

Philosophical Foundations of Education at the Kazakh Languages by Aiding Communicative Methods

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Abstract: This study considers the looking from a philosophical point of view the interactive technology and tiered developing Kazakh language teaching primary school pupils through the method of linguistic communication, content and teaching methods, formed in the education system, the values determined by the formation of new practical ways that could lead to a novel qualitative level and solving the problem. In the formation of the communicative competence of elementary school students would be to pay attention to other competencies. It helps to understand the motives and needs socialization of students, the development of their cognitive abilities and participate in language relations arising from different situations. Communicative competence is the potential of its own in pupils creative language activity. In the study is presented the Kazakh language teaching in primary school communicative method. The purpose of learning communicative method-personal development; effective psychological development of the child, his self-education, expansion and growth of language skills and vocabulary; socialization of children; the adoption of the laws of life in the social environment; analyzed the development of vocabulary richness of the language that forms the erudition to ensure continued improvement of education of the child.

Key words: Communicative, culture, training, process, method, primary, competence

INTRODUCTION

Actualizing the problem: The fact that the reforms in the education system focused on student-centered learning in the modern school set for training future teachers of the new requirements. Development of the education system is primarily due to the search for ways of transition to a new paradigm that is with the achievement of the new goals of education. For professionals and educators there is a need to implement process control education through professional and pedagogical culture, direct them to special education, spiritual and highly humane purposes. Each member of the teaching staff is both a special organizer and performer in a particular area of the educational process.

Communicative competence: This is a question that gets to spread in recent years of linguistics. In the works of scientists, trainers this terms associated not only with the education of students to the laws of language but also with the appropriate use of language in the linguistic relationships in life, production, etc.

In the process of to learn communicative method, students learn to communicate their thoughts to others are simple, accessible, however, fully and with the use of

various artistic forms. Master the ability to communicate freely without embarrassment and without embarrassment. Construct sentences without repeating the same word but systematically linking whole phrases. Increases vocabulary, language evolves, expands worldwide. That is the communicative method creates the most favorable conditions for the formation of the child as an individual, develops his skills to use the knowledge gained in life and linguistic relations.

Question formation of communicative competence in the classroom of the Kazakh language in elementary school is a new direction generated by the general principles and tendencies of the communicative and cognitive domains of language. According to this direction in the first place there are questions on formation of skills of perception and learning students the meanings of words and their characteristics, appropriate use of these words in different situations, presenting their thoughts and ideas, solving various communication tasks, the exact application of the language laws and regulations to achieve the communicative goals. In his address to the people of Kazakhstan the President of the Republic of Kazakhstan Nursultan Nazarbayev “New Kazakhstan in the new world” says: “we must ensure the provision of quality education services throughout the country at

international standards to develop educational practices in online and to create in the country educational television” and in the Message of “Building the future Together”: “we must continue to modernize education, personal credit every citizen of Kazakhstan should be education for life”. Quality education should be the basis of industrialization and innovative development of Kazakhstan.

Explore importance of the problem: Ideas and valuable conclusions about the methods and principles of communicative competence of students in the learning process are found in the writings of F. Sh. Orazbaev, E.I. Passover, T.A. Pechentsov, D.I. Izarenkova, L.V. Farisenkov, M.N. Vyatyutneva, N.I. Formanov, A.A. Chingizova, G.K. Selevko, M.M. Binazarov, etc.

In modern science, the methodical one of the pressing issues that do not have a common opinion was the question of what exactly is included in the communicative competence of students and what features it has on this occasion serious differences among scientists were found. M.N. Vyatyutnev is communicative competence as the ability of students to use the language in linguistic relations. N.I. Formanovskaya, speaking of communicative competence, argues that this is a special ability of students to make one or more language action and solve communication challenges in the process of relationship. A.A. Chingizova concludes that communicative competence is the result of training, in which there is a language, speech, pragmatic, etc. Competence: “communicative competence is seen as a complex psycholinguistic education which includes in its membership a number of other competencies: linguistic or language, voice and other pragmatic”.

The inquiry of the formation of communicative competence has a particular meaning: “in the formation of communicative competence makes sense to pay attention to the other jurisdiction. Such training helps students to socialize to discover ways of developing cognitive competence to interpret the motives and the need to engage in linguistic relations in diverse life situations. In the future, the question of studying ways to create a social, cognitive, information technology, etc. Competence of primary school pupils should become a separate branch of science”. According to the scientist in formation of communicative competence should be given to other competent. Such training helps students to socialize to find ways of developing cognitive competence to understand the motives and the need to engage in linguistic relations in different situations.

Richards and Rodgers (1986) describe other significant characteristics of communicative language

teaching including its emphasis on the use of authentic materials and language-based realia around which communicative activities are constructed. In terms of the type of communicative activities, learners engage in role play, simulation and games in which errors are seen as a normal phenomenon which does not need to be constantly corrected.

Despite these contradictions, most scientists agree on the idea that communicative competence the ability to bring its students thought other people, joining the free language with other people and/or the environment, the decision of communicative tasks.

In our view, communicative competence is the awareness, understanding and creation of primary school pupils of different linguistic relations in the native language to express their thoughts in different life’s situations through language action.

From this it follows that the question of formation of communicative competence in learning phrases in the primary grades is a new direction generated by the general principles and tendencies of the communicative and cognitive domains of language. Therefore, by defining the meaning of the term in the first place it are necessary to draw attention to the fact that communicative competence forms the personality and capable of having to prove his opinion, realizing processes of speaking, listening, reading and writing and thus have a certain linguistic relation. In the selection of the content of communicative competence accounted communicative needs, interests and linguistic nature of the students because there is a need to establish links between content and mastering process of communicative competence. As a consequence of the training program phrase is the main object of study is methodology of teaching Kazakh language. Without it without mastering the grammar, syntax and language laws oral structure of the Kazakh language learner cannot intelligibly reassign their thoughts and ideas. The dependence on the content of communicative competence on a variety of objective and subjective factors makes it various for different categories of students. Separate representation of the totality of mandatory skill in the content of communicative competence for all categories of students allow considering the private interests in the training group. Communicative needs of the members of the group gathered for a particular system, connected with the desire of students to get acquainted with topics that are not made up in advance in the process of selection of the content. The introduction of such order requires the introduction of new concepts into the content of the communicative competence of the group its modification by changing two or three topics. As a result, on topics

selected by students they have good training in speaking, listening, writing, reading and language communication.

Features of communicative competence implementation:

Is considered very important that the lessons of the Kazakh language in elementary school to learn grammar because by learning the Kazakh language mastered the language knowledge and skills which are used as in the study of other subjects and in everyday language communication. Therefore, language training is carried out with the 1st days of the child in school. At the elementary school child learn to phonetic phenomena, lexical and grammatical features of the language laws.

It is necessary to point out the historically important works by. Altynsarin, A. Baitursynov, M. Zhumabayev, Zh. Aymaulytova, T. Shonanova, G. Begaliev, A. Saduakasova, S. Zhienbaeva, I. Uyykbaeva, Sh. Sarybaev K. Bozzhanovoy, M. Zhubanova, S. Rakhmetova, G. Uaysovoy, K. Moldabek, A. Zhumabaeva, related to issues of formation of communicative competence in learning phrases in the primary grades. The works of these scientists have a special place not only in the formation of communicative competence in learning phrases in primary school but in general the methods of teaching the Kazakh language.

In the education of patriotism and love of country in the younger generation is of particular importance representation of objective information about the country's history, traditions and folk life and activities of certain individuals. In problems of the state program "cultural heritage" said: "patriotism is not born in a vacuum. Its origins in a deep knowledge of the country's history in the understanding and respect for the work of those generations whose efforts to ensure its independence and prosperity. The origins of patriotism begin with the love of family, the home. "The president has singled out that patriotism should be developed in particular among young people". "Our young people must be committed to grow so high values as honor, faithfulness, honesty, creativity for the prosperity of our country. Demands in respect of themselves, honesty in relation to others loyalty to the country these are the key points in the education of the younger generation", said Nursultan Nazarbayev (Nazarbayev, 2012).

Developmentally, it is not only an indicator of general culture it becomes an instrument of knowledge of all the sciences, so the main problem we see learning to prepare students to master all kinds of speech activity in all its forms as well as prepare them for the development of communicative competence. Thus, education focuses on the unity of the process of training and education through the establishment of common training skills, generalized

ways of acting that provides personal and cognitive development of students, the decision tasks of life and the possibility of self-learners. This system is carried out through knowledge of analysis, synthesis, grouping, induction and deduction, experiment, modeling and other methods of theoretical thinking.

As you know, an important indicator of the level of human culture as one of the problems with a person's upbringing his thinking, intelligence is his speech. Well-developed it is one of the most important means of human activity and for school-means success in school. For language acquisition a person must possess special knowledge, skills and abilities. It is important to remember that we are it is not only a means of communication but also the overall development of forming moral qualities and intellectual abilities of children.

Status of a problem: The application of new methods in the process of improving the content and learning in secondary school is one of the topical issues of the day, somehow because properly organized process of learning is one of the ways the quality of content knowledge. If the teacher during the lesson is able to correctly and to apply methods and tools, students actively pursuing knowledge. A student's ignorance is the result of the lack of experience of the instructor and the inability to apply correct methods of training in accordance with the objectives set. Thus, no result, of the lesson is not only a lack of knowledge of the methods but also with the use of faceless, not interesting teaching methods. That is if throughout the lesson, the instructor conducts only one class (for example, exercises or the teacher's monologue), sharp fall in students an interest in the lesson and level of learning. So, the teacher before the lesson must take into account what methods it will use. A well-chosen methods not only allow students to master the knowledge but also improve their creative skills. Therefore, to date, the question of what methods are effective and in what order to use them is very relevant. Scientists and educators believe that the use of some methods in the process of training depends on the purpose of the training. If so to identify and group learning methods is important to question what kind of relations and actions are implemented between the teacher and the learners what skills and abilities improving the student's teacher. Therefore, each scholar-teacher has its own view on the method to define the content of the education and training objectives.

Sources of theoretical and empirical knowledge in the knowledge of the world are distinguished by peculiarities positions. For this reason, in an interactive and multi-level developing training Kazakh language

through communicative method, theoretical knowledge summarized by the method of transition from the abstract to the concrete. And this is one of the main research methods of dialectical logic. With this method of learning the Kazakh language by language communication is defined theoretical or empirical content of thinking. And this in turn, theoretical thinking due to the nature of the transition from the abstract to the concrete.

To determine this the following route and directions of philosophical knowledge: logical methods and tools: analysis and generalization, grouping, induction and deduction, experiment, modeling. As a result, defines philosophy as a method of theoretical thinking and path of transition from abstract to the concrete. If so, theoretical thinking is the basis of dialectical logic. But you cannot call any theoretical thinking, because it is the logic of the position and the system implementation. The main thing in all this the position of the transition from abstract to concrete and manage the system should be methods of theoretical thinking. Here, the knowledge provided in the course of linguistic communication through theoretical thinking and presented as a system and as a community.

In philosophical dictionary indicated that the system a set of elements that are in a relationship and communication with each other which forms a certain integrity, unity. Therefore, in the process of developing an interactive and multi-level Kazakh language teaching in primary schools by the communicative method of knowledge available in a single system, resulting in a primary school pupil gradually master system and linkages between each concept as a structural element of the Kazakh language textbook. In accordance with the program, forming a general concept of Kazakh linguistics in learning every single concept through the method of linguistic communication, teaches to distinguish them and use them in everyday life.

Education communicative approach in primary school helps to shape the student's personality, contributes to finding his place in life, creates an opportunity for evaluation, selection, understanding, learning and comprehension of the importance of others' to make good decisions in everyday life to the practical use of acquired skills and abilities. Thus, education in the country is considered from two sides:

- Formation of knowledge and skills needed for future employment and specifically
- Entry history of man and culture of peace

This is done in close connection with the development of faith, intelligence, history, culture,

economics, etc. Hence, defined goal Kazakh language teaching primary school pupils through the communicative method. This goal-training the next generation express their thoughts in the Kazakh language, learning the national values of their country. It should be absorbed children from an early age, forming them by teaching the Kazakh language communicative method compassion, humanism, love of country, beauty, truth and friendship.

MATERIALS AND METHODS

Looking from a philosophical point of view, the interactive technology and tiered developing Kazakh language teaching primary school pupils through the method of linguistic communication, content and teaching methods, formed in the education system, the values determined by the formation of new practical ways that could lead to a novel qualitative level and solve the problems encountered in the emergence of new requirements of the national outlook because the relationship of man and of the world are signs of national understanding of the world as his perception of the world was formed in certain national circumstances. These signs and representations directly connected with the language of the people. Views of the cultures of the different periods in different attitude to society, time, political movements to morals its language, religion and history. Based on this and they are formed. All this was reflected in the language and set in writing. This is confirmed by all the philosophers and culture of the world. T. Gabitov, A. Mutalipov, A. Kulsarieva have concurred that language is not only a means of communication it is a reflection of human existence and its culture because cultures are can not exist outside language. Surrounds human sign system because the existence of man is signed, linguistic existence. Man creates signs himself explores their... Language not only denotative (signal) a means of communication it is also a connotative (certain socio-cultural, ideological) means. In the language of every people present his story, life, existence, work and culture (Niyazov, 2008). As the President N.A. Nazarbaev said: "...the key landmarks in the modern system of education, training and retraining is the knowledge and professional skills. To become a developed and competitive state, we need to become highly educated nation". In a globalizing world these prospects are associated with the global trends of development of higher education including the Bologna process which was formed as a result of the European Higher Education Area. The process of convergence and harmonization of

higher education systems institutionalized with the signing of the Bologna Declaration which one of the most important principles defined quality assurance.

Modern education includes three important elements: creativity, spiritual values, a willingness to live in a rapidly changing world. In general, the main priorities of the Kazakhstan School of parameters associated with the implementation of the Bologna process. However, higher education in Kazakhstan as the national system has its own distinctive features due to the strategic lines of source-cultural and economic development of the country.

Particularly noteworthy is the initial training as it lays the foundation for its all-round development of children here begins the work to promote a culture of speech, forming a conscious attitude to the language, the development of "sense of language". Over the last decade, the primary education system of Kazakhstan has changed considerably: there are new courses, a large number of alternative programs, textbooks and teaching aids; there was the need to introduce state standards. In such a turning point in social development which is going through a system of education in Kazakhstan today with particular acuteness raises questions of continuity and perspective of primary school level to the previous and subsequent steps. At the same time, according to many linguists and trainers' initial stage of education is not so much propaedeutic stage in teaching Kazakh as an important element in common, uniform rate of the native language and speech from the first to the graduating class.

The concept of "competence" are currently the most profitable trends in the use of common units. In the tendency of the concept of "competence" used in the practice and knowledge structures and skills are one of the most important solutions to the problem are used. Trainer, teacher, scientist areas of study "competence" gives different definitions. For example: L.M. Mitina gives the concept of "competence", "knowledge creation, skills and self-identified methods used and the practice of human communication".

As we have already noted that the scientific method is both transformative and control. And in order to manage the development of the individual must be competent. The concept of professional competence of teachers so it expresses the unity of theoretical and practical preparedness for implementation of educational activities and characterizes his professionalism. "Communicative competence-ability means the language is spoken which carry voice work in accordance with the goals and situation of communication in the framework of a sphere of activity". As a general rule that the feedback is just that achieves the main goal of the

communication process-understanding. The ability to formulate and solve certain types of communication tasks: define the goals of communication assess the situation, take into account the intentions and methods of communication partner(s), select the appropriate communication strategy to be ready for meaningful change in their own language behavior.

The teaching of any subject matter is usually based on an analysis of the nature of the subject itself and the application of teaching and learning principles drawn from research and theory in educational psychology. The result is generally referred to as a teaching method or approach by which we refer to a set of core teaching and learning principles together with a body of classroom practices that are derived from them (Richards and Rodgers, 2003) the ultimate goal in such a teacher is usually lost in the bustle of everyday life, so the design is carried out taking into account only the immediate prospects. So, it turns out that the main reason for the difficulties in the implementation of organizational and communication activities-shortcomings in the development of design skills in particular prediction. The key distinction in the structure of the knowledge of ordinary teachers and masters is constantly improving knowledge of child psychology and the skillful application of the technique due to this knowledge.

The mastery of pedagogical skills available to every teacher on condition of purposeful work on themselves. It is based on practical experience. But not every experience is a source of professional skills. So, is the only source of work, meaningful in terms of its nature, purpose and technology activities. Pedagogical skills a fusion of personal and professional qualities and professional competence of the teacher-tutor. Teachers, master distinguishes from others, especially the constructive nature of the activity taking into account both short and long-term perspective. Thus, when designing a lesson on a particular topic masters have in mind the whole system of knowledge the student and the result that they want to get in a few years. Many teachers are experiencing the greatest difficulties in communication and organizational activities but these difficulties would be programmed as an inability to anticipate possible difficulties and prevent them with a system of measures.

Currently, different concepts and methodical literature is very common to need to be communicative competence as a separate Science. The draft 12 years old secondary education of the Republic of Kazakhstan stated: "competence is the basis for the expected results for each educational area".

In our view, competence it is not only knowledge but also in the practical application of the learning process of knowledge, skills and abilities. A basis for the competence

outlined in the draft 12 year old secondary education of the Republic of Kazakhstan is the communicative competence of students. At the same time, the expression “competent student” can be understood as a set of personal competencies of the individual. Therefore, modern pedagogy considers competence of the individual, not only as an object but as a subject of training and education. Based on the works of scientists can conclude that:

- First: competence a broader concept than “skill, knowledge”
- Secondly: a person is not born, having any competence it is formed during the development of mathematical sciences
- Third: competence not just a product of social relations but also their subject
- Fourthly: competent person a conscious student has their own world view, own thoughts and ideas has the ability to work and learning activities, mastered math skills

RESULTS

In the education of students in the school through the phrases on the lessons of the Kazakh language has a special place because: firstly, character education students is in accordance with the social environment and secondly, the learning activities and educational activities carried out in the course of training, become the basis for education children according to public requests, thirdly, education is the target and implement special educational methods, fourthly in the planning of daily activities, the teacher focuses on the cognitive material linking theoretical knowledge with practice and puts not only the goal of knowledge mastering but also solves educational problems. This idea Zh.B. Koyanbaev and R.M. Koyanbaev summarize as follows: “the main task of education in school to master of theoretical knowledge of empirical and environmental, instilling professional orientation. Thus, all persons organizations and institutions that are directly associated with the education of citizens, must accurately understand the meaning, purpose and objectives of education. In this regard, the main objective of upbringing becomes fully spiritual and physical growth and development, education and aesthetic taste senses in accordance with the requirements of society”.

Zh. Aymaulytov writes: “the purpose of education-physical and patriotic development but there are both positive and possibly negative aspects. Positive: if the number of patriots in the country is growing, the country thrives. If people are happy then

that happiness is a part of every human being”. The purpose of upbringing to associate work with the students to work and real life to build character, teaches them work ethic, development of polytechnics and economic knowledge. Of all the animated man stands out in your mind, feelings and zeal. Everyone can eat and drink but the man being reasonable and therefore it should have a reasonable purpose in life. S. Rahmetova scientist, speaking of the importance of art education for learners in Kazakh language classroom, points to the following requirements:

- Ideological, political, moral and aesthetic education
- A correct world outlook
- By dating of children and adolescents with the most striking an exemplary job of adults instilling in them a love to work for the good of society, mutual respect, justice
- By exploring the beautiful nature of the materials homeland to study phenomena occurring in it the protection and conservation of natural resources
- Improvement of the resulting child’s skills, knowledge and skills, language development
- Meeting children with the heroic struggle of the people for freedom and peace, nurturing love of country, create a sense of friendship between the peoples
- Training of discipline and norms of behavior
- Education of hard work and labor discipline

Thus, learning the Kazakh language by phrases based on a comprehensive education of students and their ethical, moral and aesthetic qualities. Therefore, the aim of the teaching Kazakh language by phrases is:

- Awakening in students a sense of respect for the motherland and the people, skills, self-control
- To achieve this goal, the following developments

To raise students’ abilities in cognitive thinking:

- Provide information about word combination
- The use of tasks in comparison with each other constants, compound and complex phrases, etc.
- The development of student’s linguistic culture by explaining the art, winged words and expressions that make up phrases

Educating creative, logical abilities of pupils:

- To study and memorize students of different rules of the organization of phrases intellectual games, training of logical tasks
- To obtain information about the project work, conducting research

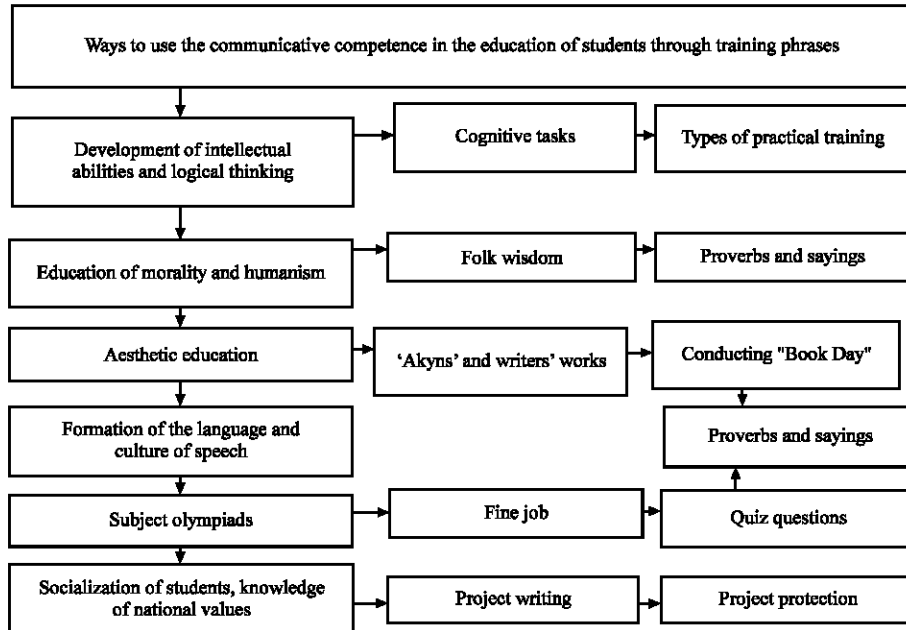


Fig. 1: Ways of using communicative competence in the education of students through training phrases

Language development through riddles and tongue twisters: To fulfill these aims at training phrases in the classroom of the Kazakh language educational work carried out in the following directions (Fig. 1):

Parenting intellectual abilities and logical thinking of students through training phrases. To nurture intellectual abilities and logical thinking of students on the basis of learning the rules of the most important phrases are special tasks and exercises that allow you to activate the cognitive activity of students find their own solution problems and complete the task. For example, the text is given “Sark warrior” and the following tasks: Sark warrior offered Janybek Batyr fight with Dzhungars seized their land. The Dzungars heard of speech Kazakhs began to prepare for battle. When two forces have a tradition to start the battle to put their best warriors to fight “one on one”. When the offered dzhungar fight “one on one” from their ranks came a huge black warrior. Janybek warrior thought about it and decided to put not battle-hardened, reliable oldier and a young Sark batyr. The battle did not last long. Sark warrior won, leaving the battlefield of the deceased enemy. In this battle Sark warrior as booty captured the daughter of Khan Kalmyks-Kuniko and handed it to the Khan.

- Task 1: Is the phrase “one on one”, “fight-fight” phrases?
Answer:
- Task 2: Write a noun phrase.
Answer:
- Task 3: Write phrases with verbs.
Answer:

- Task 4: What Are You in the description of these events?
Answer:
- Task 5: What do you know about Sark Batyr?

Gather information and write an essay. In carrying out these tasks, the emerging information students’ competence that is they not only receive information about Sark brave men but also analyze the text through research, information gathering, search for solutions, the definition of the correct answer to express their thoughts and other operations. In the first task, students define personal names Kazakh warriors in the second-find the right information and determine their correctness, re-read the text in the third-learn the meaning of words, analyze form their thoughts and learn to properly express it in fourth and fifth-learn to work independently. By performing these cognitive tasks on “The word and its meaning” students master basic operations on productive thinking. When performing logical tasks through various charades and exercises on word formation can be formed views on the understanding of the natural environment:

Asan kaigy:

- Clear, transparent gem
- Lies at the bottom of the stream
- Clear, transparent precious word
- Lies at the bottom of thought

In the education of students of humanism and morality on the lessons of the Kazakh language with great

heritage of folk pedagogy is an effective method for learning proverbs, parting words, teachings, sayings and aphorisms to cultivate respect for the motherland and having educational value. For example, in the 4th grade in the “noun” the use of the popular examples in the study of nouns creates custom Interest schoolchildren. For example, proverbs and sayings:

- High grass is known by the local birds
- The fact that the night passed a caravan knows sparrow
- Better simple cudgel than not fought engraved sword
- Horse, circling, count finds
- Heart of oak, circling for the motherland come
- Native house the heart of my songs
- My country-golden cradle

Task 1: Are proverbs and sayings phrases?

Answer:

Task 2: If you change the order of the words in proverbs and sayings, whether to change their meaning?

Answer: Proverbs influence the education of the child of patriotism, love of country and citizenship.

Aesthetic education of students through the use of artistic creativity of poets and writers: Lesson on the Kazakh language is an example of lessons on aesthetics. To do this the teacher must be expressive to submit the text to meet the artistic intonation that is to present all the beauty of the language. Reliable support for aesthetic education are poetic minute, tying lessons on the language of music, fine arts, etc.

Also effective is to use the lessons of the works of poets and writers of the home, lessons on memorizing poetry and disclosure of their contents. Example:

- My country-it’s a mystery its generous field and mountains-beautiful
- I miss you when I am away from you
- My heart longs for you and the soul like burning wound (M. Amireuly)

Task 1: Explain the meaning of the expression “generous field, beautiful mountains”

Answer:

Task 2: Why are not these word phrases?

Answer:

Task 3: How does phrases “yearning heart, burning wound” built?

Answer:

Aesthetic education teaches the correct perception of the surrounding beauty, form aesthetic sensibilities and tastes. If an elementary school one learns to perceive beauty to understand and accept it, his spiritual world will be on a high level. In the form of group work on the works

of poets and writers, students distribute tasks on slips. Students complete a written assignment and then explain their opinions and ideas of the author.

DISCUSSION

In the formation of the communicative competence of elementary school students would be to pay attention to other competencies. It helps to understand the motives and needs socialization of students, the development of their cognitive abilities and participate in language relations arising from different situations. Next comes the need to separately examine the question the ways of forming social, cognitive, information technology, etc., competencies of primary school students. Communicative competence is the potential of its own in pupils creative language activity. Semantic part of each student’s memory preserved in the words should be considered as uptake and expression of his intellectual world. Through semantic selection, confident in speaking of a certain semantic structure of the sentence and the ability to produce it again. In the following situations it gets social- communicative value, showing the influence of the thought process but the lack of (derivative or generative), creating a communicative and cognitive dynamics, generates no variant, new, creative methods of communication in the learning and expression of that content. However, support for building communicative competence is entirely in the hands of the student because it is based on the social and communicative role of the learner in the social and communicative activities. Communicative competence in the student performed his repeated participation in repeated versions of various communicative situations. Starting creativity in language teaching observed in the ability to participate in meeting communication needs in various situations requiring active thought process. Methodological, psychological and linguistic unity of all the components of communicative situations determines the content of communicative competence, coupled with the knowledge and skills necessary for understanding pupils communicative rules and creating an appropriate program. Its features and volume are primarily associated with the goals of the student assigned to it in the process of language learning, interest and his actions in this direction. Besides the content of other communicative skills consistent with the educational goals and objectives, based on the public interest. Communicative competence is defined as “the mastery of all kinds of speech activity and culture basics of oral and written language skills and the skills to use the language in various fields and communication situations relevant experience, interests, psychological characteristics of basic school students at different stages”.

In Chomsky (1965)'s view, competence means "the speaker-hearer's knowledge of his language" whereas performance refers to "the actual use of language in concrete situations". Hymes argues that if competence denotes the overall knowledge and ability to communicate and should underlie performance then it definitely has to consist of more segments than just knowledge of how words are combined into sentences. He calls Chomskian concept of competence grammatical competence and brings in a new term communicative competence which apart from the knowledge of vocabulary and grammatical and syntactical rules of a language also comprises many other aspects, e.g., the knowledge of how to say something in order to perform a desired communicative function, how to adjust one's speaking with regards to a given context, how not to deviate from the way native speakers would normally say something, how to start, maintain and finish conversation, etc. He suggests that communicative competence falls into four layers: whether something is formally possible, whether something is feasible, whether it is appropriate and whether it is in fact done. By possibility he means what Chomsky called competence that is grammatical competence or the knowledge of the language system. Feasibility refers to whether an utterance which is grammatically correct possesses the quality of being comprehensible to the addressee. For example, a complex sentence consisting of ten clauses can be grammatically correct yet the meaning can be very difficult to understand. Appropriateness has to do with adequacy, whether something "fits" in the given context. And the last segment, whether something is done, refers to whether an utterance is what a (native) speaker would normally say. It is obvious that a learner who has only been taught what Hymes calls possibility, e.g., grammatical structures, might very often be confronted with a situation in which they do not know whether their utterance is feasible, appropriate and used. This limits their ability to communicate considerably.

CONCLUSION

We should say that analyzing the scientific and methodological principles of learning phrases in the classroom based on the Kazakh language abstracts domestic and foreign scientists can draw the following conclusion: firstly, in the training phrases formed patriotism and love of country and thus there is a language training culture of the students. Secondly, the purpose of learning phrases is a direct continuation of the general educational process and is organized in this direction by defining a model representative of the

younger generation of Kazakh with already created a sense of patriotism, love of country to his country his people.

In forming the communicative competence of elementary school students should be considered its genesis: integral parts including cognitive, motivational and activity competence. The reason for this is that in communicative competence, compared with other types of competence firstly, communicative reason it shows the need for the introduction of communicative acts directly in the real situation and secondly, the content of teaching methods of communicative competence is not just for teachers but also for students who are unable to determine the need communicative. Communicative competence is to its possessor creative potential of language activity. Semantic part of every word memorized by students must be seen as an expression of his intellectual world. Through semantic selection, speaking at any moment can confidently create, not once, a certain semantic structure and use it at the right time and the right place. Moreover, this expression takes on the value of social communication, providing some effect on others and if the communication skills would not be systematically generated, producing and generating certain dynamics it would not have been very varied, new, creative communication. However, use of the potential of communicative competence is directly related to the student's personality because it is based on its social and communicative role in the existing social relations. Communicative competence of students is carried out by repeated participation in repeated versions different communicative situations. Starting creativity in language learning begins with the use of language as a means of communication to meet the different needs communicative in certain situations. All components of the communicative situation create the content of communicative abilities, knowledge and skills needed to create and understand the rules of communicative communication is a collection of methods, psychology and linguistics. The originality of communicative competence is the purpose of language learning, interest, motivation and communication activities of students. In addition, the content of communicative competence harmoniously covers educational goals and objectives, based on the public interest.

As we have already noted that the scientific method is both transformative and control. And in order to manage the development of the individual, must be competent. The concept of professional competence of teachers so it expresses the unity of theoretical and practical preparedness for implementation of educational activities and characterizes his professionalism. The content of teacher training and which skills are presented

in the qualifying characteristics-normative model of teacher competence, evidence-based mapping structure of professional knowledge and skills.

In explaining the phrases students at times raised some difficulties because the topic compared to other more complex. To select the location and purpose of the use of Word combinations as well as the ability to distinguish the word from words and phrases that should be sustainable use different methods. When you use the phrases in language relations first, so students can highlight the importance of these phrases. Therefore, they must be trained to work with a dictionary of phrases. By learning phrases as basic conditions of forming communicative competence of students with educational aspects to enhance the quality of knowledge and performance classes.

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