

# Scientific Herald of Uzhhorod University

Series "Physics"

Journal homepage: <https://physics.uz.ua/en>

Issue 56, 456–464

Received: 12.11.2023. Revised: 29.02.2024. Accepted: 30.05.2024



DOI: 10.54919/physics/56.2024.45arn6

## The application of communicative exercises in the process of teaching the Kazakh language

**Ainash Kurmanova\***

L.N. Gumilyov Eurasian National University  
010008, 11 Kazhymukan Str., Astana, Republic of Kazakhstan

**Shynar Kapantaikyzy**

L.N. Gumilyov Eurasian National University  
010008, 11 Kazhymukan Str., Astana, Republic of Kazakhstan

**Gulden Kazhibayeva**

Sh. Ualikhanov Kokshetau University  
020000, 76 Abay Str., Kokshetau, Republic of Kazakhstan

**Omirgul Zhumagulova**

Sh. Ualikhanov Kokshetau University  
020000, 76 Abay Str., Kokshetau, Republic of Kazakhstan

**Nurgul Smagulova**

Sh. Ualikhanov Kokshetau University  
020000, 76 Abay Str., Kokshetau, Republic of Kazakhstan

### Abstract

**Relevance.** This topic is highly relevant as the use of material and theoretical resources in language acquisition is extensive and widespread. For the Kazakh language, various communicative exercises are frequently employed, enhancing the speed and effectiveness of the learning process while making it more comfortable for learners. These exercises are beneficial for text-related operations such as reading, learning, and selecting elements, linking reading with comprehending the content.

**Purpose.** The aim of this study, conducted by Sh. Ualikhanov Kokshetau University and L.N. Gumilyov Eurasian National University, is to examine different communicative exercises and evaluate their effectiveness in the learning process. Additionally, it seeks to identify shortcomings and obstacles in the implementation of Kazakh language curricula and to consider the specifics of various communicative exercises.

**Methodology.** The study employed several research methods, including logical analysis, comparative analysis, synthesis, formal analysis, and analysis of scientific literature.

**Results.** The study identified the theoretical and practical foundations of communicative exercises, their relevance to contemporary conditions, and their suitability for the target audience learning the Kazakh language.

**Conclusions.** The use of communicative exercises significantly enhances the effectiveness and comfort of learning the Kazakh language. The study highlights the importance of incorporating these exercises into the curriculum to foster better language acquisition. Additionally, it identifies the need for continuous adaptation and improvement of these exercises to

### Suggested Citation:

Kurmanova A, Kapantaikyzy Sh, Kazhibayeva G, Zhumagulova O, Smagulova N. The application of communicative exercises in the process of teaching the Kazakh language. *Sci Herald Uzhhorod Univ Ser Phys.* 2024;(56):456-464. DOI: 10.54919/physics/56.2024.45arn6



author

Copyright © The Author(s). This is an open access article distributed under the terms of the Creative Commons Attribution License 4.0 (<https://creativecommons.org/licenses/by/4.0/>)

meet the evolving needs of learners. This research provides a practical resource for developing Kazakh language curricula and serves as a basis for further studies, emphasizing the integration of communicative exercises into the educational process to improve language learning outcomes.

**Keywords:** teaching the Kazakh language; communicative exercises; language training; learning process.

## **Introduction**

The issue of communicative exercises application by teachers in the everyday teaching process is extremely relevant, undoubtedly, it is connected with the importance of implementation of new teaching technologies by teachers to master of Kazakh language by learners, in the particular form of their communicative competence. Learning any language, including the Kazakh language, is aimed at mastering it by students to such an extent and level that they can freely use this knowledge in real everyday life under various conditions of communication related to the peculiarities of the interlocutor, place of communication, and its purpose. To achieve this goal it is necessary to acquire a certain range of communication skills and abilities, which can be done through systematic, continuous training and accordingly constant practical application of the learned material and acquired knowledge [1].

It should be noted that today's innovative technologies, particularly in the education sphere, are aimed at the process of activating the system of internal elements of the self-educational trajectory in interpersonal communication in educational institutions. This process allows learners to find pleasure in the prospects of personal development, establishes the readiness of the student to operate their actions during communication or the overall process of learning the Kazakh language, and the values formed as a result of the use of communicative exercises. Thus, a certain algorithm of actions is formed, aimed at the implementation of knowledge of the Kazakh language, obtained because of communicative exercises, in the course of solving a diverse list of communicative issues arising in interpersonal interaction, as well as in the information educational environment. Another is the possibility of using communication skills, consisting of the effective application of knowledge of the Kazakh language and personal communication experience as a basis for further verbal self-improvement [2].

Scientists and researchers in the field of teaching Kazakh language have proposed many strategies and exercises aimed at enhancing students' motivation in the course of learning the language. In addition, such exercises help to establish contact not only between the teacher and the learner but also between the learners, whose communication results in perfect knowledge for each of them [3; 4]. An experienced and professional teacher focuses on forming and improving students' linguistic confidence through the personalisation of the educational process. This involves working individually with each student, using communicative exercises, and engaging students in decision-making related to the curriculum. Additionally, it includes setting goals for studying the Kazakh language and reflecting with others involved in the educational process on the usefulness and feasibility of various activities.

Thus, the communicative approach in the learning process is aimed at the cooperation of various traditional

methods of organisation of training activities with original practices and exercises, the basis of which is a student-centred approach in teaching the Kazakh language, practical methods of implementing projects, learning through cooperation and role-playing. These activities are largely aimed at solving one of the main tasks of mastering the Kazakh language, namely the formation of a communicative environment, which will influence the increase of activity and motivation of students to master foreign language skills and abilities for its successful future application in different spheres of activity [5]. Generally, a properly formed educational space has a positive impact on Kazakh language lessons, as it makes them more interactive and more interesting correspondingly, as well as improves students' autonomy in mastering and preparing well-explained and acquired knowledge [6]. Consequently, the aim of the teacher, in using communicative exercises, is not only to involve the active work of the participants in the educational process but also to help them to be able to reflect and see their own achievements from the learning process. Indeed, the teacher develops and guides learners to improve and interpret their speech skills, particularly communicative ones, while using the Kazakh language [7].

The purpose of this study is to investigate the use of communicative exercises in the learning process and to develop a range of exercises and tasks. These tasks will focus on examining texts of different genres and sizes in the Kazakh language and include oral exercises to enhance communication among learners.

## **Materials and Methods**

Carrying out this study involves the use of different scientific methods and techniques. This condition is important because it makes the work structurally logical and capacious. For the study, such a method as logical analysis was used, which allows, through logical assumptions and conclusions, to obtain results rather quickly without additional operations and formalisation, to reveal the main communicative exercises provided by current curricula, and to study this aspect in the context of its relation to modern methods and technologies used in the field of education. In the course of the work, a comparative analysis was performed to evaluate the range of such exercises used in the educational process abroad. This allowed us to consider the dynamics of educational processes, highlight common and distinctive features, and assess their impact on curriculum development and the level of students' knowledge. The application of the synthesis method allowed the results and conclusions to be presented succinctly and concretely, as it consists in combining new ideas and practices developed during the research and allows the formation of important concepts and methodologies that can be used in future works.

An important aspect in the course of the work was the use of the formal method of research, as it allows a quick literature and resources review, identifying the main

aspects to be applied in the study of the topic, as well as broadly revealing them in the research. One of the most important methods used during the study of this topic is the method of scientific literature analysis, including scientific dissertations, abstracts, and textbooks, which allows an in-depth review and analysis of the works of scientists, highlighting their main views and investigating the appropriateness of their use in contemporary researches. Thus, the main objectives of the study can be formed:

- to assess the current level of communicative exercises common in the course of learning the Kazakh language and their impact on the development of the learning process, to highlight the theoretical basis of the concept of communicative exercises and their features in the application;

- to highlight the main communicative exercises that are successfully used at specific stages during the learning of the Kazakh language;

- to form a list of communicative exercises that will help improve the implementation of the curriculum and make it more effective for learners, as well as to consider possible obstacles and threats in using them.

The study of this issue is carried out in three stages. In the first stage, the theoretical background of the topic is highlighted, educational materials on the given issue and scientific works of authors are used, plus a plan for analysis and research is drawn up, in particular, the main objectives and tasks are highlighted. The second stage examines the prevalence of communicative exercises and their classification, as well as current concepts, methods, and programmes used in the learning process, highlighting new models for the development of this field. The third stage, which in turn concludes the work, concerns the formation of a clear algorithm and practical techniques for applying the list of obtained communicative exercises, which will positively influence both the educational sphere in general and the student's level of knowledge of the Kazakh language.

## Results

The study of this issue should start with a breakdown of its theoretical background and structure. Thus, when talking about communicative exercises and tasks, it is useful to establish that they involve collaborative work in the classroom, which guides its participants towards listening comprehension and appropriate interaction in the group, but the main thing in this process is that all their attention is mainly focused on the content and not on the form of expression. The first step for developing effective exercises is to identify goals and objectives that are anchored in the education and training programs, which in turn form the basis for teaching the Kazakh language. The next step is to create or establish the necessary conditions for students to learn effectively and acquire the necessary skills. The use of specific authentic resources is a key feature of communicative exercises. Based on this, it is appropriate to develop a so-called composition of materials in the form of recordings of texts, audio, or video according to specific topics, for example, professional activities; holidays; plans for the future, etc. and ready-made resources based on which different kinds of tasks should be performed [8; 9]. It is necessary to build the learning process in such a direction: from teaching content

to objectives rather than vice versa, and it would be also logical to use communicative activities and other generic exercises, such as grammar exercises, as they are aimed at manipulation rather than research and mastering the only one specific concept. Assessing the current situation, it should be noted that different materials are used to implement the communicative approach in teaching the Kazakh language.

The study of communicative exercises allows us to establish that in this direction materials are considered in the context of the way and form of influence on the quality and effectiveness of establishing relationships in the classroom and the future use of the learned language. Thus, materials are the primary element in the system of communicative teaching of Kazakh or any other foreign language. Therefore, three types of materials that are quite often used during communicative learning and the formation of communicative exercises can be distinguished [10; 11]. The first type is textual materials, which form the basis for the development of all possible curricula, including those aimed at learning the Kazakh language. When analysing a lesson that uses communicative exercises for language acquisition, its content includes the topic, analysis of effective methods and practices, and description of practical situations. This involves understanding the topic, formulating questions, monitoring and taking notes on the information obtained, and presenting and reproducing the information. Additionally, it describes practical scenarios, such as arranging a meeting with a psychologist for training without prior agreement. In such a case, you should gather all the necessary information from that person and pass it on in a concise message to your supervisor to agree on all the conditions regarding such an event. For example, a text document in the Kazakh language can be demonstrated during the lesson, in which there is a typical situation projected, with questions developed for it and subsequent substitution exercises [12].

The next type is task-based materials, as well as those developed directly in the course of the learning process. Certainly, to effectively implement the communicative approach during classes, university teachers are constantly developing and consolidating various kinds of interactive games, role-plays, simulations, and events aimed at forming and improving student's speaking skills. As a rule, they are often reflected in the form of specific thematic manuals with exercises, flashcards, communicative practice materials, etc. Two complete sets of materials are formed and consolidated for a pair of learners, each containing different types and topics of information. What both units have in common is that all communicative learning and practice resources are developed in an interactive format, so regardless of the teacher's choice of format of knowledge reinforcement, an active studying process of learning Kazakh is ensured [13; 14]. The original materials deserve special attention, as they include resources and information shaped by real-life practical experience; graphic and visual sources serve as the basis for the formation and implementation of communicative activities, including magazines, newspapers, advertisements, maps, drawings, symbols, graphics, and diagrams. Moreover, for effective implementation of communicative exercises in learning activities, they can be

applied both systematically and individually, which demonstrates the universality of this approach, and most importantly its effectiveness. Thus, a list of communicative activities useful for Kazakh language acquisition in the classroom can be formed, in particular, it includes group discussions, modelling, and role-playing games, quests, and quizzes related to the use of acquired knowledge [15].

There is also a need to focus specifically on activities such as group discussions or debates, which consist of collaborative discussion and exchange of ideas regarding a particular problem or situation among a defined group of students in the Kazakh language. To organise this process successfully, several tips should be applied. First, students should be divided into separate groups. This is necessary to carry out a general discussion on a particular topic or situation in class in smaller groups so that everyone's opinions can be heard and common solutions can be found. Communication must be in the Kazakh language, because under such conditions children intuitively start to think and develop their skills, putting them into practice. The next step for organising a successful discussion is to ensure that students have the opportunity to prepare in advance. They will then be able to familiarise themselves in advance with the necessary vocabulary on the chosen topic and formulate their own opinions and attitudes accordingly, to present them at the appropriate level during the discussion. This is because a logically formulated task is more conducive to an effective discussion [16; 17].

Finally, a major example of communicative exercises is the simulation method, which is to shape a real-life situation in the classroom, so that students can reproduce real-life pictures and consequently understand the mechanism of applying theoretical knowledge of the Kazakh language in practice. An example of such an exercise could be a teacher asking the students to imagine that they are in an airport and to ask them different questions accordingly or to simulate tasks in which they need to communicate with other students in the Kazakh language and build up a dialogue eventually. In this case, the teacher aims to situationally enable students to speak Kazakh in real life [18; 19]. To maximise the output, it is useful to conclude the simulation by organising a discussion to enable the teacher to ascertain the level of success of the learners' knowledge and skills acquisition. In addition, the teacher must get feedback on the effectiveness of this type of activity, as well as to discuss difficulties encountered in the use of the Kazakh language to eliminate them in the future. The given exercises are aimed not only at improving the propriety and correctness of the use of certain grammatical or lexical structures but also the direct ability to communicate freely, which is a defining motivation for a Kazakh language teacher.

## **Discussion**

When considering the process of learning the Kazakh language and how communicative exercises affect it, it is worth noting that this concept encompasses systematic training activities and operations performed by students to acquire the skills and abilities to communicate effectively in the chosen language. Now there is a large variety of communicative exercises, in particular, some of them are communicative-situational, problem-situational, and

situational-dialogical. In addition, communicative exercises in modern language education include completely different tasks that systematically influence the level of knowledge of the Kazakh language of students, which include: creative dictation, creative narration, making statements, and other situational exercises, presented in the results of the work. Thus, the authors propose to consider communicative exercises aimed at the development of coherent speech in Kazakh language learners. First, authors should analyse such an exercise as a creative dictation, the essence of which lies in the fact that while writing it students can make specific changes suggested by the teacher to the dictated text. In particular, this kind of work aims to develop students' spelling and punctuation skills, as well as developing their creative thinking, expanding and complementing the text, changing specific grammatical forms in the dictated text, and replacing some words or phrases with others. All of these help students to master their Kazakh language and develop their creative writing [20-22].

The next type of work is creative storytelling, which requires students to have a perfect level of lexical knowledge. The essence of this exercise is important because it is based not only on retelling the content of the previously read text but also on making certain changes of their own, which helps to deepen their understanding of the meaning of what they have read. The main purpose of applying creative storytelling in the process of learning the Kazakh language is to improve students' monological speech, their communication, and the reproduction of acquired knowledge through creative thinking [23; 24]. In addition, creative exercises based on developing and solving simulated situations and tasks are aimed at developing such important intellectual qualities of students as linguistic flair, formation of personal expression and thought in general, as well as imagination and observation. Such exercises are undoubtedly useful for learning the Kazakh language, as they develop such an important aspect as dialogic speech and allow students to freely apply their own knowledge. Similar to this type of work are creative works, as they also aim at developing creative thinking in students and using it in communication, but the distinguishing feature of such activities is that they provoke the development of students' autonomy by involving them in producing tasks and texts [25-27].

Thus, the above-mentioned types of communicative exercises have unbiased important practical value for the development and improvement of coherent speech of students in the elementary course of the Kazakh language, because they form the necessary communicative skills and abilities necessary for effective communication with other speakers of this language. The practical implementation of this knowledge in the course of communication is possible and effective due to the varied properties and features of communicative exercises. When it comes to the use of communicative exercises during the development of Kazakh language competence, it should be noted that special attention needs to be paid to tasks that aim to improve the ability to state and argue one's personal opinions, in the Kazakh language respectively. Among such exercises, the following should be considered: "Planned interview"; "For and against"; "I will assure you"; "Hear me"; "Check yourself"; "My preferences";

“My relatives”; “Situational communication”; “Don't say no”; “Spontaneity of action” [28]. “Planned interview” is an exercise that is as simple as possible, but at the same time allows you to get high results and to influence the level of knowledge of a student. It is that each of the students prepares a list of questions that he or she wants to answer. Each then chooses an opponent, exchanges the list of questions with him or her, and interviews the opponent accordingly. This exercise allows a student to work through a certain amount of vocabulary, review individual grammatical forms when constructing questions, and promote the memorisation of constant expressions in the course of communication.

The next communicative exercise is “For and against”, which not only has a positive effect on the student's learning but also increases their engagement during the discussion. The main aim of this type of activity is to discuss a specific situation or news while identifying its positive and negative aspects. An important condition is that all students should be divided into two teams to formalise the discussion and avoid noise [29; 30]. The exercise entitled “I will assure you” is quite interesting for students, as usually when using it students have to creatively interpret their own knowledge of the Kazakh language. Consequently, participants need to prepare a presentation or individual project on a particular thematic material, using a particular block of vocabulary, present this work in front of the rest of the students and then answer questions on it.

This exercise requires students to have a perfect knowledge of the Kazakh language, since it combines their theoretical knowledge with practical skills, in particular qualitatively reflecting the acquired skills [31; 32]. An important communicative exercise for the development of listening comprehension is “Hear me”. Its essence is that one of the students voices any expression (the topic should be discussed in advance so that everyone has sufficient lexical knowledge of it) and everybody else takes turns trying to repeat what they have heard and explain its content. In this way, this exercise immediately affects listening comprehension and one's oral pronunciation, which is an extremely important element during the process of learning the Kazakh language.

The exercise, which involves all the students cooperating, is called “Test yourself”. Accordingly, the idea is that one student tells another student a concise sentence, which the latter in turn passes on to the next student, who passes it on to the next student. Therefore, the latter has to say what he or she has heard out loud [33; 34]. The “My preferences” exercise is a little more difficult than the previous ones. This is because each participant needs to talk about themselves for 3-4 minutes straight, on, for example, what they like to do in their free time, what qualities they value in people, and what helps them feel confident in different situations in life. The difficulty of this task lies in the fact that students need to have a certain level of knowledge to fully describe what was planned and be understandable to others, but it is this exercise that helps to develop the ability to speak the Kazakh language. A communication exercise called “My relatives” can be used to master the ability to express oneself out loud on simple topics. The participants have to talk about their relatives for 5 minutes. Then some of the students have to retell

what they have heard, following the specific details of the narrative and the sequence of information. Everybody else will analyse the information they have heard for accuracy and correctness. This type of activity will help to influence both sides, the learner – the teller of the story and those listening and reproducing what they heard [35; 36].

A useful exercise for collaborative vocabulary learning is “Situational communication”. The teacher creates by himself or invites the participants to simulate a spontaneous life situation, shaping the classroom communication and acting it out by role-play, concluding with an analysis of the results and the student's emotions. This type of work usually reinforces the informal environment in the classroom and makes the lesson more comfortable for the students, which certainly has a positive impact on the level of knowledge absorption in their minds. To develop the use of synonymy in students' speech it is advisable to use such a communicative exercise as “Don't say no”. The idea is that one of the students asks such a question to which others cannot give an affirmative answer, or suggests an exercise that is impossible to perform, and the other student, in turn, has to refuse what the first student suggests in such a way that no objection words are uttered [37-39].

This exercise is extremely useful because it positively influences the process of establishing communication between students and increases their engagement while learning the Kazakh language. Finally, the use of a communicative exercise called “Spontaneity of action” is useful for developing the students' creativity. This exercise is extremely interesting for the whole class and allows them to concentrate on the task. The essence of the exercise is that the students have to continue the beginning of a speech proposed by the teacher without preparation, while all the other students take turns adding a sentence to it, respectively, resulting in a single common text. This exercise can be used at the intermediate stage of learning the Kazakh language, it will speed up the process and make it easier to understand.

To sum up, it can be stated that doing this type of work and applying the above-mentioned communicative exercises has the specific advantage that the participant (the performer of the action, a student) combines his or her initiative with other students while being in the centre of the learning process and assessing the personal level of knowledge. By making their own decisions and rejecting incorrect answers, they seem to control the whole process autonomously, without the teacher's involvement, which also to a certain extent provokes them to put more effort into correctly performing the tasks set and correctly using the Kazakh lexical-grammatical constructions. Authors believe that this structuring and formalisation of the implementation of learning activities have a positive impact on the formation and consolidation of linguistic confidence in the student. Before performing each such communicative exercise, “Helpful Cards” must be formed which will contain the necessary grammar and vocabulary material. This is a prerequisite, as it will help to organise effective communication in the developed communication settings. In addition, the formation of such cards personally by the learner allows them to store and remember the necessary amount of information, consolidating in this way their repository of data for their repetition in the future or

for finding already formed correct constructions for further use in speech or writing.

The role of the teacher in this process is also crucial, who in turn should monitor the time, the level of involvement of all students in the proposed communicative exercises, as well as the format of the tasks. There is a possibility that learners will focus too much on the conditions, and content of the task, and consequently neglect grammar and vocabulary components in their responses. It is in such situations that the teacher's ability to bring the focus of the lesson back to the pedagogical task while not disrupting the degree of students' interest in the learning process and the positive psychological atmosphere in the classroom is necessary [40; 41]. Therefore, the teacher, although in control of the learning process in the classroom, takes on the role of mentor while being in the midst of the communicative situation, becoming directly involved in the action. This, in turn, encourages students to act independently which affects their acquisition of theoretical knowledge and its application in practice. Consequently, it can be said that the traditional place of the teacher in the process of teaching the Kazakh language has recently been reformed so that the teacher no longer acts as the only correct source of knowledge. In turn, the aim of this educational process is not only to expose students to knowledge but also to teach them how to apply it in life, in particular, to solve various linguistic life situations.

### **Conclusions**

The described material leads to the conclusion that using communicative exercises in learning the Kazakh language is a significant topic in the scientific community. However, the novelty of this work lies in studying their application as a continuous exchange of interesting and new information about known phenomena, events, and situations in the classroom. In this type of work and organisation of the learning process, there is a characteristic consistency in the presentation of content, the emergence of new information, the introduction of new aspects through new grammatical and lexical structures,

and the consolidation of the permanence of this format. It has been proved that the specificity of learning the Kazakh language lies in the formation of an artificial language environment, which is usually absent in practice. The language environment of Kazakhstan is extremely important for the realisation of one of the factors influencing the acquisition of the Kazakh language, particularly the speed of consolidation of associative language links between the learners. In addition, it has been proved in the work that in a communicative environment parallel to conscious training and development of knowledge on vocabulary and grammar, linguistic means are needed, which in turn are accumulated during communicative activities mainly intuitively and even to some extent subconsciously.

Thus, because of the systematic performance of the communicative exercises proposed in the work, students form unconscious speech actions and increase the speed of reactions. Most importantly, students develop a sense of speech, when linguistic, perhaps even to some extent situational, framing (phonetic, lexical, grammatical) occurs intuitively. The long, continuous search for new ways and methods of teaching, formation, and consolidation of more effective techniques and means of work is certainly of practical importance in the process of increasing the motivation of students to learn the Kazakh language and automating the experience of its use. The types of communicative exercises proposed by us form the most favourable conditions for consolidation of language skills and knowledge, provoke the activity of spontaneous memorisation mechanisms, and condition the simultaneous solution of certain methodological, linguistic and psychological tasks. In further works, it is necessary to study certain peculiarities of using the method of multiple intelligence in teaching students the Kazakh language.

### **Acknowledgements**

None.

### **Conflict of Interest**

None.

### **References**

- [1] Sanyarova NS. Communication exercises in teaching professional Russian and Kazakh languages. *Mod Sci Res: Probl Pros.* 2019;1:200-206.
- [2] Rubtsova EV, Devdariani NV. The communicative aspect in the methodology of teaching Russian as a foreign language. *Bal Human J.* 2019;8(27):87-91.
- [3] Naviy L, Rakisheva GM, Stukalenko NM, Murzina SA, Duisenbina AT, Koshanova MT, Kazhatova GN. Ways to enhance students' learning activities in the context of higher education. *J Intel Dis – Diagn Treat.* 2020;8(4):557-561.
- [4] Naviy L, Zhussupbekova GG, Stukalenko NM, Zhakhina BB, Baimanova LS, Kukubaeva AK. Development of communication and speech skills of students in the process of education. *J Intel Dis – Diagn Treat.* 2020;8(3):437-442.
- [5] Ismailova SA. Application of information and communicative technologies in the conditions of distance learning. *Bul Oren Sta Univ.* 2020;2(225):31-37.
- [6] Moldabekova SK, Dlimbetova GK, Stukalenko NM. Multilingual training issues and development of teachers' speaking skills for the special education purposes: Kazakhstani case study. *J Intel Dis – Diagn Treat.* 2020;8(3):443-450.
- [7] Baktybayeva A, Yangarber R. Teaching the Kazakh language using the “Revita” platform – from work experience. *Inter Tur Wor Cong Sci Eng.* 2021;1:20-28.
- [8] Murzina SA, Stukalenko NM, Naviy L, Zhussupbekova GG. Study of peculiarities of communicative type of teaching. *Man Ind.* 2017;97(23):409-420.

- [9] Abdurakhmanova NG. A complex of exercises for developing the language and communicative competence of students inophones (on the example of studying word order functions in a Russian sentence). *Norw J Devel Inter Sci.* 2021;71:27-30.
- [10] Karpushova OA, Mignenko MA. Communicative direction different aspects of training foreign coursers to read scientific texts. *Mil Educ Bul.* 2021;1(28):96-98.
- [11] Stukalenko NM, Zhakhina BB, Abduev KK, Seitkasymov AA, Utegenov MZ. *Critical thinking development in students during college education process*; 2016. Available from: <https://cutt.ly/mI5byEJ>.
- [12] Dosmakhanova RA, Azhiev KO. The “Professional Kazakh/Russian language” in continuous language education of students of engineering specialties. *Com Commun Foun Lang Train Fut Sub Teach Multi Educ Spac.* 2020;1:269-272.
- [13] Stukalenko NM, Naviy L, Menlibekova GZ, Anarbek N, Abalakova BT. Managing the process of cognitive activity development in students of pedagogical specialties in higher education. *Inter Rev Manag Mark.* 2016;6(3):246-251.
- [14] Li D, Yezhanova FM. Development of methods for teaching RFL using short videos. *Kazn Bul.* 2021;4(180):217-223.
- [15] Belukhina SN, Kazakova EV, Ilyina LA. Interactive content as a new technology of learning RFL at the initial stage. *Bal Human J.* 2021;10(34):17-20.
- [16] Dubrovskaya ES. The use of electronic resources for the creation of educational quizzes in order to form a foreign language competence. *Inter Geo-Siber.* 2019;5:177-182.
- [17] Stukalenko NM, Murzina SA, Kramarenko BV, Ermekova ZK, Rakisheva GM. Implementation of competence approach in the professional education of prospective teachers in the higher education conditions. *Inter Rev Manag Mark.* 2016;6(3):175-181.
- [18] Zhussupbekova GG, Zhumabayeva AE, Zhakhina BB, Stukalenko NM, Kukubaeva AK. Use of communicative learning technologies for speech activity development of junior pupils. *Espacios.* 2018;39(40):1-9.
- [19] Kulikova NYu. Online educational platform as a factor of studying interactive learning technologies in the conditions of network interaction. *Worl Sci. Ped Psyc.* 2020;8(4):Article number: 29.
- [20] Baklanova EA, Barbasoeva MV. Some causes of communication failures and ways to prevent them in the process of teaching Russian as a foreign language to Lao students. *Scie Ped Rev. Ped Rev.* 2019;5(27):117-129.
- [21] Kalyuzhna N, Smutchak Z, Chorna N, Chorny R, Baldyniuk O, Chuba R. Toolkit for Multi-vector Adaptation and Development of Corporate Culture of International Companies. *Lect Not Network Syst.* 2024;927:501-514.
- [22] Korzhik VN. Theoretical analysis of the conditions required for rendering metallic alloys amorphous during gas-thermal spraying. II. Phase formation during solification of the sprayed material. *Sov Pow Metall Metal Ceram.* 1992;31(10):826-830.
- [23] Maharramova ShA. Linguistics of the text and the linguo-cognitive aspect of language research. *Inter Scie Rev Hist, Cult Stud Phil.* 2019;1:55-63.
- [24] Korzhik VN. Theoretical analysis of the conditions required for rendering metallic alloys amorphous during gas-thermal spraying - I. Determining the cooling rate of a spray-dispersed material. *Sov Pow Metall Metal Ceram.* 1992;31(9):772-777.
- [25] Stukalenko NM, Anishchenko OA, Turtkarajeva GB, Shajakhmetova AA, Ermekova ZK. About preparation of future teachers for application of innovative study technologies. *Life Sci J.* 2013;10(12):139-141.
- [26] Chorna NP. Development of Agrarian business in Ukraine under influence of world financial and economic crisis. *Act Probl Econ.* 2009;11:40-48.
- [27] Cristea V-M, Baigulbayeva M, Ongarbayev Y, Smailov N, Akkazin Y, Ubaidulayeva N. Prediction of Oil Sorption Capacity on Carbonized Mixtures of Shungite Using Artificial Neural Networks. *Process.* 2023;11(2):518.
- [28] Sanyarova NS. On the formation of the terminological culture of Kazakh students of Technical Universities. *Gen Educ Lexic Cont Bilin.* 2019;1:172-181.
- [29] Milyushenko TV. Specific design of the LMS learning management system by means of cloud services and technologies. *Bul Siber Inst Bus Inf Tech.* 2020;3(35):24-29.
- [30] Denysiuk O, Svitlyshyn I, Tsaruk I, Vikarchuk O, Dankevych A. Diversification in the enterprises' activities for sustainable development in the agricultural sector. *Riv Stud sull Sostenibil.* 2022;2022(2):85-102.
- [31] Stukalenko NM, Zhakhina BB, Kukubaeva AK, Smagulov NK, Kazhibayeva GK. Studying innovation technologies in modern education. *Inter J Envir Sci Educ.* 2016;11(14):6512-6517.
- [32] Zhumadilova MN. Perception of national culture by students in teaching the Kazakh language. *Innov. Sci. Educ.* 2021;33:938-943.
- [33] Esenova KA, Aiguzhina JS. Kazakh language in the framework of content updates. *Actu Prob Improv Qual Educ Prac.* 2019;1:215-217.
- [34] Spytyska L. Symptoms and main features of personality formation of a psychopath. *Arch Psych Psych.* 2024;26(1):34-43.
- [35] Rakhimova Zh, Dzhusubalieva D. Digital technologies as an effective mechanism for the formation of the discursive competence of future teachers of a foreign language. *Kazn Bul.* 2021;3(68):62-70.
- [36] Innola N, Roman C, Nelia C, Roman B, Viktor L. Simulation of Comprehensive Assessments of Personnel Innovation Development Management System. *Lect Not Network Syst.* 2022;486:95-108.

- [37] Spytka L. Practice-based methods of bringing to legal liability for anonymous defamation on the Internet and in the media. *Soc Leg Stud.* 2024;7(1):202-209.
- [38] Borisov YuS, Kunitskii YuA, Korzhik VN, Yaprakova MG. Structure and some physical properties of plasma-sprayed coatings of the nickel boride Ni<sub>3</sub>B. *Sov Pow Metall Metal Ceram.* 1986;25(12):966-969.
- [39] Zilgarayeva A, Smailov N, Pavlov S, Mirzakulova S, Alimova M, Kulambayev B, Nurpeissova D. Optical sensor to improve the accuracy of non-invasive blood sugar monitoring. *Indon J Elect Eng Comp Sci.* 2024;34(3):1489-1498.
- [40] Gakrama KM. Relative approach in teaching Russian in groups with Kazakh language of instruction. *Actu Prob Lang Train Tech Univer: Trad Innov.* 2019;1:10-14.
- [41] Borisov YuS, Olikier VE, Korzhik VN, Kunitskii YuA, Krasyuk AD, Revo SL. Structural characteristics of flame-sprayed Fe-Ni-B alloy coatings. *Sov Pow Metall Metal Ceram.* 1987;26(11):885-888.

## **Застосування комунікативних вправ у процесі викладання казахської мови**

### **Айнаш Курманова**

Євразійський національний університет імені Гумільова  
010008, вул. Кажимуқан, 11, м. Астана, Республіка Казахстан

### **Шинар Капантайкызы**

Євразійський національний університет імені Гумільова  
010008, вул. Кажимуқан, 11, м. Астана, Республіка Казахстан

### **Гюльден Кажибасва**

Кокшетауський університет імені Ш. Уаліханова  
020000, вул. Абая, 76, м. Кокшетау, Республіка Казахстан

### **Оміргуль Жумагулова**

Кокшетауський університет імені Ш. Уаліханова  
020000, вул. Абая, 76, м. Кокшетау, Республіка Казахстан

### **Нургуль Смагулова**

Кокшетауський університет імені Ш. Уаліханова  
020000, вул. Абая, 76, м. Кокшетау, Республіка Казахстан

### **Анотація**

**Актуальність.** Ця тема є актуальною, оскільки використання матеріальних і теоретичних ресурсів у вивченні мови є широким і поширеним. Для казахської мови часто використовуються різноманітні комунікативні вправи, які підвищують швидкість та ефективність процесу навчання, роблячи його більш комфортним для учнів. Ці вправи корисні для операцій, пов'язаних з текстом, таких як читання, впізнавання та виділення елементів, пов'язуючи читання з розумінням змісту.

**Мета.** Метою цього дослідження, проведеного Кокшетауським університетом імені Ш. Уаліханова та Євразійським національним університетом імені Гумільова, є вивчення різних комунікативних вправ та оцінка їхньої ефективності у навчальному процесі. Крім того, вона прагне виявити недоліки та перешкоди у впровадженні навчальних програм з казахської мови та розглянути специфіку різних комунікативних вправ.

**Методологія.** У дослідженні використано кілька методів дослідження, зокрема логічний аналіз, порівняльний аналіз, синтез, формальний аналіз та аналіз наукової літератури.

**Результати.** Дослідження дозволило визначити теоретичні та практичні засади комунікативних вправ, їхню актуальність для сучасних умов та відповідність цільовій аудиторії, яка вивчає казахську мову.

**Висновки.** Використання комунікативних вправ значно підвищує ефективність і комфортність вивчення казахської мови. Дослідження підкреслює важливість включення цих вправ у навчальну програму для сприяння кращому засвоєнню мови. Крім того, воно визначає необхідність постійної адаптації та вдосконалення цих вправ для задоволення потреб учнів, що постійно змінюються. Це дослідження є практичним ресурсом для розробки навчальних програм з казахської мови і слугує основою для подальших досліджень, наголошуючи на інтеграції комунікативних вправ у навчальний процес для покращення результатів вивчення мови.

**Ключові слова:** викладання казахської мови; комунікативні вправи; мовна підготовка; навчальний процес.