

**COMMUNICATIVE ASPECTS OF THE FOREIGN LANGUAGE TEACHING  
PROCESS**

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*The purpose of the article is devoted to the study of the communicative aspect of the process of foreign language teaching in the educational context in Kazakhstan. It examines the main communicative teaching methods such as role-playing, immersion and project-based learning and their impact on the development of students' communication skills. The study contributes to the growing body of research on communicative language teaching, with a particular focus on Kazakhstan's educational context. It highlights the role of communicative teaching methods in improving students' language skills and confidence, which is crucial in a globalized, multilingual world. The research utilizes a qualitative approach, involving literature review and analysis of case studies or empirical evidence from educational settings in Kazakhstan. The study finds that communicative teaching methods significantly enhance students' language competence and communicative confidence. The research provides valuable insights into the practical application of communicative teaching methods in Kazakhstan's educational system, a country where language learning is central to fostering global communication skills. The findings of the research are highly relevant for language teachers, curriculum developers, and educational policymakers. They provide evidence-based recommendations for integrating communicative teaching methods into foreign language instruction to enhance students' language abilities. The study identifies the main challenges faced by teachers and students, such as psychological barriers associated with uncertainty and fear of making mistakes, as well as heterogeneity in students' preparation levels. The author focuses on the need for a differentiated approach, the use of technology and digital tools in the educational process and the importance of continuous professional development for teachers. The results of the study confirm the effectiveness of communicative methods in foreign language teaching in Kazakhstan and underline their importance for increasing students' linguistic competence and confidence in communicating in a foreign language in the context of globalization and multilingualism.*

**Key words:** *Communication methods, foreign language teaching, Kazakhstan, psychological barriers, differentiated approach, digital technologies, role plays, project method.*

**Introduction**

The purpose of the manuscript is to examine the role of communicative teaching methods in the foreign language learning process, specifically within the educational context of Kazakhstan. The article focuses on analyzing how methods like role-playing, immersion, and project-based learning impact the development of students' communication skills.

Teaching foreign languages has always been an important part of education systems worldwide. In recent decades, teaching methods have changed considerably, associated with the development of globalization, the rapid growth of international contacts and technological innovations in the educational process [1]. One of the most important areas is the emphasis on the communicative aspect of learning, which focuses on the development of communicative skills in a language, and not just on mastery of its grammatical and lexical rules.

Traditional foreign language teaching methods, such as the grammar-translation method, focus on memorizing linguistic structures and rules, but don't always offer students the chance to use the language effectively in real-life communicative situations [2]. In contrast, the

communicative approach to foreign language teaching maintains that language is first and foremost a means of communication, and that teaching should aim to develop the ability to use language in a variety of life situations. This approach recognizes that knowledge of language as an abstract system is not sufficient for successful communication in an intercultural environment.

The importance and novelty of the article lie in its contribution to the growing body of research on communicative language teaching, particularly within the context of Kazakhstan's educational system. As global interconnectedness increases, the ability to communicate in multiple languages has become essential, making the study of effective foreign language teaching methods more relevant than ever.

One of the key novelties of the research is its specific focus on Kazakhstan, a country where multilingualism is crucial for fostering international communication and cultural exchange. The study's findings offer valuable insights into how communicative teaching methods can be applied effectively in this particular educational context. By integrating both qualitative research and case studies, the article provides evidence-based recommendations tailored to the challenges and opportunities faced by language educators in Kazakhstan.

### **Materials and methods**

The most important element of the communicative approach is the development of speaking, listening and literacy skills in the context of real communication. But for this to happen, it's necessary to create learning conditions that encourage active language use and offer students the chance to immerse themselves in a variety of communicative situations. In recent years, particular attention has been paid to methods such as immersion, project-based learning, role-playing and other forms of active learning that engage students in real-life language practice [3].

Modern approaches to foreign language teaching have two objectives: firstly, students must acquire knowledge and skills that enable them to interact in a foreign language in everyday situations, and secondly, they must learn to understand the cultural and social contexts in which the language is used. Thus, language learning becomes not only a process of cognitive but also a cultural acquisition [4].

However, despite widespread recognition of the effectiveness of communication methods, there are still problems and obstacles in pedagogical practice that complicate their implementation and application. These include lack of student motivation, the psychological barriers associated with “speech anxiety”, and the need to take account of students' individual characteristics, initial level of preparation and preferences. An important aspect is also the competent training of teachers, who must be able to apply different methods and approaches according to the needs of the group and the specificities of the linguistic context.

**The aim of this article** is to study the influence of various teaching models on the development of students' communication skills and to analyze the factors which, through the prism of communication, contribute to the successful development of a foreign language. Particular attention is paid to the use of methods such as project-based learning, role-playing, and their role in creating an effective language environment for students.

### **Main part**

The communicative approach to foreign language teaching began to develop in the mid XX century in response to the limitations of traditional methods focusing solely on grammar and translation [5]. The main aim of the communicative approach is to enable students to use language as a tool for real communication in different contexts. The most important feature of this approach is the emphasis on communicative competence, which implies not only knowledge of the language, but also the ability to use it effectively in real-life situations [6]. The main principles of the communicative approach are summarized in the table below (Table 1).

**Table 1** – Basic principles of communicative approach [7]

<b>Principles</b>	<b>Description</b>
<i>Active use of language</i>	The emphasis is on creating conditions for the use of language in real communication situations. This can be either productive (speaking, writing) or receptive (listening, reading).
<i>Contextualization of language</i>	students learn language not as a set of abstract rules, but in the context of specific communicative situations such as travel, work, leisure, business negotiations.
<i>Interactivity</i>	the key is for students to interact with each other and with the teacher, using language in dialogues, group and couple exercises, and engaging in role-play and simulations.

According to a number of authors the communicative approach effectively develops students' linguistic, sociocultural and strategic skills, contributing not only to mastery of vocabulary and grammar, but also to the formation of the ability to correctly perceive cultural differences and respond appropriately in communication [8].

There are various teaching methods and models that actively use a communicative approach and help to develop communication skills in a foreign language. Let's take a look at some of them in the table below (Table 2).

**Table 2** – Communicative methods and their benefits [9, 10]

<b>Methods</b>	<b>Benefits</b>
1. Immersion method This method involves total or partial immersion of students in the language environment, enabling them to accelerate the process of language mastery through constant communication.	<ul style="list-style-type: none"> <li>- Training of Linguistic Intuition, the ability to perceive and use speech at a subconscious level.</li> <li>- Improved listening skills, as students are constantly in a linguistic environment and hear the language in a real-life context.</li> <li>- Increased self-confidence in language use.</li> </ul>
2. Project method This approach aims to carry out real projects, often interdisciplinary, in which students must actively use a foreign language to research, develop and present results.	<ul style="list-style-type: none"> <li>- Students learn language through real-world challenges, increasing motivation.</li> <li>- Develop critical thinking, teamwork and presentation skills.</li> <li>- Ability to use language in special contexts (e.g. technical, medical, legal language).</li> </ul>
3. Role-playing and simulations Role-playing allows students to try out different social roles and situations in which they can interact with each other in a foreign language.	<ul style="list-style-type: none"> <li>- Realistic simulation of communication in different life situations.</li> <li>- Develop rapid decision-making skills under conditions of linguistic uncertainty.</li> <li>- Possibility of repeated situations with progressive complication.</li> </ul>
4. Interactive methods Modern information and communication technologies offer great opportunities for designing interactive forms of learning. These include online courses, video conferencing with native speakers, the use of multimedia platforms to create projects, and games where students communicate in real time.	<ul style="list-style-type: none"> <li>- Possibility of communicating with native speakers via the Internet.</li> <li>- Development of independence and flexibility in language use.</li> <li>- Access to a wide range of materials, from video tutorials to online simulations.</li> </ul>

### **Methodology**

This study used a survey method with school-based foreign language teachers to gather the opinions and practical experience of teachers working with different models of foreign language teaching aimed at developing students' communication skills. The aim of the survey was to identify teachers' preferences regarding the methods and strategies they used, and to assess their impact on the effectiveness of the educational process.

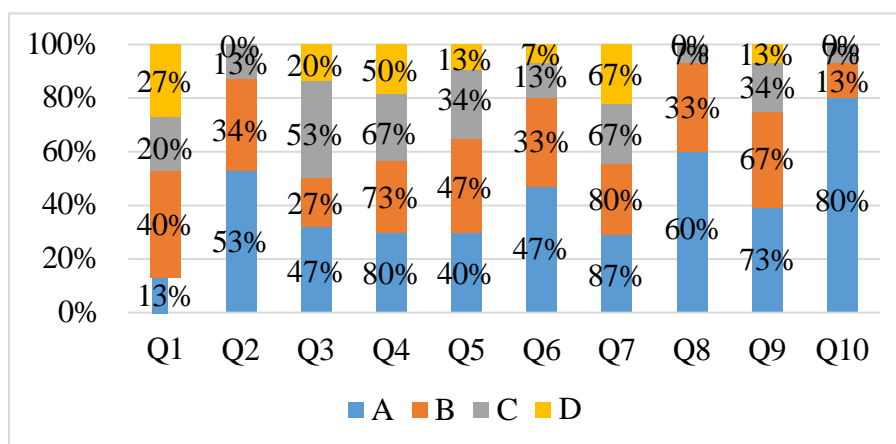
To carry out the survey, 15 foreign language teachers from BINOM school in Astana were selected, who work with different methodological approaches. The survey was conducted between September and October 2024. Teachers were informed of the purpose of the study and the voluntary nature of participation in the survey. Each teacher completed the questionnaires at a time convenient to them. For data collection, an anonymous questionnaire was developed.

### Findings

The survey consisted of 10 questions, which were closed with multiple choice answers, which allowed obtaining structured data for subsequent analysis. The questions concerned the methods used by teachers, learning difficulties and the impact of technology on the development of communication skills. The questions and answer options are indicated in the table (Table 3) for a better understanding of the diagram (Diagram 1). Teachers could choose several answers to some questions.

**Table 3** – Survey questions and answer options

Questions	A	B	C	D
1. What is your overall teaching experience?	Less than one year	1-5 years	6-10 years	More than 10 years
2. How often do you use communication methods in teaching?	Very often	Often	Rarely	Never
3. What communication methods do you use in your courses?	Role-playing	Immersion method	Project-based learning	Other (please specify)
4. In your opinion, which communication skills are most important for students during the learning process?	Speaking skills	Listening skills	Writing skills	Reading skills
5. Which of the following is a problem when using communication methods?	Students are afraid of making mistakes	Differences in students' level of preparation	It's difficult to motivate students	Lack of appropriate materials and resources
6. How do students react to the use of communication methods?	Very positive, actively participate in lessons	Positive, but sometimes shy or unsure	Neutral, reluctant to participate	Negative, avoid course participation
7. What significant learning effect do you notice when using communication methods?	Students become more confident in their language skills	Improves speaking and listening skills	Students begin to use the language more often in real-life situations	Students better understand the cultural particularities of the language
8. Do you use digital technologies and online resources to improve students' communication skills?	Yes, I actively use online platforms and mobile applications	I use it from time to time	I don't use it, I prefer traditional methods	I don't use it because there are no appropriate resources
9. What learning difficulties do you see linked to students' psychological barriers to language learning?	Students don't want to talk for fear of making a mistake	Students avoid communication due to a lack of self-confidence	Students can't overcome their fear of public speaking	No significant psychological barriers
10. How important do you think the communicative approach is in foreign language teaching?	Very important, I think it's fundamental to successful learning	Important, but other aspects such as grammar must also be taken into account	Only partially important, not always sufficient	I don't think the communicative approach is a priority



**Diagram 1** – The results of teachers' survey

### Results and discussions

The majority of respondents (40%) have between 1 and 5 years' teaching experience, indicating a high level of involvement of relatively young teachers in the nostalgia teaching process. Around 27% have more than 10 years' professional experience, and 13% have less than a year. This shows the diversity of the professional backgrounds of the survey participants, and allows us to consider the influence of experience on the use of communication methods.

Responses to the question on the frequency of use of communication methods showed that 87% of teachers use these methods very often or often. This confirms the importance of the communicative approach in foreign language teaching. However, 13% of respondents use these methods less often or not at all, which could indicate the need for further training and the introduction of communicative methods into teaching practice. Those who use methods less often may encounter problems that make it difficult to use them regularly.

The question about the methods used showed that role-playing games are used most often (47%). A significant number of teachers also use the immersion method (37%) and project-based learning (53%), which confirms the attention to the real use of language in context. The least used by teachers are other methods (20%), which may indicate the complexity or specificity of this method for the educational context.

Teachers consider speaking skills (80%) and listening skills (73%) to be the most important for student development. This corresponds to the basic principles of the communicative approach, which is focused on the practical use of language. Less important, according to teachers, are writing and reading skills, which may indicate less emphasis on written work and text perception in the process of using communicative methods.

The main problem for teachers is the different level of preparation of students (47%). This indicates that students may have different levels of knowledge and competence, which leads to difficulties in organizing communication exercises that require the same skills from all participants. No less significant is the problem of fear of making mistakes (40%). Students may be afraid of making mistakes when speaking, which limits their active participation in discussions and role-plays, which are an essential part of the communicative approach. In addition, 34% of teachers note difficulties in motivating students, which could indicate that students do not always understand the importance of practical language use in real-life situations. Finally, the lack of materials and resources (13%) is not the main problem, but is also worth considering.

The majority of students respond positively to communicative methods (80%) by actively participating in class. However, 33% of students sometimes express shyness or insecurity, which confirms the importance of creating a safe and supportive atmosphere for communication. Equally important is the fact that 13% of students are reluctant to participate in class and 7% avoid active participation. These results may indicate the presence of psychological barriers such as fear of public speaking or low motivation to use language.

The main effect of using communicative methods is an increase in students' confidence in their language skills (87%) and an improvement in speaking and listening skills (80%). In addition, 67% of teachers note that students begin to use the language more frequently in real-life situations and better understand the cultural characteristics of the language.

The majority of teachers (60%) actively use digital technologies and online resources to improve students' communication skills. 33% of teachers use digital technologies from time to time, indicating a more flexible approach to using technology depending on the situation and students' needs. 7% of teachers prefer traditional teaching methods, which may be due to the habit of classical methods or unwillingness to adapt to new technologies.

The biggest psychological barriers for students are fear of making mistakes (73%) and lack of self-confidence (67%). This data confirms the need to overcome linguistic and psychological barriers to successful language learning. In addition, 34% of teachers stated that students are afraid of public speaking, which also makes it difficult to actively use the language in a group. 13% of teachers believe that their students have no significant psychological barriers, which could indicate a positive climate in the classroom and a good level of student preparation.

The results show that 80% of teachers consider the communicative approach to be fundamental to successful foreign language teaching. 13 teachers consider the communicative approach important, but emphasize the need to consider other aspects such as grammar. Only 7% of teachers consider the communicative approach to be somewhat important, which could indicate a preference for more traditional teaching methods or a lack of confidence in the effectiveness of this approach in their practice.

### **Conclusion**

The study showed that communicative methods are an important part of modern foreign language teaching and help not only to improve language skills but also to increase students' confidence in communicating in a foreign language. However, the successful application of these methods requires an integrated approach that includes differentiation of methods according to the level of students, the use of technology, the continuous development of teachers and the creation of a psychologically comfortable atmosphere for students.

The study found that the communicative approach is key to successful language learning and contributes to the development of practical speaking and listening skills. Teachers actively use digital technologies and online resources, which improves student interaction and creates additional opportunities to practice the language in an interactive way.

However, the main difficulties remain students' psychological barriers, such as fear of making mistakes and self-doubt, which require the creation of a supportive atmosphere in the classroom. However, most teachers consider the communicative approach to be fundamental to successful learning and emphasize not only the importance of active communication but also the grammatical aspects of the language.

For effective teaching, it is therefore necessary to continue to use communicative methods, integrate digital technologies and work with students' psychological barriers in order to create optimal conditions for their confident mastery of a foreign language.

Additionally, the research introduces a fresh perspective on the psychological barriers that students face, such as the fear of making mistakes and lack of self-confidence. These barriers are often overlooked in other studies but are critical for successful language acquisition. The article also emphasizes the role of digital technologies and online resources in facilitating communication, marking a novel shift towards more interactive, technology-enhanced learning environments.

In sum, the article is important because it offers practical solutions to improve language teaching in a globalized, multilingual world, with a focus on overcoming psychological barriers, incorporating new technologies, and developing teachers' professional skills. Its novelty lies in the localized application of communicative teaching methods, making it highly relevant for educators, policymakers, and curriculum developers in Kazakhstan and beyond.

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**ШЕТ ТІЛІН ОҚЫТУ ПРОЦЕСІНІҢ КОММУНИКАТИВТІ АСПЕКТІЛЕРІ**

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*Мақаланың мақсаты Қазақстандағы білім беру жағдайында шет тілін оқыту процесінің коммуникативті аспектісін зерттеуге арналған. Ол рөлдік ойын, және жобалық оқыту сияқты негізгі коммуникативті оқыту әдістерін және олардың оқушылардың коммуникативті дағдыларын дамытуға әсерін зерттейді. Зерттеу қазақстандық білім беру контекстіне ерекше назар аудара отырып, коммуникативті тілді оқыту бойынша зерттеулердің көбеюіне ықпал етеді. Ол жаһанданған, көптілді әлемде шеуші маңызы бар оқушылардың тілдік дағдылары мен сенімділігін арттырудағы коммуникативті оқыту әдістерінің рөлін көрсетеді. Зерттеу әдебиеттерге шолу жасауды және Қазақстандағы білім беру орындарындағы жағдайлық зерттеулерді немесе эмпирикалық дәлелдемелерді талдауды қамтитын сапалы тәсілді пайдаланады. Зерттеу коммуникативті оқыту әдістері студенттердің тілдік құзыреттілігін және коммуникативтік сенімділігін айтарлықтай арттырады деп тапты. Зерттеу тіл үйрену жаһандық коммуникативті дағдыларды қалыптастыруда орталық болып табылатын Қазақстандағы білім беру жүйесінде коммуникативті оқыту әдістерін іс жүзінде қолдану туралы құнды түсініктер береді. Зерттеу нәтижелері тіл мұғалімдері, оқу бағдарламаларын әзірлеушілер және білім беру саласындағы саясаткерлер үшін өте өзекті. Олар студенттердің тілдік қабілеттерін арттыру үшін коммуникативті оқыту әдістерін шет тілін оқытуға енгізу бойынша дәлелді ұсыныстар береді. Зерттеу мұғалімдер мен студенттердің алдында тұрған негізгі қиындықтарды анықтайды, мәселен, белгісіздік пен қателесуден қорқумен байланысты психологиялық кедергілер, сондай-ақ оқушылардың дайындық деңгейлерінің бірқелкі еместігі.*

*Автор сараланған тәсілдің қажеттілігіне, білім беру үдерісінде технологиялар мен цифрлық құралдарды пайдалануына және мұғалімдердің үздіксіз кәсіби дамуының маңыздылығына тоқталған. Зерттеу нәтижелері Қазақстандағы шет тілін оқытудағы коммуникативті әдістердің тиімділігін растайды және жаһандану мен көптілділік жағдайында студенттердің тілдік құзыреттілігін және шетел тілінде қарым-қатынас жасауға сенімділігін арттыру үшін олардың маңыздылығын көрсетеді.*

**Негізгі сөздер:** *Қарым-қатынас әдістері, шет тілін оқыту, Қазақстан, психологиялық кедергілер, сараланған тәсіл, цифрлық технологиялар, рөлдік ойындар, жоба әдісі.*

## КОММУНИКАТИВНЫЕ АСПЕКТЫ ПРОЦЕССА ОБУЧЕНИЯ ИНОСТРАННОМУ ЯЗЫКУ

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*Цель статьи посвящена изучению коммуникативного аспекта процесса обучения иностранным языкам в образовательном контексте Казахстана. В ней рассматриваются основные коммуникативные методы обучения, такие как ролевая игра, погружение и проектное обучение, и их влияние на развитие коммуникативных навыков студентов. Исследование вносит вклад в растущий объем исследований по коммуникативному обучению языку, с особым акцентом на образовательный контекст Казахстана. В нем подчеркивается роль коммуникативных методов обучения в улучшении языковых навыков и уверенности студентов, что имеет решающее значение в глобализованном, многоязычном мире. Исследование использует качественный подход, включающий обзор литературы и анализ тематических исследований или эмпирических данных из образовательных учреждений в Казахстане. Исследование показывает, что коммуникативные методы обучения значительно повышают языковую компетентность и коммуникативную уверенность студентов. Исследование дает ценную информацию о практическом применении коммуникативных методов обучения в образовательной системе Казахстана, страны, где изучение языка является центральным для развития навыков глобального общения. Результаты исследования весьма актуальны для преподавателей языков, разработчиков учебных программ и лиц, формирующих образовательную политику. Они предоставляют научно обоснованные рекомендации по интеграции коммуникативных методов обучения в обучение иностранным языкам для повышения языковых способностей студентов. В исследовании определены основные проблемы, с которыми сталкиваются преподаватели и студенты, такие как психологические барьеры, связанные с неуверенностью и страхом совершить ошибку, а также неоднородность уровней подготовки студентов. Автор акцентирует внимание на необходимости дифференцированного подхода, использовании технологий и цифровых инструментов в образовательном процессе и важности непрерывного профессионального развития для преподавателей. Результаты исследования подтверждают эффективность коммуникативных методов обучения иностранным языкам в Казахстане и подчеркивают их важность для повышения языковой компетенции и уверенности студентов в общении на иностранном языке в условиях глобализации и многоязычия.*

**Ключевые слова:** *Коммуникативные методы, обучение иностранным языкам, Казахстан, психологические барьеры, дифференцированный подход, цифровые технологии, ролевые игры, метод проектов.*