

## ANNOTATION

The dissertational work of Zhussupbekova Gulsara Galimbekovna "Development of speech activity of primary school pupils by means of application of communicative technologies", presented for the degree of Doctor of Philosophy (PhD) in specialty 6D010200 –Pedagogy and methods of primary education

**The research topicality.** The education system of the Republic of Kazakhstan is focused on ensuring the high quality of education and upbringing of the younger generation, the preparation of human resources in rapidly changing economic, social and technical conditions. Currently, there is a change in the educational paradigm: new educational concepts, normative legal acts, modern pedagogical learning technologies are being developed and implemented. We observe an active process of humanization and democratization of education, manifested in the recognition of the pupil's new position in the educational process and the new system of interaction between the subjects of the pedagogical process.

In the nation Address to the people of Kazakhstan, the President of the Republic of Kazakhstan N.A. Nazarbayev, denoting the task of ensuring the implementation of the Third Modernization of Kazakhstan, emphasizes the role of the education system in the formation of a functionally competent younger generation who are able to think critically and independently search for information. The formation of functional literacy of an individual is closely connected with the development of schoolchildren's speech activity at the initial stage of education, since it occupies a special place in determining the level of a child's cognitive abilities. After all, it is not enough to enrich a schoolchild with a certain amount of vocabulary, phrases and sentences, because the main thing in speech activity is flexibility, accuracy, expressiveness and variety of statements, the ability to competently express thoughts, operate with information, and possess communication skills. Speech activity is an active and purposeful process of transmitting and receiving information, it is mediated by the language system and is conditioned by the communication situation, its development occurs through the formation of practical skills in the use of language units in four types of speech activity: speaking, listening, reading and writing.

High achievements in the development of speech activity of younger schoolchildren in the process of learning a language can be achieved through the use of communicative learning technologies. Communicative technology contributes to conversational interaction in educational communication. The communicative orientation of the learning process is a priority in the requirements of the State Compulsory Standard of Primary Education (SCSE) of the Republic of Kazakhstan.

Thus, it is impossible to develop speech activity as an essential personal characteristic of younger schoolchildren without the use of communicative technology. It is necessary to form the skills of listening, speaking, reading and writing for communication in the process of learning the Russian language. The study of patterns of younger pupils' speech activity development using the communicative technology is a pedagogical problem and this determines the **research topicality** from the method standpoint of teaching the Russian language as a pedagogical science.

The theoretical basis of the research of younger schoolchild's speech activity development through the use of communicative learning technologies is the ideas of education in the works of Sh. Ualikhanov and I. Altynsarin, on the peculiarities of the development of cognitive processes in the works of A. Kunanbayev, the independence of the individual in the works of Kazakh scientists, educators and public figures of the twentieth century: Zh. Aimaulytov, A. Baitursynov, M. Dulatov, M. Zhumabayev.

The scientific and theoretical basis for the development of speech activity is the work of domestic and foreign scientists: L.S. Vygotskiy, A.N. Leontyev, A.A. Leontyev, I.A. Zimnyaya, K.B. Zharykbaev, S.M. Zhakypov, T.A. Ladyzhenskaya, M.R. Lvov, L.P. Fedorenko, etc. The Kazakh scientists S.R. Rakhmetova, F.Sh. Orazbayeva, T.A. Kulgildinova, A.E. Zhumabayeva, G.I. Uaisova, T.M. Abdykarimova, etc. carried out a large theoretical and experimental work, which in the period of independence of Kazakhstan allowed to formulate the basic fundamental principles that formed the methodological basis of the pedagogy of primary school in Kazakhstan.

The most important directions of work on the theory of Russian teaching as the second language are connected with the names of V.K. Pavlenko, A.Zh. Murzalinova, Ch.D. Lam, K.L. Kabdolova and others. It should also be noted that in the national pedagogical science there is a wide range of studies devoted to the technologization of education. So, the works of N. D. Khmel, T.T. Galiev, K.K. Kabdykairov, Zh.A. Karaev, G.T. Khairullin, S.K. Islamgulova, M.M. Zhanpeisova, R.R. Masyrova are devoted the technological approach in teaching, also the ideas of education technologization were put forward by Russian innovative teachers V.F. Shatalov, Sh.A. Amonashvili, B.P. Nikitin, I.P. Volkov, S.N. Lysenkova and others. Under the auspices of UNESCO, some theoretical and practical aegis of pedagogical technologies are developed by a number of scientists; this is connected with the works of B. Bloom, D. Bruner, J. Carroll, S. Spaulding, D. Khamblin, etc.

Analysis of scientific and theoretical works on younger pupils' speech activity development using communication technologies, studying the implementation of the idea of updating the content of education in the Republic of Kazakhstan, studying the practical state of the educational process in elementary school show that there are **contradictions**:

- between the important function of speech activity in the formation and development of an educated, competitive personality and insufficient research of the pedagogical support of schoolchildren's speech activity development at the initial levels of education in the context of updated educational content;
- between the need to develop younger schoolchildren's speech activities and the lack of methodological support for the use of communicative learning technologies in the educational process of primary school.

These contradictions show that the **problem** of a scientifically based organization of the process of using communicative technologies for younger schoolchildren's speech activity development in the context of updating the content of education requires research.

These contradictions, psychological and pedagogical importance of the research problem, its insufficient development have determined the research **theme**: “Younger schoolchildren’s speech activity development through the use of communicative technologies”.

The **aim** of the research: to substantiate theoretically, develop and experimentally test the methodology for younger schoolchildren’s speech activity development through the use of communicative learning technologies.

The **object** of the research: the educational process of primary school.

The **subject** of the research: younger schoolchildren’s speech activity development through the use of communicative technologies.

The **hypothesis** of the research: *if* the process of younger schoolchildren’s speech activity development is organized due to consideration of a structurally informative model based on the use of communicative learning technologies and a specially developed set of exercises and tasks taking into account children’s age and individual characteristics, *then* this process will be effective, *because* younger schoolchildren’s basic communicative skills will be provided.

**The objectives** of the research:

- to analyze the current state of the problem of younger schoolchildren’s speech activity development and to identify the theoretical basis of schoolchildren’s speech activity development in the modern elementary school;

- to develop and scientifically substantiate the structural and informative model of communication technologies adoption of younger schoolchildren’s speech activity development;

- prepare and experimentally test a set of exercises and tasks for the development of speech activity in accordance with the updated of education content, taking into account schoolchildren’s age and individual characteristics;

- to summarize the results of experimental work on the approbation of the structural and informative model of communication technologies adoption and a specially developed set of exercises and tasks of younger schoolchildren’s speech activity development.

**The general theoretical and methodological basis** of our research is the psychological, pedagogical, psycholinguistic works of scientists, revealing the provisions on the development of the language personality, the psychosocial nature of human speech activity, the connection of consciousness and activity, and the development of personality in the process of activity. Our research relies heavily on the theory of speech activity (L.S. Vygotskiy, A.N. Leontyev, A.A. Leontyev, J. Piaget, S.L. Rubinstein, N.I. Zhinkin, etc), concepts of language as a system of signs (F. de Saussure, G.V. Kolshanskiy, I.A. Baudouin de Courtenay, L.V. Scherba, A.P.R. Howatt, etc), theories of communicative speech (A.A. Artyomov, B.V. Belyayev, R. Harris, etc), theories of linguistic personality and intercultural communication (L. Weisgerber, V.V. Vinogradov, G.I. Bogin, Yu.N. Karaulov, S.G. Ter-Minasova, etc.), the theory of communicative intensive language learning (G. Lozanov, G. Doli, G. A. Kitaigorodskaya, etc), the theory of communication formation skills in learning (E. I. Passov, E.A. Bystrova, J. Richards, etc), the theory and methods of teaching language elementary schoolchildren (S.R. Rakhmetova,

A.Zh. Aldamuratov, R.O. Izguttinova, T.A. Kulgildinova, A.E. Zhumabaeva, G.I. Uaisova, etc.), the theory of Russian teaching as a second language (V.K. Pavlenko, A.Zh. Murzalinova, Ch. D. Lam, K.L. Kabdolova, etc), theories of younger schoolchild's creative abilities and the cognitive activity development (B.A. Turgunbaeva, G.E. Alimukhambetova, A.Kh. Arenova, etc.), the theory of schoolchildren's speech activity development in the educational process (A.N. Ksenofontova, O.N. Truseneva, G.S. Kvasnykh, G.B. Kondakova), scientific foundations of educational technologies (V.P. Bepalko, M.V. Klarin, G.K. Selevko, T.T. Galiyev, K.K. Kabdykairov, Zh.A. Karayev, P.Z. Ishanov, S.K. Islamgulova, etc), innovative concepts of modern education (B.S. Gershunskiy, V.V. Krayevskiy, V.I. Zagvyazinskiy, A.V. Khutorskoi, Sh.T. Taubayeva, A.S. Amirova, R.R. Masyrova, N.M. Stukalenko, M.D. Kenzhegaliev, etc), the pedagogy basic provisions of elementary school (M.R. Lvov, T. G. Ramzayeva, R. G. Lemberg, etc.), speech influence theory (O.S. Issers, L.M. Sadiku, T. Wallis, etc), language and consciousness, speech and thinking connections (V.P. Belyanin, B.Kh. Khasanov, N.V. Dmitryuk, A.A. Shayakhmetova, etc), the theory of childish talent (N.S. Leites, A.T. Turalbaeva, etc). The sources of research were also state documents, works on the studied problem of domestic and foreign scientists, Kazakhstan, near and far abroad periodicals, materials of scientific and practical conferences, curriculum, educational and teaching aids.

**Methods of the research:** theoretical analysis of the literature on the studied problem, the study and synthesis of advanced pedagogical experience, observation of the educational process, modeling, experiment, study of the products of schoolchildren's activities, methods of statistical processing of results.

**Scientific novelty and theoretical value of the research** is that:

- an analysis of the problem state of younger schoolchildren's speech activity development on the basis of the use of communicative technologies is carried out, the theoretical foundations of the process under study were revealed;
- a structural and informative model of younger schoolchildren's speech activity development through the use of communicative technologies is developed;
- the choice of the applied communicative technologies of teaching younger schoolchildren's speech activity development is scientifically proved, their generalization and systematization in the educational process of the elementary school has been carried out.

**The practical value of the research** lies in the fact that:

- a set of exercises and tasks for younger schoolchildren's speech activities development in accordance with the update of education content is developed;
- the effectiveness of the developed set of exercises and tasks for younger schoolchildren's speech activity development through the use of communicative technologies in the educational process of the pilot school is experimentally verified;
- the educational and methodological support of the studied process for the development of speech activity on the basis of communicative learning technologies has been developed, which can be used in the educational process of primary school.

**Sources of the research:** state documents ("Concerning Education" Law of the Republic of Kazakhstan, Concept of Education Development until 2020, State

Programme for the Development and Functioning of Languages in the Republic of Kazakhstan for 2011-2020), scientific works of domestic and foreign researchers on the problem under study, materials of scientific and practical conferences, curriculum, textbooks, educational and teaching aids.

**The reliability and validity** of the research scientific results is ensured by the consistency, initial methodological positions, the correspondence of the scientific apparatus and research methodology to its subject and objectives, a combination of quantitative and qualitative analysis of experimental work data.

#### **Organization and stages of the research:**

Stage I (2015-2016) – research: psychological, linguistic, pedagogical and methodological literature was studied, a theoretical analysis of the problem was carried out, experience in the implementation of the updated primary school curriculum was analyzed, the conceptual apparatus of the research was formulated, accumulative work on empirical material was carried out, a research concept was created; work on the development of a set of exercises and tasks for younger schoolchild's speech activity development based on the use of communicative learning technologies was carried out, and the criteria and indicators for the effectiveness of experimental work were determined;

Stage II (2016-2018) is the main one: the theoretical and empirical material was systematized and generalized, testing of the working hypothesis was carried out, a set of exercises and tasks for a younger schoolchild's speech activity development was elaborated, as well as criteria-based assessments and descriptors of the effectiveness of this complex; experimental work was conducted on testing a set of exercises and tasks for a junior schoolchild's speech activity development based on the use of communicative technologies, compiled in accordance with the updated curriculum, the teaching methods were adjusted and the effectiveness of the updated curriculum was monitored;

Stage III (2017-2018) – final and summarizing: the results of experimental work were summarized, conclusions on the research were formulated.

#### **The following provisions and results are presented for the defense:**

1. A generalized analysis of the problem state of younger schoolchildren's speech activity development, identified theoretical bases for schoolchildren's speech activity development based on the use of communicative learning technologies in a modern primary school, including a detailed scientific review of the psycholinguistic and didactic aspects of younger schoolchildren's speech activity development;

2. Structural and informative model of younger schoolchildren's speech activity development based on the use of communicative learning technologies, consisting of the following basic elements: aim, objectives, components, principles, approaches, means of younger schoolchildren's speech activity development and the results of the process being studied; it is important not only the scientific substantiation of the developed model, which takes into account all factors (methodological grounds, setting objectives, the relationship of all elements, validity, conditions of implementation and prediction of results), but also its implementation into the primary education system;

3. A set of exercises and tasks for speech activity development, prepared and tested in accordance with the updated education content, which is the most important author's scientific and methodological development in the model structure, developed on the basis of an extensive theoretical analysis of the problem of younger schoolchildren's speech activity development through the use of communicative technologies and applied studying of this problem in a pilot school in Almaty, as well as methodical aids developed on the basis of approbation of this complex in primary classes;

4. The generalized results obtained in the course of experimental work serve as the basis for the methodological support of process of younger schoolchildren's speech activity development through the use of communicative technologies in the modern Kazakhstan school, because the presented, scientifically based and experimentally verified during the study, younger schoolchildren's speech modeling as platform for the implementation of communicative learning technologies in close connection with the developed criteria and methodology diagnostics of educational achievements of primary school pupils really contributes to the development of speech activity, which is confirmed by experimental data.

**Base of the research:** MPI "Gymnasium №15", Almaty, the experiment covered 118 schoolchildren of elementary school.

**Testing and implementation of the research results:**

The results and main provisions of the study are reflected in 14 scientific papers: 1 textbook (Almaty, 2018); 2 articles in journals included in the Scopus database (India, 2017; Venezuela, 2018); 5 articles in scientific journals recommended by the Committee for control of education and science of the Ministry of education and science of the Republic of Kazakhstan (Almaty, 2015, 2018 (2), Kokshetau, 2016, 2018); 6 articles in collections of foreign conferences in Russia (Chelyabinsk, 2018), Poland (Warsaw, 2018), Ukraine (Pereyaslav-Khmel'nitsky, 2017) and in international, Republican, regional scientific conferences (Kokshetau, 2016, 2018, Shymkent, 2018).

**The structure of the thesis work:** the thesis work consists of the introduction, two chapters, the conclusion, list of references (185 titles) and supplements. Total volume – 153 pages.