capacity to categorize situations according to the topic, tasks, and communicative attitudes that arise before and during conversations, as well as the process of mutual adaptation during the interaction” (Vyatutnev et al, 1977:38).

A.V. Khutorskaya highlights that the essence of communicative competence includes "proficiency in the relevant languages, methods of interacting with both immediate and distant people and events, skills for effective teamwork, and the ability to assume various social roles within a group" (Khutorskoy et al, 2007:19). I.A. Zimnyaya identifies ten core competences in communication, organized into three categories: competences concerning the individual as a person and their roles in activities and communication; competences related to social interactions between individuals and their social contexts; and competences associated with a person's specific activities and tasks (Zimnyaya et al, 2004: 42). D. Hymes asserts in his writings that communicative competence is the mechanism through which a child interprets and categorizes the communication situations around them, and subsequently decides what and how to express. M. Canal and M. Swain describe communicative competence as a combination of understanding fundamental grammatical principles, knowing how language is utilized in social contexts to fulfill communicative functions, and acquiring relevant knowledge (Canale, Swaine et al, 1980:54).

I.L. Bim defines communicative competence as "proficiency in languages, methods of interacting with others, skills in teamwork and collaboration, and the ability to assume various social roles" (Bim et al, 2007:157). M.Z. Biboletova views communicative competence as the readiness and ability to engage in communication across various life domains, from academic settings to professional environments. She also sees it as an integrative objective of foreign language education, aimed at

developing individuals who can represent their own culture in intercultural dialogue and appreciate the cultures of others. According to her, the ability to communicate appropriately according to the situation and context is a crucial factor for personal success and social status. In other words, individuals who can effectively express their thoughts in both their native and foreign languages, adjusting to the formality of the situation and the status of their interlocutors, are more likely to achieve significant success (Biboletova et al, 2013).

L.V. Ulyanitskaya-Gomelyuk presents a different set of indicators for the development of communicative competence. According to the researcher, communicative competence is demonstrated through:

- Systematic knowledge of both native and foreign cultures, including attitudes and behavior patterns gained from personal experience, which facilitate effective interaction with people from diverse backgrounds.
- Communicative strategies and the ability to employ them in interactions to achieve communication goals within the context of one's native language and intercultural dialogue.
- The capacity to evaluate situations based on the context (thematic area), objectives, and communicative attitudes of the participants before and during the conversation.
- The ability to initiate and manage conversations effectively (Ulyanitskaya Gomelyuk et al, 2018:199).

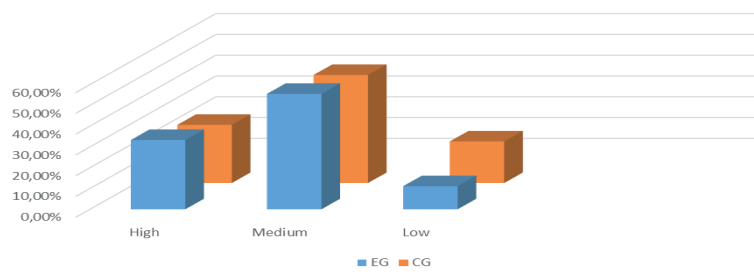
The review of these definitions reveals that there is no single, universally accepted definition of communicative competence; however, a common theme is the ability to communicate effectively. When viewed as a set of personal attributes that facilitate communication through perception, assessment of communication situations, and the selection of appropriate speech behavior, it becomes clear that, within the context of foreign language education, there is a need to focus on developing foreign language communicative competence.

Materials and methods of research. A crucial aspect of competence for every member of modern society is "key competences," which encompass a core set of fundamental knowledge, cross-disciplinary skills, and personal qualities necessary for productive engagement. These key competences are essential across various aspects of life and are crucial for ensuring both personal success and effective societal functioning. They are developed and refined throughout the educational process and should be cultivated from an early age. It is important to note that the set of key competences achieved through primary general education serves as a foundational "working tool" rather than a comprehensive or final list. This set can and should be expanded, refined, and adjusted over time. The key is that this set must meet societal needs and prepare students to effectively navigate typical situations beyond the school environment.

Given the above, the content of communicative competence reflects the specific characteristics of its component structure. Clarifying the set and defining the essential features of these components are expected to enhance the criteria used to

assess the levels of communicative competence development overall. Furthermore, a component-based analysis of communicative competence, including the identification of its core and peripheral subcompetences, will help reveal how students' levels of proficiency are influenced by their mastery of various components.

Addressing this issue is promising for linguodidactic research on communicative competence and remains highly relevant in contemporary science. In primary general education, foreign-language communicative competence encompasses the following structural components: foreign-language subject subcompetence, foreign-language informational and communicative subcompetence, and foreign-language communicative speech subcompetence.



Foreign language subject subcompetence refers to the knowledge and understanding related to specific topics, objects, actions, phenomena, or events that are the focus of communication. This component of communicative competence involves having specific knowledge and skills pertinent to the subject being discussed. Without subject subcompetence, communication may lack its intended purpose and effectiveness (Gez et al, 1985: 24).

Foreign language subject subcompetence involves developing the ability to apply the knowledge and skills acquired in the discipline of "English" to address various issues.

In contemporary psychological literature, the concept of "subject competence" is defined in multiple ways. While these definitions share common elements, each author provides a unique perspective that distinguishes their interpretation. Most scholars (including A.V. Khutorskaya, I.A. Zimnyaya, S.E. Shishov, J. Raven, and others) describe subject competence as specific abilities required for effective performance within a particular subject area. This includes specialized knowledge, specific skills, and particular ways of thinking. Subject competence plays a crucial role in determining the quality of a student's learning activities. Its development

is successful only when it is consistently applied in both learning and practical contexts. Competence reaches a high level of formation when the teacher actively and consciously engages with all necessary activities. The methodological foundation of this study is grounded in the works of domestic scholars on subject competences, including A.V. Khutorskaya, I.A. Zimnyaya, and S.E. Shishov, as well as the research of the foreign scholar J. Raven.

Foreign language subject subcompetence plays a crucial role in assessing the quality of a student's learning activities. Its development is achieved when it is continuously applied in both educational and practical settings. Students' competence reaches an advanced level when the teacher is highly attentive and engaged with all necessary activities.

Descriptors of foreign language subject subcompetence include:

The ability to utilize interactive textbooks, games, multimedia resources, and other online tools to practice language skills and enhance knowledge in the subject area.

The ability to actively engage in online discussions, exchanges, and collaborative work with peers in a foreign language.

The ability to demonstrate knowledge and comprehension of the subject by effectively completing online assignments and tests in a foreign language.

The ability to use online communication tools, such as chat rooms, voice messages, and video calls, to interact in a foreign language.

The ability to independently use online resources for language learning and to show motivation for achieving success in the learning process.

These descriptors can help to assess and develop the foreign language subject subcompetence of junior high school students using an online platform. They can be integrated into online educational platforms to assess and track pupils' progress.

In order to uncover these skills, the following tasks were given to the pupils:

Ask each student to describe their favorite toy. Questions such as "What does it look like?", "What does it do?", "Why do you like this toy?" can be asked.

Ask to talk about and describe their favorite character. For example, "What is your favorite character's name?", "What are his characteristics?", "Where does he usually live?"

Description of their pet: If a student has a pet, ask them to tell you about it. Questions may include the following: "What is your pet's name?", "What is he (she) like?", "What does he (she) like to do?"

Ask students to talk about their family members. For example, "How many family members do you have?", "What are your parents' /brothers'/sisters' names?", "What do they like to do in their free time?"

Ask students to talk about their favorite games or activities. For example, "What do you like to do after school?", "What games do you play with your friends?"

All these tasks promote oral language development, vocabulary activation and confidence in using English. It is important to maintain a friendly and supportive atmosphere so that pupils feel comfortable and can express themselves freely in

English.

Foreign language information and communication technologies subcompetence. Foreign language information and communication subcompetence encompasses the skills necessary for students to effectively handle information across various subjects and educational areas, as well as in their broader environment. In today's world, information competence is crucial for success in diverse communication contexts.

This subcompetence is essential for the successful social adaptation of individuals within the increasingly information-rich and communicatively advanced environment of modern society. While previously this competence was primarily relevant for those preparing for careers in information and communication fields, it is now a vital skill for everyone in society.

For younger students, information and communication competence is framed as educational and cognitive competence. Its development is closely linked to the nature of universal cognitive learning activities outlined in primary education regulations. The integration of information and communication technologies into both classroom instruction and extracurricular activities helps students build foundational information literacy skills.

In today's rapidly evolving society, a crucial attribute for young students is the ability to manage information, acquire knowledge independently, and communicate effectively.

Descriptors of the foreign language information and communication subcompetence include:

The ability to engage actively in online discussions in a foreign language, clearly and concisely expressing thoughts and ideas.

The ability to present information in a foreign language using digital tools such as presentations, videos, or interactive whiteboards.

The ability to adapt effectively to the online learning environment, manage time efficiently, and utilize available online resources for educational purposes.

The ability to analyze and assess information from various online sources in a foreign language, and draw well-founded conclusions.

The ability to independently search for information in a foreign language using diverse online resources and tools to meet learning objectives.

The ability to collaborate in an online team, sharing ideas, solving problems, and working towards common goals in a foreign language.

These descriptors will help to assess and develop the information and communication sub-competencies of younger students using an online platform. They can be integrated into online educational platforms to assess and track pupils' progress.

The following tasks were given to the pupils to uncover these skills and competencies:

Divide students into pairs and ask them to ask each other questions. For example, "What is your name?", "How old are you?", "What do you like to do after school?", "What are your favorite toys/books/cartoons?"

Ask students to talk about holidays they celebrate in their family. Questions could be as follows: “What is your favorite holiday?”, “What do you usually do on this day?”, “What presents do you usually get?”.

Ask students to talk about their school. For example, “What is your school like?”, “How many students do you have?”, “What are your favorite subjects?”.

Prepare a set of pictures or photographs of different scenes (nature, city, animals, etc.). Ask students to choose one of the pictures and describe what they see in it.

Ask students to talk about their trips or travels (e.g., to another city or country). Questions could be as follows: “Where did you go?”, “What did you do there?”, “What did you like best?”.

These tasks help to develop communication skills, the ability to ask questions and express their thoughts in English. It is important to maintain a positive atmosphere and encourage students to use the language in everyday situations.

Foreign language communicative-speech subcompetence. Foreign language communicative-speech subcompetence is a key subcompetence of significant importance in human life, warranting focused development. This subcompetence involves the students' ability to engage in various speech activities-speaking, reading, listening, and writing. It encompasses the skills necessary for effective communication in both oral and written forms. Speech competence entails a proficient practical command of language, including the ability to speak accurately, fluently, and dynamically in both dialogues and monologues. It also involves understanding spoken and written language well, and the capacity to produce and comprehend speech across different styles, utilizing accumulated language knowledge for communication purposes.

In foreign language instruction, communicative-speech subcompetence involves practicing various speech activities, such as speaking, reading, writing, and listening. Effective teaching methods include using a moderate speech pace, emotional and expressive language, clear pronunciation, repetition, contextual word usage, and tailoring the level of instruction to the learner's needs. A.N. Shamov identifies the following components within the structure of speech competence:

- 1) skills of reading, listening, speaking and writing techniques;
- 2) skills related to the generation, perception, communicative interpretation of written and oral texts;
- 3) skills to correct speech errors (Shamov et al, 2012).

Y. N. Yemelyanov defines speech competence as “the extent to which interpersonal experience is developed, specifically the ability to interact effectively with others. This competence is essential for an individual to function successfully in society, given their abilities and social status” (Yemelyanov, et al, 2022:51).

V. I. Kashnitsky, in his examination of the concept of “speech competence,” describes it as a collection of attributes: cognitive, emotional, and behavioral. These attributes influence a person's professional domain and their ability to communicate effectively (Kashnitsky, et al, 1996: 6).

The concept of “speech competence” in the situation of using foreign speech

implies a person's ability to organize and carry out communication with others. In order to maintain communication between people, it is necessary for them to understand the issue raised by them, which will lead to a more effective resolution in a short period of time.

Thus, fluent orientation in a foreign-language environment and the ability to react accordingly in different situations is the ultimate goal in developing speech competence in English classes.

The descriptor of foreign language communicative-speech competence is:

- The ability to express one's thoughts and feelings in a foreign language during online communication using various online tools such as video calls or voice messages;

- ability to ask questions in a foreign language and be able to understand and answer questions asked by other participants of online communication;

- ability to maintain a dialog in a foreign language in an online environment by responding to questions and comments from interlocutors and actively participating in discussion;

- ability to use a variety of speech turns and expressions in a foreign language to express their thoughts more accurately and emotionally;

- ability to understand the nuances of communication in an online environment in a foreign language, such as rules of etiquette and emotional connotations, and know how to adapt their behavior accordingly;

- ability to overcome language barriers in online communication in a foreign language using various strategies such as rephrasing or the use of gestures and facial expressions;

- ability to participate in role-plays and scenarios in a foreign language in an online format, which helps them to develop their communicative skills and expand their linguistic repertoire.

The following tasks were offered to pupils to uncover these skills and abilities:

We divided the pupils into pairs or small groups and gave each pair a scenario to play. Pupils played the role of a sales clerk and a customer in a store, others played the role of a doctor and a patient, and others played the role of a passenger and a stewardess on an airplane. This helped the pupils to put the language they were learning into practice in realistic situations.

The next task prepared a series of pictures that depicted a sequence of actions (for example, how to make a sandwich or how to water a plant). Asked students to describe each step of the action in English.

Take a game or task that pupils have to complete following certain instructions. For example, build something out of a constructor, solve a puzzle, or put together a jigsaw puzzle. Pupils should communicate and give instructions to each other in English.

Ask students in small groups to make up a story. Each person in the group should add one sentence or one event to the story using English. This develops the skills of agreement and group interaction.

Prepare a map or diagram with different elements (e.g. a map of a city with bus routes or a diagram of animals in a zoo). Ask students to discuss and interpret the information in English.

These tasks promote the development of learning communication skills such as the ability to explain, give instructions, describe a sequence of actions and interact with others in English. They also help students feel more confident in using language in a variety of situations.

These descriptors will help to assess and develop the communicative-speech subcompetence of younger students using an online platform. They can be integrated into online educational platforms to assess and track students' progress in foreign language learning.

Thus, it was established that these subcompetences serve as the basis for determining the didactic conditions for the formation of foreign communicative competence of Primary School students on the basis of online platforms.

Results. The methodological experiment was carried out on the basis of the secondary school-gymnasium named after Sh. Ualikhanov in Taldykorgan in the 4th grade. The experiment involved 52 students. The purpose of the experiment is to identify the effectiveness of the subcompetencies in the formation of foreign communicative competence.

In the process of experimental work, we used qualitative and quantitative methods. Qualitative methods allowed us to identify the level of foreign language communicative competence formation in EG and CG students. The quantitative method allowed us to analyze which CC subcompetences are least formed in elementary school students.

For this purpose, the students were given a number of tasks that could determine the formation of each subcompetence.

When performing the tasks on foreign language subject subcompetences, pupils have formed the following skills and abilities. 18,51% of pupils in the experimental group of the elementary class are able to actively participate in discussions, ask questions, share opinions and propose ideas. They show initiative and can easily communicate with other participants. 12% of students in the control group are able to express their thoughts and ideas quite clearly, use a variety of words and phrases to explain their points of view. Can discuss topics of a slightly more complex level. 37.03% of students in the experimental group of the elementary class showed an intermediate level. They participate in discussions, but their participation may be limited to simple expressions and questions. Can actively interact with classmates but sometimes need prompting. 32% of students in the control group are able to express themselves at a basic level using simple phrases and sentences. Sometimes find it difficult to formulate more complex ideas. 44.44% of students in the experimental group of the elementary class use simple phrases and short sentences. Often need prompts to express their thoughts or answer questions. 68% of students in the control group may have difficulty understanding instructions and completing tasks. Usually need constant support from the teacher or more experienced classmates.

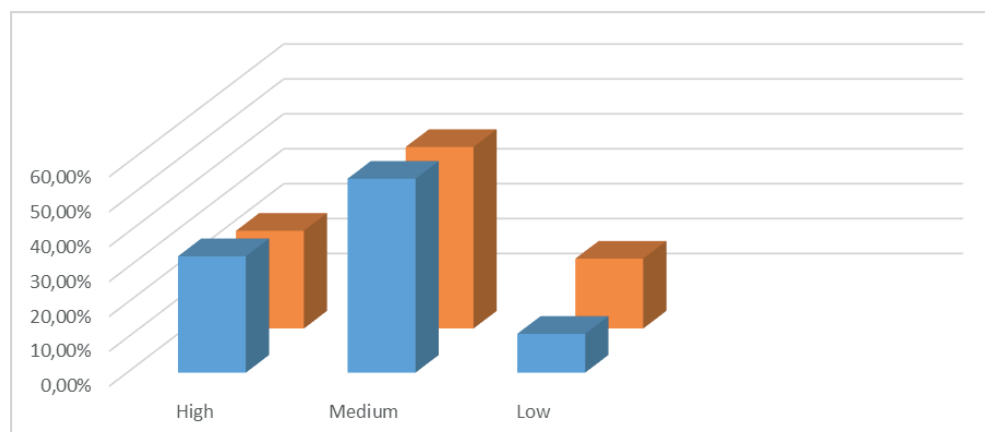


Figure 1 - Level of formation foreign subjective subcompetence

These levels help to assess how elementary school students interact in a foreign language and can serve as a guide for designing curricula and activities appropriate to their skill level.

The next subcompetence that we analyzed through the assignment of elementary school students is the foreign-language information and communication subcompetence. When realizing this subcompetence we found the following result. 24% of elementary school students showed the following results when performing the task of formation of information and communication subcompetence. 24% of the respondents of the primary class of the experimental group express their thoughts and ideas clearly and distinctly, even if they use simple phrases. They can explain their points of view and comment on the opinions of others using clear and structured sentences. 20% of students in the control group participate actively in discussions, often asking questions and expressing their ideas. They are confident in their actions and actively interact with other participants. 52% of students in the experimental group can describe what they see in the picture, but may miss important details or make word errors. Their answers may be short and require clarification. 56% of students in the control group participate in discussions, but their participation may be limited. They express their thoughts and ideas, but may do so less confidently or with some difficulty. 32% of the experimental group's primary class respondents have difficulty expressing their thoughts and ideas, often using simple or incomplete phrases. It is difficult to understand what they want to say and there may be problems with grammar and vocabulary. 24% of students in the control group can only speak single words or very simple phrases such as "I don't know" or "That's interesting" and may require extra help to construct more complex sentences.

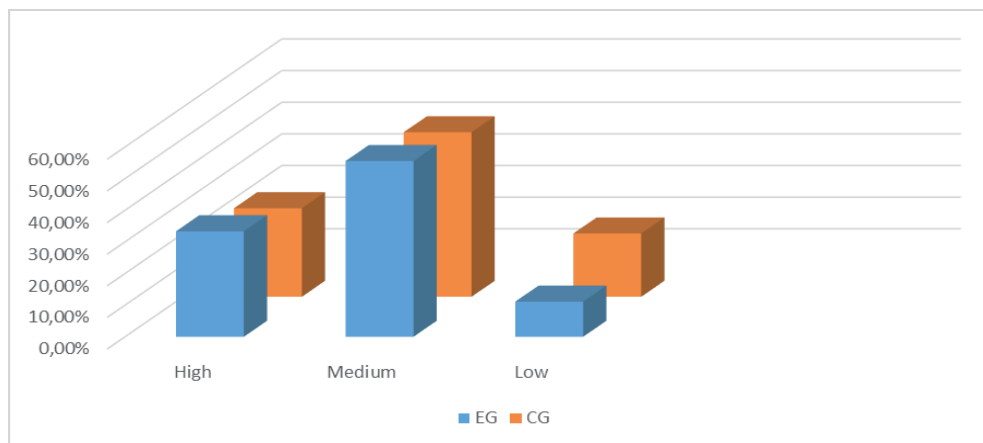
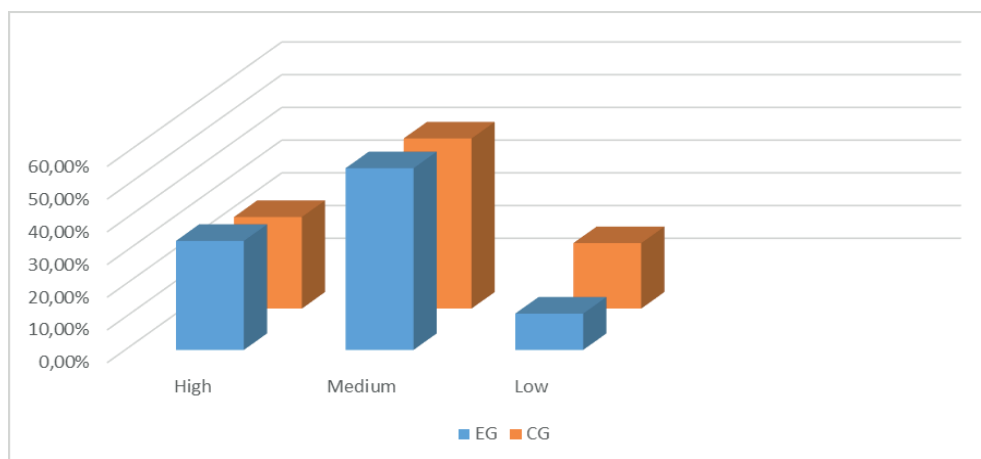


Figure 2 - Level of formation foreign informative-communicative subcompetence

These levels help to understand how junior pupils express their thoughts and ideas in a foreign language and can be useful for assessing their progress and identifying areas requiring additional work.

Next, let us consider the level of formation of the foreign language communicative subcompetence of communicative competence, which is important for the whole process of communication and its formation takes place at all stages of foreign language learning. Here it should be noted that the brightest level of formation of foreign language communicative-language subcompetence is manifested directly in real situations of communication or situations imitating them. Having analyzed the obtained results, it can be noted that the majority of elementary school students coped with the proposed tasks. 33.33% of respondents express their thoughts and ideas clearly and distinctly, even if they use simple phrases. Can explain their points of view and comment on the opinions of others using clear and structured sentences. 28% of respondents in the control group can share their thoughts about a book they have read or describe what they are doing in a picture using simple but correct grammatical structures and vocabulary. 55.55% of students in the experimental group sometimes express their thoughts and ideas but may use incomplete sentences or make mistakes in grammar. May need prompting to improve clarity of expression. 52% of respondents in the control group participate in discussions, but their participation may be limited. Express their thoughts and ideas, but may do so less confidently or with some difficulty. 11.11% of students in the experimental group have difficulty expressing their thoughts and ideas, often using simple or incomplete phrases. It is difficult to understand what they want to say and there may be problems with grammar and vocabulary. 20% of students in the control group participate minimally in discussions. Often remain silent or respond very briefly. May need a lot of support to start a conversation.



Picture -3. Level of formation foreign speech subcompetence

These levels help to assess how effectively primary grade students can use language to express their thoughts and emotions, which is important for their language development and confidence in communication.

Discussion. Most of the primary grade students coped satisfactorily with the proposed tasks. Interpreting the obtained results, we can conclude that the majority of students in both CG and EG put the communicative-linguistic subcompetence in the first place, believing that language literacy is the main goal of language learning. Elementary school students of both groups put the foreign-language information-communicative subcompetence in the second place. The information-communicative subcompetence helps pupils to master basic speech turns, learn to ask and answer questions, as well as to understand simple texts and instructions. These skills are the basis for further development of language abilities. The development of the information and communication subcompetence helps pupils to feel more confident when using a foreign language. It helps them not to be afraid to speak, ask questions and participate in discussions, which is important for their language progress and motivation. An important part of foreign language teaching is the development of the ability to exchange information and interact with others. Information-communicative subcompetence includes the ability to dialog, ask questions and understand answers, which helps students to cope better with real communicative situations. The foreign language information and communication subcompetence forms the basis for more complex language tasks in the future. Having mastered the basics of communication and information in a foreign language, students more easily master more complex grammatical constructions, vocabulary and speech strategies in later stages of learning. These factors explain why the foreign language information and communication subcompetence plays a key role in primary grade learning and why it is often ranked second in importance after the primary language. Respondents put foreign language subject subcompetence in the third place. Foreign language subject subcompetence requires from pupils not only knowledge of the language, but also understanding

of the content of educational subjects in a foreign language. It includes the use of special terminology and concepts that may be difficult for younger pupils. Successful mastering of such subcompetence requires a higher level of language training. In the initial stages of learning, students focus on basic language skills, allowing them to gradually build knowledge and confidence. Once these skills are strengthened, they can apply language more effectively in the context of academic subjects, which makes subject subcompetence more relevant in later stages of learning. Although foreign language subject subcompetence is important, it builds on the core language and basic communicative skills. At the initial stage, it is important to build a solid foundation that will allow easy integration of language into the study of different subjects and disciplines in the future. In elementary school, teaching materials and topics are often simplified and limited in scope. The introduction of foreign language subject subcompetence can be difficult due to the complexity of the materials and the need for special training, making this aspect less of a priority in primary education.

Thus, in the initial stages, it is important to focus on the development of basic language skills and communicative competence, which in the future will support the successful mastery of subject subcompetence and more complex foreign language use.

Conclusion. Thus, the formation of foreign language communicative competence in junior schoolchildren is a complex and multifaceted process in which several structural features play an important role. Teaching a foreign language in elementary school requires the integration of various aspects of language competence: grammar, vocabulary, pronunciation and communication skills. The application of an integrated approach, including elements of listening, speaking, reading and writing, contributes to the creation of a solid base for further development of language skills. Formation of foreign language communicative competence requires a systematic approach to teaching. Regular practical lessons, built on clear and understandable methodological principles, contribute to the gradual development of language skills and confidence in their use. The learning process should take into account the individual characteristics and needs of each student. It is important to adapt materials and teaching methods to the students' level of training and interests, which contributes to more effective language acquisition and improved learning outcomes.

Thus, effective formation of foreign language communicative competence of junior schoolchildren requires a comprehensive and systematic approach. Application of various teaching methods and strategies, individualization of the approach and creation of a motivating environment contribute to the successful development of language skills and students' confidence in using a foreign language.

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[www: nauka-nanrk.kz](http://www.nauka-nanrk.kz)

ISSN 2518–1467 (Online),

ISSN 1991–3494 (Print)

<http://www.bulletin-science.kz/index.php/en>

Директор отдела издания научных журналов НАН РК *А. Ботанқызы*

Редакторы: *Д.С. Аленов, Ж.Ш. Әден*

Верстка на компьютере *Г.Д. Жадыранова*

Подписано в печать 25.08.2025.

Формат 60x881/8. Бумага офсетная. Печать - ризограф.

37,0 п.л. Тираж 300. Заказ 4.