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# USING COMMUNICATIVE AND COGNITIVE PERSONAL APPROACH FOR DEVELOPING LEXICAL SKILLS THROUGH DIALOGUE FOR STUDENTS AT NON LANGUAGE ORIENTED UNIVERSITY

## USING COMMUNICATIVE AND COGNITIVE PERSONAL APPROACH FOR DEVELOPING LEXICAL SKILLS THROUGH DIALOGUE FOR STUDENTS AT NON LANGUAGE ORIENTED UNIVERSITY

### Abstract

The article is devoted the efficiency of professional and language education of future expert in many respects are defined by the educational concept accepted in society at a certain stage of its development and the model of training of the expert constructed on its basis. Today as such host of the concept communicative and cognitive personal approach is considered.

**Key words:** selected teaching methods, qualitative changes, the methodological system, efficiency, learning process, professional and communicative competence.

### Introduction

In our modern society where knowledge and information, ability to analyze events, are important to solve problems for each person. A large number of information forces the teacher to find new ways of work with it, to look for new technologies of intensive teaching, tasks and optimization for teaching. The most striking example is teaching of English.

Communicative and cognitive approach to teaching is the personal focused concept, the methodical basis of system of

training postulating need of equal attention to formation at trainees of adequate idea of the system of a target language and ability to speech actions and abilities in the speech sphere.

On the one hand, the prestige of discipline «foreign language» constantly increases, and with another professional interferes with the focused training in foreign languages in higher education institutions a number of serious problems which departments of foreign languages constantly face. Treat them:

- an insufficient number of hours which are taken away on a practical training and their irrational distribution;
- various level of training of entrants on a foreign language: insufficient preparation at most of first-year students or its total absence
- highly problematic teaching of a foreign language of students of not language higher education institutions in close connection with the received profession owing to lack of inter-subject coordination between language departments and main departments of higher education institutions;
- inability of students to use already acquired knowledge, skills and abilities of English and also modalities of action for the solution of practical tasks.

### **Methods**

The last problem causes serious concern as in modern conditions formation of knowledge is not a main goal of training (knowledge for the sake of knowledge). Knowledge, skills and abilities as units of educational result are necessary, but are insufficient to be a successful expert in modern information society. The encyclopedic literacy, how many ability to apply the generalized knowledge, skills and abilities in a foreign language to permission of the concrete situations and problems arising in real activity of professional communication is important for the expert not so much.

We see the solution of this problem in change of approach to teaching foreign languages in not language higher education institutions. We consider way of achievement of new quality of foreign-language education communicative and cognitive personal approach which meets the requirements of modernization of professional education, the social order

of society and the latest developments in the field of a technique of teaching foreign languages.

### **Results**

Why do we choose dialogue? A dialogue is nothing more than communication between two people through either speaking or writing. For the purposes of this hub, we shall consider speaking ones. A very simple dialogue between Jane and Toey on an elevated light rail in Bangkok might go like this:

Toey: Oh, excuse me, Miss, but is this seat taken?

Jane: No, it isn't. Please sit down here.

Toey: Thanks. You have a very cute baby!

Jane: Why, thank you! I'm glad you think so. You speak English very well.

Toey: Really? I'm just learning, you know, and need to improve my pronunciation.

This dialogue could also easily be modified into a conversation among three or four people if Toey or Jane had friends with them [1].

Teaching Dialogic speech is one of the most difficult tasks in the process of teaching a foreign language. The main reason for the difficulties in teaching Dialogic speech is that the language material, which a person must master, acts in a completely new aspect - they need to know actively as a means of communication, and not just for recognition and recognition, which is a task in the receptive perception of the language. Regarding the definition of dialogical skills in psycho-pedagogical literature, based on the definition of skills I. V. Dubrovina, J. J. Neyer, G. M. Kodzhaspirov and A. J. Kodzhaspirov, the following have been identified: dialogical skills – it skills development the subject of the method of

execution of dialogical actions, providing a set of acquired knowledge and skills.

The importance of the formation of dialogical skills in the formation of foreign language speech of students of non-linguistic universities is very large.

In modern conditions of rapid development of science and technology, the problem of transition to an intensive path of development is and is being solved in all spheres of society and at all stages of formation of personality and specialists. It is also relevant for teaching foreign languages. In MFL education, the most basic competency is considered to be the 'intercultural communicative competency' which is directed towards forming an 'intermediator of intercultural communication'.

Within pedagogical literature, the set of components of the Intercultural-communicative competency has been the source of much polemic. There is no unanimous agreement as to the nature of these components or even the approaches for identifying them. However, regardless of the different approaches to interpreting the concept of 'intercultural competency', almost all specialists in the field of MFL teaching use J. Van Ek's theoretical model of the MFL communicative competency [2].

### **Discussion**

Modern communicative linguistics sets new tasks for the methodology, the main of which is the mastery of language as a means of communication. The transition from language teaching as a set of forms and means to the integral learning of the language by students is required [3]. The main thing here is to create effective educational situations in which the student is forced to activate their creative abilities, to mobilize their attention and memory, emotionally experience events. Methods

of educational role-playing situation-a situation that excites the imagination of the student. The emotional tone of the learning process enhances the gaming activity. Game activity is always motivated communication. Management of gaming activities depends entirely on the professional competence of the teacher. He must be able to involve everyone in the overall activity, carefully allocate roles for each new game, to make a temporary leader of each student. In this method, the task of mastering the material and the task of interaction of students are not separated, and the main task is to teach the activities of communication.

One of the leading principles of suggestopedia is «concert pseudo activity» with elements of relaxation. In such a «concert» atmosphere with the help of art – music, colors, rhymes, theatrical techniques (gestures, facial expressions, intonation) – G. Lozanov is looking for ways and approaches to the internal reserves of the individual, hidden in the unconscious area of mental activity, and in a similar «pseudo-dangerous» way develops them. D. Lozanov rightly believes that people react not only to the word itself, which is almost always subjected to critical processing of our consciousness and, thus, either perceived or rejected, but also to a whole range of accompanying stimuli to this word – intonation, facial expressions, gesture, eye expression, music, and in General all that accompanies this word at the time of pronouncing. These stimuli remain on the periphery of consciousness, but can be caused in its center, one has only to see a familiar gesture or hear forgotten intonations. Together with these stimuli from the depths of the subconscious surface whole garlands of words, phrases, expressions, which these stimuli accompanied [4].

In our opinion, the implementation of the selected teaching methods causes qualitative changes in all elements of the methodological system of English language teaching in a non-linguistic University, which allows to increase the efficiency of the learning process. The selected techniques are implemented in a specially designed system of exercises, during which students through the reception (reading and listening to authentic texts in the specialty) and expression (oral and/or written speech) form and develop foreign language professional and communicative competence of the specialist.

### **Conclusion**

The selected techniques are implemented in a specially designed system of exercises, during which students through the reception (reading and listening to authentic texts in the specialty) and expression (oral and/or written speech) form and develop foreign language professional and communicative competence of the specialist.

In teaching spoken English, guided by intensive technologies and taking into account the above-mentioned most important arguments of personal development, we believe it is necessary to form the students' skills and abilities of rapid (intensive) correct structural design of foreign language speech statements containing the specific essence of the student's speech intention.

The problem of teaching students the oral aspect of foreign language speech (in English) is associated with the solution of many important and necessary tasks of the educational process, including the development of internal motivation, the disclosure of the potential of the reserve capacity of linguistic memory of children, as these guidelines are the

key to the successful development of foreign language speech. Following the development of motivational memory in the development of the problem of teaching oral speech in a foreign language through intensive technologies in the modern Dagestan school, at the forefront of the system of foreign language learning is a communicative approach, the idea of which provides for the need to build the educational process as a model of communication on an intensive basis. The fact that the organization of foreign language communication is necessary to comply with its basic parameters: motivation, intensity, focus, personal meaning, speech activity, individuality of relations, the relationship of speech activity with various forms of human activity, functionality, content, informative, problematic, novelty, expressiveness, unity of verbal means of communication.

Thus, the application of the proposed technology of English language teaching allows students of non-linguistic universities to form a foreign language professional and communicative competence, necessary and communicative-sufficient to solve educational and professional problems of foreign language communication.

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## **ТІЛ ОҚЫТУҒА БАҒЫТТАЛМАҒАН УНИВЕРСИТЕТТЕРДЕ СТУДЕНТТЕРГЕ АРНАЛҒАН СҰХБАТ АРҚЫЛЫ ЛЕКСИКАЛЫҚ ДАҒДЫЛАРЫН ДАМУДАҒЫ КОММУНИКАТИВТІК ЖӘНЕ КОГНИТИВТІК ТӘСІЛДЕРДІ ҚОЛДАНУ**

### **Аннотация**

Мақала маман даярлау моделі негізіндегі құрастырылған және қоғамның белгілі бір даму кезеңіндегі қабылданып, көп жағдайда білім беру тұжырымдамасымен анықталатын, болашақ маманның кәсіби және тілді оқыту тиімділігін зерттеуге арналған. Бүгінгі таңда тұжырымдаманың жалғасы бұл коммуникативті және когнитивті-тұлғалық тәсіл деп аталады.

**Тірек сөздер:** тандамалы оқыту әдісі, сапалы өзгерістер, әдістемелік жүйе, тиімділік, оқу үдерісі, кәсіби және коммуникативтік құзіреттілігі.

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## **ИСПОЛЬЗОВАНИЕ КОММУНИКАТИВНОГО И КОГНИТИВНОГО ЛИЧНОГО ПОДХОДА ДЛЯ РАЗВИТИЯ ЛЕКСИЧЕСКИХ НАВЫКОВ ЧЕРЕЗ ДИАЛОГ ДЛЯ СТУДЕНТОВ В НЕЯЗЫКОРИЕНТИРОВАННОМ УНИВЕРСИТЕТЕ**

### **Аннотация**

Статья посвящена эффективности профессионального и языкового обучения будущего специалиста, во многом определяемой образовательной концепцией, принятой в обществе на определенном этапе его развития, и построенной на его основе модели подготовки специалиста. Сегодня таким носителем концепции считается коммуникативный и когнитивно-личностный подход.

**Ключевые слова:** избранный метод обучения, качественные изменения, методическая система, эффективность, учебный процесс, профессиональная и коммуникативная компетентность.

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