

EFFECTIVE STRATEGIES FOR DEVELOPING COMMUNICATION SKILLS IN PRIMARY SCHOOL

KURMANOVA Nazerke Zheniskyzy

Bachelor Student

TLEUZHANOVA Kenzhebala Tleuzhankyzy

Senior Lecturer of the Department of Practical Course of Foreign Language

Academician E.A. Buketov Karaganda University

Karaganda, Kazakhstan

This article discusses the use of various strategies, technologies and methodologies in the development of communication skills of primary school students. The scientific article provides examples of strategies. The role of the teacher in the development of speaking skills of students in grades 1-4 is determined.

Key words: communication skills, primary school, Kazakhstan education, pedagogical tools, speaking and listening skills.

In the present world, which is experiencing fast developments in the evolution of information transmission technologies, communication that is both efficient and perceptive is extremely vital. The capacity to speak is among the most highly prized abilities. To react properly and quickly in a social environment, one must gain competence. There must be an initial fundamental stage to form this ability. Therefore, communication training must begin in childhood. The issue of where children acquire communication skills and who they learn from observing could be one that invites some debate. Two strategies acknowledged to be successful in educating young children are imitation and repetition. Furthermore, the growth of communication skills in youngsters depends on a dynamic social environment, which is a crucial necessity. The child should be able to understand the language spoken in the social setting, and the surroundings should be able to offer feedback. The environment, which includes the settings of schools, is another context in which children develop the capacity to communicate. The following question: Why is the development of communication important in elementary school? The reason is that it is precisely during this period that students of grades 1-4 adapt faster. Since the personality of students is still being formed in primary classes, it is especially important to teach them to communicate during this period. In this section, we will look at ways to develop communication skills in elementary school students [4, p. 85].

Communicative skills are tools that describe the ways of interpersonal communication. The

development of skills is considered in different classifications. However, the most popular of them are verbal communication skills, non-verbal, active listening and technological communication tools [2, p. 10]. According to the general educational standards of the Republic of Kazakhstan, preparing students for communication is the main goal and obligation of the school.

In particular, we can highlight the cognitive characteristics of primary school students, children aged 6-10. Students will be more inclined to abstract thinking. That is, if primary school students are not shown a specific example or situation, it is difficult to expect any results. And if the problem and solution are presented, then in the following moments the student can make a decision through a logical chain of thoughts. Of course, the results and conclusions will depend on the circumstances presented. In addition, primary school students' ability to remember through comprehensive observation and situational awareness is consistently higher than that of high school students. And by developing communication, we can develop students' conscious listening, that is, active listening.

In communication-oriented tasks, the student's internal thinking and information processing functions are formed and developed. Through frequent interaction during class, primary school students develop their language, grammar, and sentence structure. Students begin to acquire knowledge by speaking and exchanging information on the topics covered. Another important aspect is that primary school students need to communicate with their peers. There-

fore, students feel comfortable in a comfortable, familiar and pleasant language environment. So, the main principles of developing communication in primary school students are as follows:

1. A favorable language environment.
2. Communication with students of the same age.
3. Focused on the development of interpersonal and behavioral temperament.

Strategic ways and methods in the development of the following communication. World-renowned methodologies such as CBI, CLT, and TBL are used to develop these skills. The CBI methodology is a methodology that is based on the context and the acquisition of important information by students, but its only drawback is that it contains too much information for students. The next methodology is the CLT methodology – a methodology that is often used for active information exchange. However, it should be noted that this method may not be suitable for the short attention span and highly variable behavior of elementary school students.

Among these methods, the CLT methodology combines modern pedagogical tools with strategies for developing student communication:

- Various types of interactive creative games;
- Engaging in communication among peers, group and pair discussions;
- Platforms;

– Active participation of the teacher.

But also, of course, during the teaching of communication skills there may be difficulties that will be difficult for primary school students, for example, shyness, low level of language knowledge or experience. And in order to solve these problems, it is necessary to develop the temperament of students, systematics and, most importantly, the appropriate level of tasks [1, p. 6].

During the study, we found that children under 10 enjoy solving problems related to real events, which develops their critical thinking. For such problems, we used role-playing games optimized for their language levels. The teacher prepared either a scenario or a situation with a solution in advance, and the students had to find a way or create their own solution, during which they would be able to contact and develop their communication skills. As mentioned above, students' cognitive perception is often based on their feelings and how they feel about the situation, and a long-term logical solution to a particular problem [3, p. 40].

In conclusion, the most effective were interactive technologies with the integration of different platforms. And the role of the teacher during these communications is especially important, because with each decision, students expect approval from the teacher. In order to develop communication skills in elementary grades, it is necessary to create a suitable atmosphere and select tasks according to the levels of the content being studied.

REFERENCES

1. Akbarovna I.S. Professional skills of the teacher // *World of Science*. 2024. T. 7, № 8. P. 1-7.
2. Chaudhari T. Soft skills: Types, characteristics and importance // *Journal of Commerce & Trade*. 2022. T. 16, № 2.
3. Hamzah M.Z. et al. Role-playing method for language development in elementary school // *Journal of Childhood Development*. 2023. T. 3. № 2. P. 36-47.
4. Umarov T. Psychological help in adjusting primary class students to school // *Nordic_Press*. 2024. T. 3, № 0003.

ЭФФЕКТИВНЫЕ СТРАТЕГИИ РАЗВИТИЯ КОММУНИКАТИВНЫХ НАВЫКОВ В НАЧАЛЬНОЙ ШКОЛЕ

ҚҰРМАНОВА Назерке Жеңісқызы

бакалавр

ТЛЕУЖАНОВА Кенжебала Тлеужанқызы

старший преподаватель кафедры практического курса иностранного языка Карагандинский университет им. академика Е.А. Букетова
г. Караганда, Казахстан

В данной статье рассматривается использование различных стратегий, технологий и методик в развитии коммуникативных навыков учащихся начальной школы. В научной статье приводятся примеры стратегий. Определяется роль учителя в развитии речевых навыков учащихся 1-4 классов.

Ключевые слова: коммуникативные навыки, начальная школа, казахстанское образование, педагогические инструменты, навыки говорения и аудирования.