

**ENLARGEMENT OF THE STUDENTS' VOCABULARY THROUGH  
THE USE OF COMMUNICATIVE METHODS IN TEACHING A FOREIGN  
LANGUAGE**

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**Abstract.** This article is devoted to non-traditional methods of teaching a foreign language, the development of the language base, the effective use of communicative situations in English by a teacher or student. The history of teaching a foreign language is considered to be one hundred years. Of course, over a period of time, the teaching methodology has also undergone many changes, focusing on each aspect of the language. The objective development of the scientific methodology has led to the consideration and discovery of new effective types of methods of teaching English. The communicative approach is based on a statement that allows one to use not only language forms to master a foreign language, but also to use them in real communication. The new technology of teaching English involves mastering the communicative cognitive aspect of the language, taking into account the communicative function of the language. It also introduces with the principles, effective methods of teaching a foreign language, the basics of communicative theory and technology. The criteria of communicative methods are shown to students and analyzed. The main goal of this approach is to develop foreign language skills and develop the necessary well – thought-out methodology.

**Keywords:** communicative approach, communicative competence, cognitive approach, educational process, cognitive principle, language forms, linguistic competence, cognitive semantic goal, strategic dexterity, communicative and cognitive method, participatory method.

**Introduction**

Qualitative education is an inexhaustible treasure of humanity, the education of young people is the most important part of the generation. In the methodology of

education and training, the culture and worldview of the nation's consciousness is formed through education. The higher the quality of education, the wealth of the population increases, and the younger generation takes a place in the ranks of developed countries. President Nursultan Nazarbayev in his address to the Kazakh people "New Kazakhstan in a New World" proposed to gradually include the cultural project "Trinity of languages" in the educational program. Kazakhstan should be recognized worldwide as a highly educated country whose population uses three languages. He stressed that Kazakh is the state language, Russian is the language of interethnic communication, and English is the language of successful integration into the global economy (Fernando Cerezal Sierra, 2015: 20).

**Literature review**

The communicative based principle of teaching is teaching aimed at the student's ability to speak and work fluently through pronunciation and writing. The use of the following principle will greatly contribute to the achievement of the goals set by the teacher. The list of methodologists who proposed a communicative approach in teaching a foreign language is as follows: E. I. Passov, N. I. Gez, E. P. Shchubin, A. A. Leontiev, V. G. Kostomarov, A. N. Shchukin, M. N. Vyatyutnev, G. A. Kitaygorodskaya, G. V. Rogova, I. Zimnyaya, V. A. Skalkin, B. A. Lapidus, I. L. BIM, they proved that this method is the most effective from a scientific, theoretical and methodological point of view.

**Main body**

Communicative competence includes the following learning objectives:

Cognitive semantic objective	<ul style="list-style-type: none"> <li>➤ Be able to find communicative situations in which conversations, and communication arise</li> </ul>
Social objective	<ul style="list-style-type: none"> <li>➤ The student will be able to respond to his actions, knowing how to behave during its implementation;</li> <li>➤ Strive to achieve his goals together with others;</li> <li>➤ Tries to be on equal terms with the partner with whom he communicates as an individual.</li> </ul>
Linguistic competence objective	<ul style="list-style-type: none"> <li>➤ In accordance with this goal, the student is motivated to be able to express his thoughts and actions.</li> </ul>

Learning objectives of communicative competence according to G. Neuner.

1. G. Neuner believes that these three goals should be considered not separately from each other, but in a very close relationship (Zharkymbek, 2008: 45).

The goal in each direction is the same. All this creates a certain level of influence on the student's learning of a foreign language. The cognitive semantic objective itself is part of the communicative goal. The main purpose here is to create a relationship through circumstances and to explain it to students as the main task. The purpose of the lesson is to teach the student to control the situation in which he behaves, to respond to the mood, to the information received. Teach them to put a purpose and motivate to achieve it. Teach them to respect the moral value of people they communicate with. Whatever the goal of the language concerning competence, the students must be able to clearly and explicitly express their knowledge, their thoughts in accordance with the goal.

The approaches of language teaching in the methodology are divided into four categories: direct, conscious, complex and intensive in accordance with the requirements of the time in relation to direct actions (Ismagulova, 2015: 182).

The table below will show the methods of teaching English:

Direct	Conscious	Complex
Natural	Grammatical translation	Reading
Direct	Conscious-practical	Communicative
Audiovisual	Conscious-comparative	Tandem method
Audiolingual		
Military		
Oral		
"Governess's method»		

#### *Modern trends in teaching a foreign language*

Among the active methods of teaching English, the communicative method occupies a leading position. The names of the "Oxford" and "Cambridge" methodology are named specifically for a foreign language. In addition, this method of teaching any language was created by teachers of British universities together with linguists. According to this method, well-known educational books "Headway" and "New Cambridge English Course", "Neumen neu", "Le Nouvelle sans Frontiers" were written.

In the process of communication, the communicative method is aimed at developing the basic language skills: writing, listening, speaking, reading and grammar rules. The teacher shall pay attention to student's speaking a foreign language, as well as to the development of their vocabulary.

The communicative method has a fundamental effect on removing psychological barriers. For example, the removal of the psychological barrier between the teacher and

the student leads to a good relationship and freedom. For to make the lesson interesting and fun, there should be no barriers between the student and the teacher that pull back from each other, such as shyness, timidity, diffidence. Then the course of the lesson will also be fun and motivating. This should be taken into account by every teacher. In the course of lesson, many strategies activate learning and control each student's subconscious mind, pushing them into a state of uniformity. In general, "pair" and "group" strategies allow us to determine the specifics of students' requirements, their talents, leadership qualities, and make the lesson large-scale and impressive. It allows the teacher and student to fully evaluate the course of the lesson in absentia (Kerimova, 2008: 86). It is this type of method that is called communicative. In its initial stages, other concepts such as systematic and meaningful were used as synonyms. The term communicative in relation to language learning refers to the relationship established by the semantic aspect of the language.

In 1980, Canale and Swain described communication competence by dividing it into four parts:

- Linguistic competence – grammatical, lexical semantic and phonological skills;
- Narrative competence – linguistic and semantic communication (communication, coherence, gestures);
- Socio-linguistic competence or understanding of functional aspects of communication (role relationships, personality factors, social and cultural context);
- Strategic competence refers to copying strategies developed to be autonomous and solve research problem.

In 1986, Richards and Rogers evaluated the communicative direction as the richest and most qualitative rule of the language level. Because:

- Language is the main system that delivers content.
- The primary function of a language is to interact and communicate.
- The structure of the language reflects its functional and communicative use.
- The initial aspects of the language are not only its grammatical and structural features, but also a category of functional and communicative meaning, as we gave an example.

Communicative activities and methods. Communicative method is a method that improves interaction between students. A variety of selected materials are used as communicative use of language. In 1982-1986, Johnson and Larsen-Fiman, based on the above data, sorted out some of the criteria and some of the actions and methods derived from them as follows (Myrzakhmetova, 2011: 86).

1. Principle of an information transfer: refers to the ability to follow and understand the transfer from one language position to another from a new environment. Information-based actions can be carried out as follows: during the hearing, the student

writes his / her thoughts in the form of an essay, forms a sentence from certain tables, and presents his / her thoughts based on the specified information.

2. Principle of the information space: it allows one to perform a number of tasks, taking into account the degree of information expressed during communication between people: after receiving the necessary information, students exchange views from different parts of the information by asking questions to each other; when they express their thoughts, they can analyze the necessary knowledge and listen to excellent answers.

3. Principle of content correction: without adhering to the established principle, full attention is paid to the essence and content of the relationship. In contrast to other methods, different relationships are developed herein;

4. The use of reasoned information in teaching is considered valuable for students, as the truthfulness of the language is preserved herein;

5. Putting encrypted sentences in their own order (picture-story) is a good way to work with integrity and harmony and other aspects of discourse;

6. Language games are a means of communication, because they contain 3 signs of communication: informational, selective and feedback;

7. Various social contexts and role-playing games allow students to understand the content.

8. Pair and group work is the most commonly used activity (Fernando Cerezal Sierra, 2015: 15).

Psychologists have found that people can remember 10% of what they heard, 50% of what they saw, and 90% of what they did (Myslykova, 1997: 56), that's why communication activities with communicative games encourage the student to play a role as a diligent, inquisitive, active participant in communication.

The communicative based principle of teaching is teaching aimed at the student's ability to speak and work fluently through pronunciation and writing. The use of the following principle will greatly contribute to the achievement of the goals set by the teacher. The list of methodologists who proposed a communicative approach in teaching a foreign language is as follows: E. I. Passov, N. I. Gez, E. P. Shchubin, A. A. Leontiev, V. G. Kostomarov, A. N. Shchukin, M. N. Vyatyutnev, G. A. Kitaygorodskaya, G. V. Rogova, I. Zimnyaya, V. A. Skalkin, B. A. Lapidus, I. L. Bim, they proved that this method is the most effective from a scientific, theoretical and methodological point of view.

L. Bim believes that this communicative method should be aimed at establishing mutual understanding between people in their practice, among other people, and the formation of a fully developed educated, competent personality. Also he states that foreign language must be used as a means of interethnic communication». Communicative teaching is aimed at ensuring that the student communicates in situations that arise as a result of everyday activities, i.e. students must have mutual

communicative skills. In accordance with this purpose, all types of communicative learning are considered to be interrelated and directed to effective learning of a foreign language by the student.

Professor F. Sh. Orazbayeva, who made the first scientific justification of the communicative method, aimed at teaching the Kazakh language to a foreign audience, left a methodological system of language-related rationales for the process of reading, listening, writing, pronunciation, and communication. The communicative method is a type of method that directly implements language communication in a particular system through the student and teacher, forms a characteristic speech style, consists of a functional system of rules with the main features inherent in language communication and methodological parts, combines effective ways of teaching the language and puts it into practice. E. I. Passov states that currently, the problems of combining the communicative method with the learning experience are explained and considered only in the context of the reference rule, and the pronunciation is explained only from the point of learning aspect. The implementation of the communicative method, that covers all types of speech activity at all levels, has not yet been fully resolved," he said, pointing out the problem. The main task here is to improve students' knowledge in this area, demonstrate the quality of knowledge with specific results, increase the level of development of the communicative method and make a significant contribution to it (Passov, 1985: 64).

The communicative method is not only considered to be rational methodology, but also it is actually used by the teacher and student in real practice. In this regard, we involuntarily come to an agreement with the above-mentioned words of L. N. Tolstoy. Therefore, it is important not to limit yourself to one methodology, but to follow an effective course, taking into account the needs and goals of students.

The main goal of this approach is to develop foreign language speaking skills and work out the necessary well-thought-out methodology. Nowadays, working conditions require compliance with their own principles. While many projects are being implemented with the participation of foreign specialists and Western investors, the need to communicate in a foreign language has become increasingly evident in our days. The language of international communication has entered all spheres of our lives, so today specialists with knowledge of the language are in high demand.

The State General Compulsory Education Standard of the Republic of Kazakhstan provides for its own requirements for the basic level of reading, speaking, listening and writing, specified in the section communication skills. The teacher, in consultation with students, should monitor the development of communication skills at a certain level, taking into account its performance.

The main principles of the communicative method:

– Formation of students' understanding of the environment in the process of studying;

- Possessing an ability to express their opinions, feelings to other students, share their own experience with the teacher (individual approach);
- Participation of students in events related to specific situations;
- Increasing the motivation of students to work together;
- Ability of students to respond to learning outcomes and be able to learn;

The role of the teacher depends on the task at each stage of the lesson (Shaikenova B.Sh.,2008: 122). In the methodology of teaching foreign languages, the communicative method is used for the purpose of distinguishing features of the learning process. Most of the principles of the communicative approach are often implemented for business purposes. The goal of the cognitive method is to help to learn a foreign language. This concept has a common point of view, not a principle. The purpose of this article is based on the formation of the cognitive principle and on the need to use it in the field of teaching foreign languages. Organization of the learning process at a new level of teaching shall be considered taking into account the natural teaching methods. It is necessary to help the student develop flexibility in applying the methodology, teach him to apply certain strategies in accordance with the task set for him. In practice, the cognitive approach involves teachers' and students' step-by-step actions. This approach means establishing the position of linguists, guiding and helping them. The process of learning a language should be as a process of studying the language and conducting experiments (Temirkhan, 2019: 56-58).

A few hours of learning a foreign language will allow the teacher to use various visual effects and tools to activate the learning process. Understanding the cognitive patterns of the process of mastering a foreign language and working with particular and extracurricular activities in accordance with these features is an important condition for mastering cognitive strategies. This approach is aimed at implementing communicative tasks (Shaikenova, 2008: 21-22).

The communicative approach increases motivation and demand for the development of creativity. A student trained on the principles of a communicative approach will never become a passive learner. The combination of pedagogical, humanistic and methodological communicative principles in the field of language education leads to the formulation of the thesis on the communicative and cognitive approach as a leading approach to teaching foreign languages. The use of the cognitive principle in teaching foreign languages leads to some changes in communicative practice. Therefore, concluding: the cognitive approach connects the study of foreign languages only with the communicative one. The cognitive principle is reflected in modern programs, textbooks, and other methodological and educational literature. It changes the attitude to the means and methods of teaching, to the usual educational practice. This principle gives a new direction to the development of communicative teaching methods. This is the time of educated youth. And educated young people are young people who are fluent in their own language and speak a foreign language fluently.

### **Methodology**

"Language is a flower that will never fade, will grow forever," the Great Russian teacher K. D. Ushinsky depicted. The development of scientific methodology has led to the consideration and discovery of new effective types of methods of teaching a foreign language. Among the scientists-teachers who have worked in this field, it is impossible not to mention the "communicative teaching methodology in teaching a foreign language" by E. I. Passov. Interpersonal communication learning technology is a methodology derived from the exchange of thoughts and opinions. The communicative method of teaching English was born as a result of scientific research conducted at the end of the last century in Europe, the United States and Canada. The communicative approach is based on a statement that allows you to use not only language forms for Learning English, but also for real communication. Knowledge of a foreign language is a requirement of the time. The attitude to education is currently radically changing, new types of education, strategies of a new direction are emerging, which contribute to the intensive modernization of the real meaning of education. That is, the general requirement of teaching other languages in accordance with the educational needs of this period in the teaching methodology is to teach the language in the direction of interpersonal communication. In Britain, the communicative method appeared in the 60s and 70s of the XIX century, when English received the status of an "international communication language". At that time, special attention was paid to the problem of communicative teaching of a foreign language. The main goal was to teach each student not only to express their thoughts openly, freely and efficiently, but also to find a common language and exchange of views.

Students will be able to communicate with each other in English, communicate with each other through sentences, and exchange ideas. In general, it will be effective if the teacher conducts a foreign language lesson, often in the form of a sentence or text, so that students develop a good vocabulary in a foreign language at a certain level, so that they can communicate freely with each other alone or in pairs. After all, both individual words and grammatical words are combined to understand a specific idea.

Since the method of communication we are talking about from the first lesson attaches great importance to the development of the language fund of each student, first of all, it is necessary to reveal what communicative means. Communicative means a specific direction of the educational process – if we analyze it radically, it means that in the communicative methodology "speech" is the main method of teaching as the main tool of language development work.

In general, it will be effective if the teacher conducts a foreign language lesson, often in the form of a sentence or text, so that students develop a good vocabulary in a foreign language at a certain level.

In some cases, students, even though having a large vocabulary and knowledge of specific rules, are not able to speak words and sentences in combination with each other.



As the Russian linguist E. I. Passov, a specialist in the field of methods of Foreign Language Education, said, it is necessary to seek for its reason in the teaching strategy. Therefore, it is necessary to be able to choose communicatively the means of teaching the language, i.e.:

- no matter what field of study, students should always communicate;
- for the purpose of language acquisition, the vocabulary should be selected in a closely related way;
- dictionary work should be discussed in order to solve social problems, and not just related to topics such as "Park" or "Shopping center".
- when identifying problems with speech learning, it is necessary look at it from the students' point of view (Galskaya, 2003: 203). In order to make students to speak a foreign language willingly, diligently, the teacher must create conditions for making different situations. Because sharing situational obstacles with various games during the lesson will greatly increase students' attention and willingness to study and make the lesson interesting.

Every educational person should be able to talk freely to a friend, colleague or parent, ask questions independently, and express their thoughts clearly in a foreign language. It is quite possible that the traditional way of teaching a foreign language is boring for students, that is why today it is necessary to use the communicative approach that increases activity and creates additional opportunities through the use of maximum game strategies in the classroom.

And in everyday life, since relationships between people relate to role-playing situations, it is often more convenient and effective to use a role-playing strategy. We will focus on what benefits and needs the role-playing game has for us in general. During the role-playing game students learn a foreign language by entering into the real situation of people in different social roles, putting themselves in the place of these people. In order to develop knowledge of a foreign language, it is important to pay special attention to these role-playing games.

A characteristic feature of these games is that the structure of words and sentences is formed from the very beginning as a sentence, without deviating from the language functions. We can also note that in the course of this game, language activity is carried out in a real way, not artificially.

*Participants.* The population of this study included students of Khoja Akhmet Yassawi International Kazakh-Turkish University. They are all 2-nd year students of Foreign language: two foreign languages(English-Turkish) faculty.75 students filled in the questionnaire. Students ages comprised between 18-19 ages.

*Instruments.* A questionnaire was developed to collect the relevant data. The main purpose of the questionnaire was to define the students' ability in using communicative methods during enlargement of the students' vocabulary in foreign language teaching.

The questionnaire comprised two main themes relevant to the application of communicative methods during enlargement of the students' vocabulary in foreign language education. The questions are constructed from easier to difficult. Questions included the main principles of the communicative method development to motivate students' interest in learning. In some questions students had to think out-of the box and search for other information sources. The questionnaire used a five-point scale extending from 5 (very high or strongly agree) to 1 (very low or strongly disagree). The verbal explanation was used to show the results of questionnaire.

*Data collection.* All students answered online and we collected the answers through Google forms survey. Survey was sent to students' chat groups and they shared each other the link to the survey.

### **Results and discussion**

The main goal that students set for themselves in role-playing games when working in pairs is not only the development of relationships, but also the emergence of additional tasks. Therefore, we need to teach students the ability to use systematic keywords.

It is important not only to work in pairs, but also to be able to combine communication with further group work. Because it:

1. improves the skills of students to speak in pairs.
2. promotes the formation of collectivity, mutual understanding of students, improving their skills.
3. allows to learn to consciously evaluate his own knowledge, not the knowledge of another person.
4. allows to share what you have learned with each other and promote the relationship;
5. strengthens students' desire to learn and speak a foreign language.
6. strengthens the influence of students in the group, improves the quality of education and increases students' consciousness of their learning, and make them ask themselves the questions: "Do I need all this learning?", "What can I do?", it lets them know the strategy of their learning and give themselves a direction.

Therefore, communicative method in teaching a foreign language to students is a method that allows the student to correctly connect words and sentences according to the rules and it provides a huge opportunity for students to communicate freely with individuals, so the teacher is advised to constantly use this method in the educational process.

In his book "Communicative theory and technology basis of foreign language teaching", E. I. Passov shows four signs of this method, considering the communicative method in speech teaching in order.

First of all, this method is characterized by differentiation, in which each perception of the method is a means of achieving a specific goal.

The second important part is the independence of the learning environment. The essence of this statement is that the approach determines not a tactic, but a learning strategy, so its choice cannot depend on the language, stage of communication, and so on.

Third, the ability to cover all aspects of teaching speech activity, which is achieved due to the set of principles included in the method.

The fourth sign is the presence of the main core in the method, or, as M. V. Lyakhovitsky put it, "the dominant idea of solving the main methodological problem." The presence of the main idea allows you to be functionally based on principles. And this idea is the communicativeness of learning (Galskaya, 2003: 30).

The new environment for teaching a foreign language aims to teach the methodology in a cognitive way, taking into account the language problem of the communicative side. From this point of view, the famous German scientists G. Neiner and G. Hunfeld, who developed the methodology of German teaching, explain that foreign language skills are achieved through language and action. Students should pay attention to the final meaning of the sentences spoken at the lesson, understand their purpose, and implement the requirements of each of them. The result of this is that we can call communicativeness competence.

The study results organized and discussed in accordance with the research questions. To answer question number 1 "What do you know about communicative teaching?" Results indicated that 50% of students know about communicative method in learning a foreign language. For the question number 2 "What kind of sub-competencies does communication competence comprise?" All the students replied that it has main four sub-competencies such as linguistic competence, narrative competence, socio-linguistic competence or understanding of functional aspects of communication and strategic competence. Also, for the question number 7 "What is the main benefit of communicative approach?" Most of them answered in this way: The communicative approach increases motivation and demand for the development of creativity. Most students' answers to the question: Can you name the principles of communicative method? were the same such as possessing an ability to express their opinions, feelings to other students, participation of students in events related to specific situations; ability of students to respond to learning outcomes and be able to learn.

### **Conclusion**

The communicative method aims to give learners more control and autonomy of their own learning via student-centered group work activities and the chance to control the content of the classroom instruction. However, in the observed classes, the content of the instruction is mainly determined by the teacher and occasionally by the teacher and the learners together, but never merely by the learners. Therefore, the teacher is

regarded as the expert in the classroom by both the students and the teachers themselves.

Through the use of communicative methods in teaching a foreign language, we can develop the language base of students at a sufficient level. There are many advantages and disadvantages of this method, both for the teacher and for the student. Based on this method of teaching a foreign language, we can contribute to the development of the language fund of educated citizens and citizens, who know a foreign language at a certain level, can speak fluently, defend their opinions in any environment.

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**Развитие словарных состав студентов с использованием коммуникативных методов  
в обучении иностранному языку**

***Аннотация.** Данная статья посвящена нетрадиционным методам обучения иностранному языку, эффективному использованию коммуникативных ситуаций на английском языке и развитию языкового фонда студентов. История обучения иностранному языку насчитывает сто лет. Конечно, в течение некоторого времени методика преподавания также претерпевала множество изменений, каждый раз обращая внимание на каждый аспект языка. Объективное развитие научной методики привело к поиску и рассмотрению новых эффективных форм методик преподавания английского языка. Коммуникативный подход основан на высказывании, которое позволяет использовать для овладения иностранным языком не только языковые формы, но и их использование в реальном общении. Новая технология обучения английскому языку предусматривает овладение коммуникативной познавательной стороной языка с учетом его коммуникативной функции, а также направлена на овладение принципами, эффективными приемами общего коммуникативного метода, основами коммуникативной теории и технологии. В эффективном обучении студентов указываются и анализируются критерии коммуникативных методов. Основной целью данного подхода является формирование навыков владения иностранным языком и выработка продуманной необходимой методологии.*

**Ключевые слова:** коммуникативный подход, коммуникативная компетентность, когнитивный подход, учебный процесс, когнитивный принцип, языковые формы, лингвистическая квалификация, когнитивная смысловая цель, стратегическая ловкость, коммуникативно-познавательный метод, деепричастный метод.

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**Шет тілін оқытуда коммуникативтік әдістерді қолдану арқылы  
студенттердің тілдік қорын дамыту**

**Андатпа.** Бұл мақала шет тілін оқытудың дәстүрлі емес әдістеріне, ағылшын тілінде коммуникативтік жағдайларды тиімді пайдаланып, студенттердің тілдік қорын дамытуға арналған. Шет тілін оқытудың тарихы жүз жылдап есептелінеді. Әрине, біршама уақыт көлемінде оқыту әдістемесі де әр кезде тілдің әр аспектісіне көңіл аудара отырып, көптеген өзгеріске ұшырап отырды. Ғылыми әдістеменің объективті түрде дамуы ағылшын тілін оқыту әдістемелерінің жаңа тиімді түрлерін қарастырып, табуына әкеліп соқтырды. Коммуникативтік тәсіл шет тілін меңгеру үшін тілдік формаларды ғана емес, сонымен қатар оларды нақты қарым-қатынаста пайдалануға мүмкіндік беретін мәлімдемеге негізделген. Ағылшын тілін оқытудың жаңа технологиясы тілдің коммуникативтік қызметін ескере отырып, оны коммуникативтік танымдық жағынан меңгеруді көздейді, сондай-ақ жалпы коммуникативтік әдістің шет тілін оқытуда көрініс табатын принциптерін, тиімді тәсілдерін, коммуникативтік теория және технология негіздерін игертуге бағытталады. Білім алушыға тиімді білім беруде коммуникативтік әдістердің критерийлері көрсетіліп, талданады. Бұл тәсілдің басты мақсаты шет тілін білу дағдыларын қалыптастыру және жақсы ойластырылған қажетті әдіснама жасап шығару болып табылады.

**Кілт сөздер:** коммуникативтік тәсіл, коммуникативті құзыреттілік, когнитивтік тәсіл, оқу үдерісі, танымдық принцип, тілдік формалар, лингвистикалық біліктілік, когнитивті мағыналық мақсат, стратегиялық ептілік, коммуникативтік-танымдық әдіс, қатысымдық әдіс.