






## DEVELOPMENT OF COMMUNICATIVE SKILLS AMONG KAZAKHSTAN PRIMARY SCHOOL STUDENTS

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### ABSTRACT

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In connection with the policy of education of the Republic of Kazakhstan (RoK), there is a need to solve in the near future the problems of the lack of scientific justification of a special methodology for the formation of communication skills of primary school students by learning English. The purpose of this study was to study the formation of communication skills of younger schoolchildren in one of the schools in Almaty, Kazakhstan. This study employed a cross-sectional, full study design. A convenient sampling strategy was used to select the research object. We conducted a practical experiment among schoolchildren of the 3rd grade of primary schools. The experiment involved N=127 schoolchildren, including 58 girls, 69 boys, parents and teachers. We identified the actual problems of the formation of communication skills of primary school students through the study of English. The effectiveness of our proposed methodology for forming communicative skills of Primary School students through teaching English was proven in the results.

**Contribution/Originality:** This study uses new estimation methodology according to the updated program of the primary, secondary education. Special attention is paid to the development of students' skills in four types of speech activity. This study originates new formula of formation of primary school students' communicative skills through the study of English.

### 1. INTRODUCTION

In the Addresses of the first President of the Republic of Kazakhstan - Leader of the Nation N.A. Nazarbayev, to the people of Kazakhstan, said that now we are taking measures to create conditions for our children to master Russian and English languages along with Kazakh language (Nazarbayev, 2012). It thus emphasized the concept of the development of multilingualism in education in secondary schools of Kazakhstan. However, owing to its socio-cultural heritage, Kazakhstan was capable of developing trilingualism, in the form of a national project known as Trinity of languages – the main factor of strengthening social harmony (Nazarbayev., 2007).

Multilingualism is a phenomenon that connects languages and cultures. In this regard, the National Action Plan for the development of functional literacy of schoolchildren for 2012-2016 (National, 2012-2016) set the task of forming a viable, competent and competitive personality. It promised to meet the requirements of a dynamically developing society, which is capable of self-education and able to apply the knowledge in real life. It stresses the need for actions in this direction, the need to reveal functional opportunities and places of each of these three

languages. The main goal was to form a well-developed, competitive personality who is able to communicate in English (National, 2012-2016).

In the Concept of Education Development of the Republic of Kazakhstan (2002) and The Concept (2011), it was determined that the basic content of primary education should be implemented within the framework of a trilingual educational policy (The Concept, 2011). In these documents are set values and skills that should be included in the updated education.

In connection with the policy of the country, there is a need to study in this direction and to solve a few problems in near future: There is a need to form the primary school students' communication skills through the study of English; There is also a lack of research of theoretical foundations of the formation of primary school students' communication skills through the study of English. Last, but not the least, there is a lack of scientific ground of the special technique of formation of primary school students' communication skills through the study of English.

Foreign language, as a means of communication, contributes to the formation of personality, inculcation of correct behavior and qualitative personal qualities by establishing language communication through various communication techniques and means aimed at the development of communication skills. The works of a number of foreign scientists have studied the formation and development of communication skills and language skills (Jerome & Kisby, 2020). However, these studies do not address the development and formation of language and communication skills in Kazakh schoolchildren. These children have not been able to fully master their own native language and to combine Kazakh and Russian languages during the study of English language.

In formation of communicative skills through teaching English language at secondary schools of the country, it is aimed to develop the students' culture of communication, form their linguistic skills (lexical, phonetic, grammatical) and to teach them to correctly use these skills in oral and written speech and to ensure the use of English as means of communication through development of the students' social and cultural skills. The linguistic education in primary school also aimed at developing skills on four types of speaking activity in the content of linguistic subjects, viz., developing the students' interest in the study of languages through the use of communicative method and games; cognitive activities; exchange of information; and systematic and step by step formation of initial communicative skills. These activities would help teach the students to work with text as a linguistic material and to understand the meaning of phrases and word combinations and use them in real specific situations.

Communicative skills are also formed on the basis of linguistic knowledge and skills, as well as cultural and national studies. These communication skills include: 1) listening; 2) speaking; 3) reading; 4) writing. This determines the minimum level of communication skills in language disciplines in the state compulsory standard of primary education. In connection with the above, the formation and development of communication skills in primary schools of Kazakhstan through the English language are included into a number of urgent tasks of modern education.

Several studies have paid attention to the problems of communication and language skills (Badeni & Sri, 2021; Zakarneh & Mahmoud, 2021). Joraeva (2007) believed that these skills need to be mastered by primary schoolchildren since all types of Intellectual and practical skills and abilities are part of the content of education in a modern school in Kazakhstan. The formation of skills of younger students, be it ordinary skills, is also a result of the practical use of the acquired knowledge (Joraeva, 2007). Hence, by acquiring linguistic skills, the students save time for performance of tasks, automate the correct execution of educational tasks through special tasks and exercises, and form the skills of performing conscious actions, and develop their activity. As the students' communicative skills are formed in the educational process, they are also based on the formation of speaking and reading skills (Brown, Roediger, Henry, & Mcdaniel, 2014).

These studies have also analyzed the scientific basis of the formation of the students' general educational skills and abilities, and given definitions of the concepts of knowledge as well as qualification skill from the perspective of research. However, a theoretical analysis of the issues revealed the absence of unified classification of skills and qualification. These skills can be divided into two well-known groups: a) Qualification and skills within a specific discipline; and b) Qualification and skills within general education, i.e. many disciplines.

The main role in educational activities is given to competence, through which a person learns the objective truth, enriches his experience (Aşıksoy, 2018). Educational skills and abilities are skills and abilities necessary for the successful acquisition of the basics of science, and they help the students to study better at school, as well as form the skills and abilities of self-education and the ability to use the knowledge in new conditions in the future. (Salim & Hanif, 2021). The prerequisite for the formation of skills is the primary school. Primary school education is clearly the prerequisite concerning the formation of skills.

As a result of the work carried out in this direction, it is believed that in the process of formation of communication skills of primary school students through the study of English, we can ensure their comprehensive development. Smirnov (1987) in this regard, believe that learning skills are acquired as a result of exercises, while Belyaev (1965) thinks that skills are a result of repeated actions, realized without the participation of mind. According to Passov (2010) speech skills are defined as the ability of relatively independent action in the system of conscious actions. Other view is that the presence of all qualitative properties is one of the conditions for performing an action (Moldabek, 2010). Based on the views of these studies, human adaptation to different models of culture, the ability to facilitate communication, development of skills of cultural interaction, sense of identity and culture, the lack of ethnocentrism can be determined as main factors of the mastership of cultural-communicative relationship (Walker & Thoma, 2017).

Additionally, by forming the students' cultural-communicative relationship skills, we can develop their human qualities, civic commitment to humanism, the ability to assess and understand other people's feelings, i.e. through the formation of cultural-communicative skills, we can instill cultural sensitivity (Duisenova, 2016). Hence, studies show that in the process of formation of communication skills, the teachers can help form the students' cultural sensitivity, and therefore, promote values (Miller, 2014).

## 2. THEORETICAL FRAMEWORK

This study's framework echoes the premise that any knowledge accumulated in the process of historical development of mankind in the system of education is recognized as a social value. The strategic goal of teaching English in primary school is therefore a result of the formation of key communication skills, i.e. the formation of speech skills thematically by increasing the size of vocabulary. However, according to the updated program at the initial stage of learning English, students are not required to express their thoughts verbally. The program is rather aimed to form their skills and abilities to understand the language through listening (Hrehová & Teplická, 2020).

The updated program of the primary and secondary education of the Republic of Kazakhstan has a methodical basis of the organization of educational process in English in 1-4 grades. The framework is based on the process of socialization of personal and natural acquisition methods of the native language (Altynsarin, 2013) Out of these two methods, the natural method implies following actions: 1) the teacher's words are focused on the classroom objects of the class and visual content; 2) the students are not asked to speak, but they are expected to respond with different reactions; 3) when the students' readiness for speaking is evolved enough, the teacher uses a slow, clearly understandable language, simple tools, receives simple one-word «yes/no» answers to questions; 4) students can actively use words only after repeated listening; 5) pictures and other visual material, real objects are the main topic of the lesson; 6) tasks are not aimed at language form, but at meaningful informational impact; 7) pair, group work can be used and the topics should be discussed in the class under the guidance of the teacher. In addition, the

natural study is based on the method of physical reaction, i.e. teaching through physical actions and movement, motor actions. Information on this method is explained by physical activity, i.e. it promotes students' memorization and reproduction of vocabulary (Jetpisbaeva, 2008).

Another effective form of communicative approach in teaching English is the task-based method used in English lessons. (TBM Task-based Method). This method is a new style that requires commitment, consistency and analysis for students to perform actions. Students are taught tasks like speech, intuitive application of lexical or grammatical phenomena through audio-linguistic methods, imitative, and mechanical repetition using linguistic and speech means. By this method, students learn to speak with the help of simple text units, smaller speech materials, and speech translation exercises.

Updating the content of education aims to develop cognitive skills of students using non-standard methods and forms of organization of education, as well as integrated teaching of English with other academic subjects. It also enables the inclusion of the use of new technology of education – CLIL (Content and Language Integrated Learning), teaching English in combination with the subjects of chemistry, mathematics, geography, biology, science, classical literature, computer science, economics, art history, philosophy and other subjects (Absatova, 2015). In the updated education program of the Republic of Kazakhstan, special attention is also paid to the development of students' skills in four types of speech activity. During the acquisition of the program, the students learn sound features, pronunciation, voice rhythm of the English language and it contributes to the formation of the elementary speech skills in oral communication.

### *2.1. Speaking*

Speaking involves asking different questions using the visual material related to the topic and answering these questions using simple words. This includes description of people and objects, giving short answers, and using short answers correctly in the exchange of opinions. This shows the students' ability to replace full answers with short, short answers with full answers, and the ability to make a dialogue, ability to pronounce vowels, consonants correctly.

### *2.2. Reading*

Reading involves the ability to read, pronounce letters, and recognize letters in words. It also reflects students' ability to spell words, recognize sentences, phrases, short text letters and the ability to read them correctly and completely.

### *2.3. Writing*

Writing involves the correct use of uppercase and lowercase letters when writing names and addresses, and the ability to write letters, words, sentences, and short texts.

### *2.4. Listening*

Listening involves the ability to correctly understand sounds and words, phrases, questions, and make correct application of common individual questions. Students should also have the skills to understand the teachers' speech, expressions, texts.

The development of these four English language skills in primary school is carried out through the study of common topics in all three languages. The acquisition of words is also based on these common topics. When planning classes according to the curriculum for grades 1-4, it is envisaged to create a favorable environment for the development of fine motor skills through various methods and forms of training. Such training takes into account the psychological and age characteristics of students (emotionality, mobility, sensitivity, fatigability) in the learning process. Activities include games, songs, numbering, rhyming, and using various methods of training.

In addition, various other activities contribute to the development of primary school students' communication skills such as frequent use of familiar words, word combinations and instructions in English, and the ability to model own words to use the appropriate intonation, voice, gestures in pronunciation. Other activities include systematic use of brief audio and video materials, tasks for the development of logical thinking and brief theatrical performances on the topics covered using flash cards and visual aids. These activities help instilling ICT-based skills in students, such as search, processing, presentation, exchange of information, and clear pronunciation of words and phrases. Besides, the active use of facial expressions, emotions, gestures, and colorful visual aids allows students to memorize words and phrases while doing homework and stimulates to learn English.

### 3. METHODS

#### 3.1 Research Objectives

The main objective of this study was to study the formation of communication skills of young schoolchildren in the process of learning of the schools in Almaty, Kazakhstan. The following tasks were set in order to achieve this goal:

1. Selective analysis of materials that determined the content and scope of knowledge aimed at the formation of communicative skills of students through the study of English in primary classes and that formed the basis for the development of teaching methods.
2. Attending English lessons to determine the level of students' communication skills and interest in the English language through conversations with students and filling out questionnaires.
3. Visiting the lessons of experienced teachers, assessment and analysis of the practice, methodological works on the formation of primary school students' communicative skills through the study of English language and filling out questionnaires.
4. Interviews with the parents and filling of the questionnaire to determine their attitude to students' interest in the language and formation of their communicative skills through the study of English language.

#### 3.2. Research Design

This study employed a cross-sectional research design. Investigations were based on the statistical data collected through a sociological survey and an experiment. The development of communication skills of younger school children for the period from 2017 to 2018 was analyzed. Calculations were summarized and data was analyzed in accordance with methods generally accepted in statistics. The study also used various mathematical models to carry out this comprehensive study of communicative skills. To assess the overall predictive power of these respective models, a correlation analysis was conducted for each type of activities.

#### 3.3. Research Sample

The subjects of this study included students of the third grade of primary schools in Almaty, Kazakhstan. The experiment was attended by 127 students (N = 127), comprising 45% girls (N = 58) and 55% boys (N = 69), teachers (N = 12), and parents (N = 28). Due to the proximity and accessibility of the site convenient sampling strategy was used to select the site. The participants include males, and females, students of 3rd grades, the participants were teachers of different subjects. The diversity of research participants enabled to bring different teaching and learning experiences and perspectives in this study.

#### 3.4 Data Collection and Research procedure

The data was collected through interviews, lesson observations and document analysis. The study was carried out mainly in two forms of experiments: general and control. The general experiment comprised theoretical justification of formation of primary school students' communicative skills through the study of English language.

During this experiment, the efficiency of model of exercises for development of communicative skills was checked and determined. During the control experiment, the works of experienced teachers were studied, lessons were visited and analyzed. The purpose of the control experiment stage was to examine the issue of formation of primary school students' communicative skills through the study of English language. It also aimed at determining the possibility of introducing into practice the leading ideas of research work, and checking the level of students' knowledge. The updated program of primary education and English textbooks were analyzed during the control stage from the point of view of the formation of communication skills. Teachers and students were interviewed in order to determine and analyze the methods of teaching English in primary school. On the basis of the analysis carried out during the control experiment, the directions of the study were clarified.

#### 4. RESULTS

The results of the survey proved that a majority of students ( $76\% \pm 3,3$ ) showed an interest in learning English. Among the reasons for the study of learning the English language included visiting foreign countries and studying abroad. Findings also indicated that the content of the textbook paid little attention to the formation of communication skills through the study of English language. A few effective methods, as well as objective and subjective factors, which hindered the formation of communicative skills of students through the study of English, were also identified and presented in Table 1.

**Table 1.** The results of the survey carried out to identify the communication skills of students through teaching English.

<b>The SAS System/The FREQ Procedure (N=127)</b>				
<b>Question</b>	<b>Versions of answer</b>			<b>Total Percent (%)</b>
	<b>Yes (P%±m%)</b>	<b>No (P%±m%)</b>	<b>Don't know (P%±m%)</b>	
Are you interested in learning English?	55±1.3	25±1.1	20±1.0	100.0
Do you use English outside of school hours?	23±1.1	52±1.3	25±1.1	100.0
Do you need English in Kazakhstan?	22±1.0	55±1.3	23±1.1	100.0

As a result of the interview-survey conducted with students, the following factors preventing the formation of primary school students' communicative skills through the study of English were identified:

- Emergence of interest in learning English was due to the fact that students wanted to visit foreign countries and to study abroad.
- Lack of systematic methods of teaching English at the primary school due to the lack of focus of the content of the textbook and the process of teaching on the communicative purpose, on the formation of communication skills.
- The absence of specially trained primary school teachers of English language.
- Lack of a real English-speaking environment.

The participation of subject teachers and parents in the experiment led to the exchange of views. The responses from the teachers revealed a low level of formation of primary school students' communication skills in English lessons. To our question, how do you feel about your child learning English starting from primary school? addressed to parents, 53% expressed disagreement, 40% supported the idea and 7% said that it made little difference to them. To the question, at what age should a child start learning English? 56% answered «at the 5th grade», 40% said «at the primary school age», and 4% said that they don't know. To the question, do we need to speak English in our country? 65% said yes, 15% said that we don't need, 20% replied that they don't know. To the question, do you find it difficult to track your child's progress on English language? 76% replied «yes», 20% said «no», 4% said that they «don't track at all».

To the question, what prevents learning English in primary school? 35% expressed the opinion that «there is no possibility to use it in everyday life», 25% said «there are no specially trained primary school teachers of

English», 23% said «there is a lack of English textbooks for primary school students», 22% said «it is difficult for a child who hasn't fully mastered own native language to learn three languages». The reasons for the low literacy of students in English are also associated with difficulties in learning English and lack of opportunities to use it in everyday life.

The results of the survey made to determine the teacher's level of understanding and the importance of formation of the students' communicative skills according to the updated program revealed interesting facts. The survey had aimed at examining their ability to combine this understanding with the purpose of teaching and in order to study how teachers solve problems associated with the formation of communicative skills in the learning process. As a result, 82% of teachers found it difficult to answer the question, does the English textbook that you use help form the students' communicative, cognitive and other skills? Most of the teachers were reluctant to answer the question, what skills should be developed during the English lessons? Only 70 % of teachers named 2-3 skills. To the question, what is your main goal of teaching English? we received the answer that their main goal was to «teach students to communicate at an elementary level of English and express their thoughts».

To the question, what methods and techniques in teaching English do you consider effective? 60% said that they used «oral method, dialogue, question-answer», 30% indicated «game method», the remaining 10% reported that they considered the use of cognitive methods, critical thinking technologies, level learning technology effective. To the question, how do you understand the formation of primary school students' communication skills through the study of English? 50% of teachers answered that it is «the students' acquisition of verbal speech activity», 40% said that it is «the mastery of all kinds of speech activities», 10% expressed their opinion that it is «understanding, reading», «ability to make sentences». To the question, is it important to form students' communication skills through teaching English? 45% answered «yes», 20% said that they don't know, 35% replied «no».

The results on formation of primary school students' communicative skills on four types of speech activities can be grouped as at the beginning of experiment and at the end of the experiment. *At the beginning of the experiment*, the formation of listening skills of the control group showed 42.6%, the experiment group showed 50.5%; of speaking skills, the control group showed 50.7%, the experiment group showed 54.3%; of reading skills, the control group showed 51.2%, the experiment group showed 50.0%; and of writing skills, the control group showed 53.5%, the experiment group showed 48.3%.

On the other hand, *at the end of experiment* on formation of listening skills the control group showed 43.6%, the experiment group showed 78.5%; on speaking skills, the control group showed 46.7%, the experiment group showed 79.3%; on reading skills the control group showed 48.2%, the experiment group showed 77.8%; and on writing skills, the control group showed 51.4%, the experiment group showed 76.9%. The results in [Table 2](#) and [Figure 1](#) and [Figure 2](#) show that the communication skills of students of the experimental group formed faster than those of the control group.

**Table 2.** The values and skills that should be formed in the updated education.

Types of activities	During the experiment (P%±m%)		In the end of the experiment (P%±m%)	
	Control group	Experiment group	Control group	Experiment group
Listening	42.6±1.0	50.5±1.2	43.6±1.0	78.5±3.6
Speaking	50.7±1.2	54.3±1.3	46.7±1.0	79.3±3.8
Reading	51.2±1.2	50.0±1.2	48.2±1.0	77.8±3.5
Writing	53.5±1.2	48.3±1.0	51.4±1.2	76.9±3.2

Note: Level of statistical significance (p<0.0001).

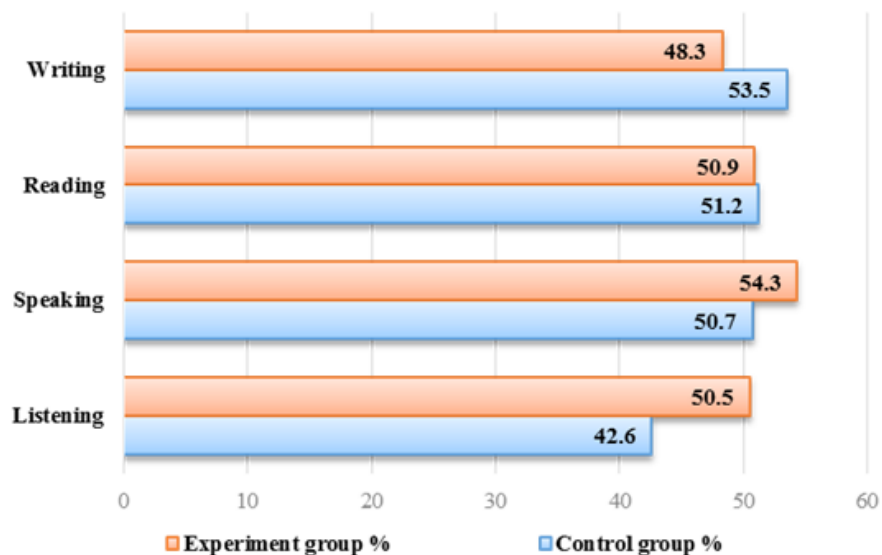


Figure 1. Indicators of formation of communicative skills at the beginning of the experiment.

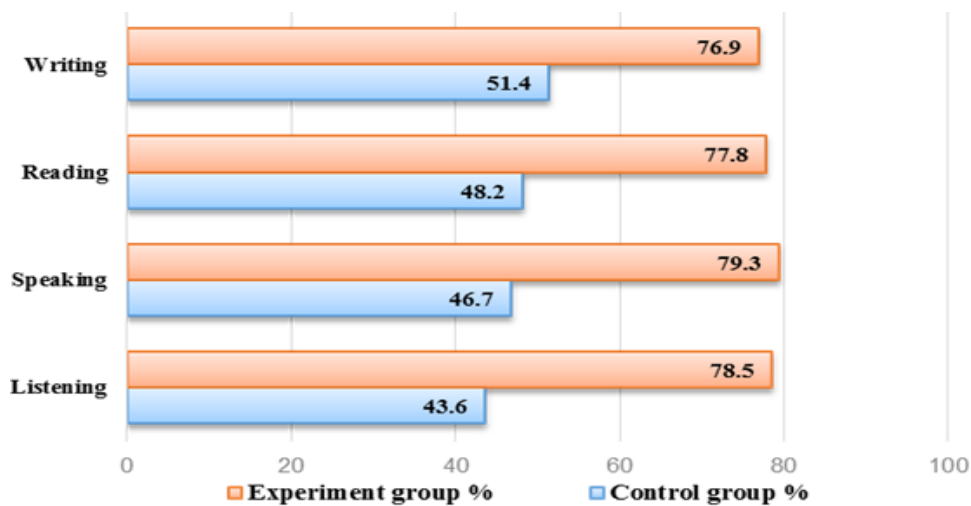


Figure 2. Indicators of formation of communicative skills in the end of the experiment.

Table 2 reveals that listening skills at the beginning of the experiment – 42.6%, at the end of the experiment 43.6%, speaking skills at the beginning of the experiment – 50.7% at the end of the experiment – 46.7%, reading skills at the beginning of the experiment – 51.2%, at the end of the experiment – 48.2%, writing skills at the beginning of the experiment 53.5% at the end of the experiment – 51.4%, i.e. there was a drop in the rate of speaking, reading, writing skills. These results are graphically presented in Figure 1 and Figure 2.

Figure 1 and Figure 2 also represent positive dynamics of development of communication skills in the experimental group. At the beginning of the experiment, the share of formation of students' communication skills on listening increased from 50.5% to 78.5%; on speaking - from 54.3% to 79.3%; on reading it increased from 50% to 77.8%; on writing - from 48.3% to 76.9%. In the experimental group in the end of the experiment, the indicator of formation of communication skills on listening increased by 28%, on speaking - by 25%, on reading - by 27.8%, and on writing - by 28.6%.

As shown in Table 3, students in the experimental group have a higher level of interest in learning English. In this regard, there was an increase in the formation and development of communicative skills of students of this group in all four types of speech activity.



**Table 3.** Indicators of formation of the students' communicative skills in the process of formative experiment.

Indicator of linguistic skills	Control groups	Experiment group
Speaking with the help of a model	46.7%	79.3%
Asking and answering a question, recognition of correct application of common individual questions	44.7%	81.3%
Using short answers, replacing with a full answer	55%	79.3%
The ability to build a dialogue	45.7%	80.3%
Correct understanding of sounds and words, word combinations and questions when listening	43.6%	79.3%
Understanding of words, questions, short texts	42.6%	79.5%
The ability to read letters, recognize the sounds	46.2%	79.8%
The ability to write sentences and make short texts	50.4%	77.9%

The results of this study let us record qualitative and quantitative changes in the level of formation of the students' communicative skills. The analysis of the results obtained during the experiment showed that the use of teaching methods and creative works that ensure the active participation of each student allows us to motivate students to study well, arouse their interest in learning the language, establish an absolute connection in communication with students, and create a friendly and active atmosphere.

## 5. DISCUSSION

Though a lot of attention is paid to learning individual words and word combinations, to the formation of ability to use these words and to the development of the students' speaking skills, the main drawback in the educational standard and curricula is that the theoretical side of the language, the students' writing and reading skills are less covered or limited. As a result, the subject of formation of primary school students' communicative skills through the study of English was determined, and the necessity to pay attention to the following factors in the future was specified:

- Improvement of communicative direction of primary school English lessons.
- Formation of communicative skills of primary school students through the systematic organization of the use of all types of speech activities in teaching English.
- Development of the students' knowledge of countries, their cultural, social and communicative skills in unity, with the help of texts selected in accordance with their age characteristics, and promotion of the students' interest in the English language.
- Creation of opportunities to use the language, organization of extracurricular activities.
- Depending on the development and demands of society and taking into account the relevance, orientation of future textbooks and manuals on communicative goals, formation of communication skills.

In the formative experiment, the purpose of teaching process, the content of knowledge, the effective teaching methods and tools were selected for the formation of communication skills of students of 3rd grades and the training materials suggested by us were tested in practice. The volumes of the content of education and the ways of quality education, which comprehensively used the types of speech activity in the formation of communication skills through the study of English language, were determined. The educational process involved the formation of students' interest in learning English, the formation of cognitive, educational skills, application of knowledge in practice, systematic, integrated use of listening, reading, speaking, writing skills, as well as the development and consolidation of educational, social, cognitive, practical aspects of the language in unity. All the students at the lesson were fully encouraged, their motif for communication was supported, i.e. the perception of the material, as well as an interest in transition from one type of activity to another, from one type of speech exercises to another gave their positive results.

During the control experiment, the requirements to the level of the students' speech skills, ways and methods of improvement of the students' language and communicative skills were determined. As a result, the relevance of the curriculum of primary education and the main focus of textbooks on the formation of the students' communication skills, i.e. the relevance of our research work was demonstrated and guided by the results of the control experiment and advanced domestic and foreign ideas, we consider it necessary to proceed from the following conclusions in teaching English to students:

- Increase motivation to learn English in primary school.
- Organization of communicative teaching of English in primary classes.
- Creation of conditions for practical use of students' knowledge of the English language in primary school.
- Formation and development of students' skills in four types of speech activity in the process of teaching English in primary school.
- The formation and development of students' social, cognitive, cultural-axiological, development skills in unity with communication skills in the process of teaching English in primary classes.
- Development of a methodical system of teaching English in primary classes in accordance with the requirements of society.

From these concepts we can see that teaching English in primary classes will ensure the development and improvement of students' communication skills as well as other skills. In English lessons, through the formation of students' communication skills, skills on four types of speech activity their communicative, thinking, cultural, cognitive skills and abilities are developed. It is directly connected with strengthening of motivation character of teaching of English, i.e. it is necessary to form motivation in the process of teaching English in primary classes by means of the communicative organization of teaching process, creation of conditions for practical application of knowledge of the language, awareness and understanding of importance of the language in daily life.

The students' ability to express their thoughts in English, the ability to understand speech, to make sentences, systematic performance of oral, written tasks are an indicator of formation of skills on four types of speech activities. The results of analysis of control phase revealed the students' low level of knowledge, lack of skills on creative work, inability to use the vocabulary, make sentences, express thoughts, understand, lack of reading and writing skills, difficulty in practical application of their knowledge of English. The types and reasons of revealed deficiencies were analyzed. As a result, the experiment's purpose and tasks were determined.

In the formative experiment, the aim was to verify the effectiveness of the suggested methodology for the formation of primary school students' communication skills through the study of English language. To achieve this goal, a number of tasks were envisaged including planning of organizational and methodological activities of the experiment; definition of the classes of experiment; conversation with teachers conducting the experiment; development of an experiment lesson plan; and organization of the practical competitions.

In formative experiment, the system of tasks on the basis of materials of educational and methodical complex «Smiles for Kazakhstan» for 3rd grade was developed and an experiment on methods, tasks and exercises of formation of primary school students' communicative skills through the study of English was carried out. We aimed at development of the students' communicative skills on the basis of formation of skills on four types of speech activity. At the initial stage of the formative experiment the teachers of English of the 3rd grade was explained the methods of formation of students' communicative skills, as well as the goals and objectives of the experiment. During the lessons, we were able to observe the students' speech activity, to determine their level of using the knowledge of the English language through tests and creative tasks.

On organizational and methodological measures of the experiment, experiment and control classes were determined; additional training models were developed; and special lessons on the methodological system of training that we proposed were conducted. According to the purpose of the lesson, students should know 3-6

words denoting the place and 3-6 prepositions, and use them to describe the city. Using the words and prepositions denoting the place they should be able to make 6-7 sentences. Their knowledge is evaluated by their recognition of words (denoting the place) when listening to questions, the use of prepositions while making sentences. The lesson was related to the subjects of architecture, geography, related to the culture of Kazakhstan, America, Great Britain and focused on the formation and development of communication skills, along with social, cognitive, cultural-axiological, developmental skills. During the lesson ICT and SMART boards, drawings and videos were used.

## 6. CONCLUSION

As a result of the survey we found out that the absence of a systematic methodology of teaching English language, the lack of focus of English lessons on communicative goal, on formation of communicative skills, the absence of specially trained primary school teachers of English language, and lack of natural English-speaking environment negatively affect the formation of communicative skills in learning English. At the first stage of research, methodical works were analyzed, directions of formation of the students' communicative skills were determined, the methods of teaching the content of knowledge to form the primary school students' communicative skills through the study of English language in the updated curriculum of primary school, teaching standards, English textbooks, were analyzed, and the advantages and disadvantages of these methods were determined.

The results of the study on the formation of the students' communicative skills through the study of English in primary classes were systematized and summarized: Quantitative and qualitative analysis of the results of control and formative experiments was carried out; The efficiency of strengthening the motivational character of teaching English in primary classes, the improvement of communicative side of teaching the language, the systematic organization of application of all types of speech activity were specified; Ways to increase the students' speech activity with gradual development of communicative skills and efficiency of creating conditions for the use of language were determined; The efficiency of formation and development of social, cognitive, cultural-axiological, development skills along with communicative skills was proven; The necessity and relevance of the development of a methodological system of teaching English in primary classes in accordance with the requirements of society were proven; The effectiveness of the method of formation of primary school students' communicative skills through the study of English language suggested by us was proven.

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