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THEORETICAL FOUNDATIONS OF FORMING FOREIGN LANGUAGE COMMUNICATIVE COMPETENCE OF 5TH GRADE STUDENTS

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Abstract
This article examines the theoretical foundations of forming foreign language communicative competence among 5th grade students within the context of modern educational requirements. The study highlights key pedagogical approaches, psychological principles, and linguistic components that contribute to effective language learning at the middle school level. Special attention is given to the role of age-specific cognitive development, motivation, and social interaction in the process of language acquisition. Emphasis is placed on communicative teaching methods, learner-centered instruction, and the integration of meaningful language activities that encourage real-life communication. The article also analyzes the importance of creating a supportive classroom environment where students can actively participate in language practice without fear of making mistakes. Furthermore, the research outlines the interconnected development of listening, speaking, reading, and writing skills as essential elements of communicative competence. The article aims to provide a comprehensive conceptual framework for teachers to improve foreign language instruction and enhance students' communicative abilities through effective and innovative pedagogical strategies.
Keywords: foreign language education, communicative competence, communicative approach, language skills, learner-centered teaching.

Introduction

In contemporary educational systems, the formation of foreign language communicative competence is regarded as one of the central goals of language instruction. The increasing interconnectedness of societies and the growing role of international communication require learners to develop not only knowledge of grammatical structures and vocabulary but also the ability to use a foreign language effectively in real communicative contexts.

Today, large-scale changes are taking place in school education related to the updating of the content of education, the introduction of new educational standards and the active use of digital technologies. A modern school focuses not only on the transfer of knowledge, but also on the development of the student's personality, independence, critical thinking and ability to communicate. The student with his interests, needs and individual characteristics is at the center of the educational process. The student's personal interest becomes the most important condition for the successful assimilation of the material, since it is internal motivation that determines the level of activity and involvement in educational activities. In these conditions, the role of the teacher as an organizer of cognitive activity increases. The teacher needs to understand which aspects of the child's personality can develop in the process of learning English, how a foreign language contributes to the formation of a worldview, communicative culture, tolerance and intercultural competence. It is important for a teacher to correctly select modern pedagogical technologies, teaching methods and techniques that will ensure the achievement of the planned results and create conditions for active learning activities of schoolchildren. The main purpose of teaching English is to develop communicative competence. This implies not only mastery of the lexical and grammatical means of language, but also the ability to use them in real communication situations. Communicative competence includes the ability to perceive oral and written speech, express one's thoughts, participate in a dialogue, and argue one's point of view. In addition, in modern conditions, the ability to work with information is of particular importance: to analyze texts, audio and video materials, critically evaluate sources, select the necessary information and use it to solve educational and practical problems. Thus, English language

teaching is closely related to the development of students' critical and creative thinking. Consequently, there is a need for such an organization of the content of learning and cognitive activity, which would contribute to a faster and more conscious assimilation of knowledge. The educational process should be aimed at activating the mental activity of schoolchildren, developing their skills of independent work with educational materials, and developing research and analytical skills. It is important to create situations in which students not only reproduce the finished information, but also independently extract, process and apply it in practice. This contributes to the formation of information and communication competencies, which are key in modern society.

Psychological factors such as motivation, age characteristics, and social interaction have a strong influence on how students learn a foreign language. Language learning is also affected by linguistic ideas that explain how grammar, vocabulary, and communication skills develop step by step. When teachers understand these ideas, they can choose teaching methods that help students become more active and interested in learning. Activities like group work, discussions, and communicative tasks give learners the chance to use the language in real situations. This helps students speak more freely and feel more confident. For this reason, understanding the theoretical background of communicative competence is important for improving foreign language teaching in the 5th grade and for developing practical language skills needed for further education and everyday communication.

The relevance of this study is connected with the growing importance of foreign language knowledge in the modern world. Globalization and changes in education systems mean students are expected to communicate confidently in another language. For that reason, modern school programs often treat communication skills as a central goal of language learning. Even so, many middle school students still struggle to use a foreign language in real-life situations. Traditional approaches tend to emphasize grammar rules and memorizing vocabulary, and this doesn’t always translate into being able to communicate. That is why exploring effective teaching approaches and the theoretical basis of communicative competence in 5th grade is important for improving the overall quality of foreign language education.

The scientific value of this research is in bringing together and analyzing key theoretical perspectives on communicative competence and how they can be applied in foreign language teaching. The study looks at how linguistic, psychological, and methodological factors interact in the learning process. It also points to the importance of communicative teaching methods in motivating students to use the language actively. The findings may support further academic discussion and provide a theoretical foundation for future research in foreign language education.

Aim of the Research. The aim of this research is to analyze the theoretical foundations of forming foreign language communicative competence among 5th grade students and to identify effective pedagogical approaches that promote the development of students’ communicative skills in the learning process.

Main Part. Linguistic competence includes mastery of grammar rules, vocabulary, and pronunciation, which enable learners to form correct and meaningful utterances. Sociocultural competence refers to the ability to use language appropriately according to social norms, cultural values, and situational contexts [Richards J.C., 2006: P.345]. Discourse competence involves organizing ideas logically in spoken and written communication, while strategic competence allows learners to overcome communication difficulties through paraphrasing, clarification, or non-verbal cues. Therefore, language instruction should focus on meaningful communication through dialogues, role-playing situations, storytelling, group discussions, and project-based learning. These activities create opportunities for students to practice language in realistic contexts, which promotes deeper understanding and practical application of linguistic knowledge [Nguyen T.M., Boers F., 2011: P.102]. When these skills are developed simultaneously, students gain a holistic understanding of language use.

Literature Review

Numerous researchers have explored the concept of communicative competence and its role in foreign language education. Early theoretical foundations were established by Dell Hymes, who introduced communicative competence as the ability not only to produce grammatically correct sentences but also to use language appropriately in social contexts [Hymes D., 1972]. Later, Canale and Swain expanded this model by identifying key components such as grammatical, sociolinguistic, discourse, and strategic competence [Canale M., Swain M., 1980: P. 47]. According to Savignon, communicative competence should be viewed as a dynamic ability that develops through meaningful interaction and authentic language use rather than through isolated grammar practice alone [Savignon S.J., 2020]. Educational psychologists such as Lev Vygotsky emphasized the importance of social interaction in learning processes. According to his theory of social constructivism, learners develop knowledge through communication and collaboration with others [Vygotsky L.S., 1978]. The literature demonstrates that communicative competence is best formed through active engagement, social interaction, and meaningful language practice. Theoretical and empirical studies support the effectiveness of communicative teaching methods in fostering students' linguistic development and communicative confidence. Later, Canale further developed this framework by emphasizing the transition from theoretical models of communicative competence to practical communicative language pedagogy [Canale M., 1983].

The concept of communicative competence has been widely studied in linguistics and pedagogy, forming the theoretical basis of modern foreign language teaching. From a psychological perspective, the role of social interaction in language learning was strongly supported by Lev Vygotsky [Vygotsky L.S., 1978]. His theory of social constructivism emphasizes that learning occurs through interaction with others within a cultural and social environment. Students learn a foreign language better when they actively communicate and work with tasks connected to real-life situations. Research shows that interactive teaching methods are especially useful in middle school. Scientists note that language skills should be taught together. Speaking, listening, reading, and writing must develop at the same time, because learning grammar alone is not enough for real communication. Many researchers have studied how communication skills develop. Vygotsky showed that students learn better when they work together and support each other. Krashen explained that understanding meaningful language helps students learn more effectively. Other scholars proved that group discussions, pair work, and real-life tasks help students speak more confidently and naturally. From a psycholinguistic perspective, Krashen highlighted the importance of comprehensible input for successful language acquisition, arguing that learners progress when they are exposed to meaningful language slightly above their current proficiency level [Krashen S.D., 2020].

Modern studies also show that communicative teaching improves both fluency and accuracy. Researchers emphasize that motivation, emotions, and active thinking play an important role in language learning. When students are interested and involved, they learn faster and use the language more successfully. In Kazakhstan, significant research on foreign language education has been conducted by G.Sarsenbayeva She focused on competence-based education and intercultural communication in foreign language teaching. Sarsenbayeva emphasized that communicative competence includes not only linguistic knowledge but also cultural awareness and critical thinking skills. Her work highlights the importance of preparing students for real communication in multicultural environments [Sarsenbayeva G.F., 2018]. In the context of Kazakhstan's educational system, the competence-based approach is considered a key methodological foundation for modern foreign language education [Kunanbayeva S.S., 2010]. Research conducted in Kazakhstan shows that the use of interactive technologies significantly enhances students' communicative competence and increases their motivation to participate in language activities [Zhetpisbayeva A.B. et al., 2018].

Modern linguists such as I.L.Bim and E.I.Passov emphasize that communicative skills play a crucial role in the structure of communicative competence, as they enable learners to perform a wide range of communicative functions [Passov E.I. 2020], including the ability to:
- initiate and make contact;
- create a favorable first impression;

- ask and answer questions;
- have a conversation, express your thoughts briefly and accurately;
- to encourage the interlocutor to clarify his position, statements;
- listen, hear, and understand what the other person meant;
- to provide feedback, i.e. to convey to the partner that he was heard and understood;
- equalize emotional tension in a conversation, in a discussion;
- to read and correctly interpret the non-verbal signals of the interlocutor (gaze, facial expressions, gestures, postures);
- manage your own expressive signals in the communication process;
- interact effectively with others through collaboration;
- master communication models;
- use a variety of communication styles in the process of interaction;
- understand the specifics of speech genres and communicative means of achieving goals during interaction.

Due to the fact that communicative competence most accurately reflects the subject area of «Foreign language», the formation of communicative competence acts as a leading goal in teaching foreign languages. To achieve this goal, modern pedagogy has adopted a system-activity approach. Along with such methods as collaborative learning, problem-based role-playing, and the Student's Language Portfolio, the project method most fully reflects the basic principles of the system-activity approach.

Methods

In the course of the study, a number of scientific methods were used in order to determine the theoretical foundations of the formation of communicative competence in a foreign language of 5th grade students. First of all, the works of domestic and foreign scientists were analyzed, a comparative analysis of the scientific literature on the theory of teaching a foreign language and the problem of communicative competence was carried out. In addition, general educational standards and curricula were considered. Scientific data were systematized, summarized and summarized. According to Shchukin, effective foreign language instruction requires a balanced integration of linguistic, communicative, and methodological components to achieve sustainable learning outcomes [Shchukin A.N., 2022].

At the empirical stage of the study, the method of pedagogical control was used. During the lesson, the level of speech activity and participation of students in communication was determined. A survey was conducted to determine the interest of students in a foreign language and motivation for learning. In order to determine the level of formation of listening, pronunciation, reading and writing skills, diagnostic tasks and test work were organized. In addition, conversations were held with students and teachers.

In the course of the study, a pedagogical experiment was organized and the effectiveness of the system of tasks of the communicative direction was checked. The experiment consisted of constational, formative and final stages. The results obtained at each stage were compared and the level of development of students' communicative competence was determined. The data obtained were processed using quantitative and qualitative analysis methods. The results were calculated in percentages and a comparative analysis was carried out. This ensured the scientific validity and reliability of the results of the research work.

Results and discussion

The experiment involved two stages: a pre-experimental assessment (before the implementation of communicative activities) and a post-experimental assessment (after the application of communicative teaching strategies over a specified period).

The participants included 5th grade students who were assessed based on four key components of communicative competence: listening comprehension, speaking ability, reading skills, and writing performance. To find out how communicative teaching methods help 5th grade students develop

foreign language communication skills, a teaching experiment was carried out. The research included three stages: the initial assessment stage, the teaching stage, and the final assessment stage.

At the beginning, students' communication skills were checked through listening, speaking, reading, and writing tasks. The results showed that many students had problems with speaking, understanding spoken language, and using vocabulary in real communication. Most students showed low or medium levels of communicative skills. This showed that teaching methods needed to be improved. Based on these results, a special teaching program was created. The program focused on interactive lessons and active student participation. Students practiced language through real-life communication activities. For example, they practiced introducing themselves, talking about hobbies, and acting out everyday situations like shopping. These activities helped students speak more freely and feel more confident.

Teachers also used dialogue exercises to help students develop natural speaking and listening skills. Students worked in pairs and small groups, which helped them communicate with each other and learn together. They completed small projects, solved simple problems, and prepared short presentations using different language skills. Listening tasks included short dialogues and short texts read by the teacher. As a result, students felt more confident, were not afraid to speak, and took an active part in communication. The results of the initial diagnostics are presented in Table 1.

Table 1

Results on the levels of communicative competence of students after the experiment

Language skills	Before the Experiment	After the Experiment
Listening comprehension	42%	71%
Speaking ability	38%	69%
Reading skills	50%	78%
Writing performance	45%	73%
Overall communicative competence	44%	73%

The data in Table 1 show that all components of communicative competence improved noticeably compared with the results of the initial diagnostic assessment. The greatest progress was seen in listening comprehension and speaking, which had earlier been identified as the weakest areas before the experimental program was introduced. Many students began to use language structures more confidently and independently, without relying on constant teacher support. They demonstrated a greater readiness to express their ideas, exchange opinions, and ask questions during classroom communication. The results of the experiment showed a significant increase in the language skills of students. The listening comprehension rate was 42% before the experiment and increased to 71% after the experiment. This means that the level of perception of verbal information by students has improved. The ability to speak at the initial stage was at the level of 38%, and after the experiment it reached 69%. This indicator indicates that students began to express themselves more freely in a foreign language. Reading skills were increased by 50% before the experiment, then to 78%. This proves an increased ability to understand the text and assimilate information.

Recording performance increased from 45% to 73%. Students showed confidence in the performance of written tasks. The overall level of communicative competence rose from 44% to 73%. This indicates that the methods used during the experiment were effective and the language skills of the students were developed in a complex way.

Conclusion

The present research addressed both the theoretical background and the practical implementation of developing foreign language communicative competence among 5th grade students. The review of pedagogical literature confirmed that communicative competence represents a multidimensional construct integrating linguistic knowledge, socio-cultural awareness, and the ability to apply language skills in real communicative situations. The experimental phase of the study demonstrated the effectiveness of communicative-oriented instruction. During the formative stage, students were

engaged in interactive activities such as role-plays, pair and group discussions, collaborative tasks, and project-based learning. These methods created meaningful opportunities for authentic language use and supported the gradual improvement of communicative abilities.

Effective learning is achieved when the teacher does not isolate the study of grammatical phenomena from speech practice, but organically combines them with the development of communication skills. Performing mechanical exercises to substitute forms or transform sentences does not guarantee the ability to use constructions in real communication. It is much more productive to consider grammar as a means of expressing certain communicative intentions: requests, advice, descriptions of events, expressions of opinion or assumptions. In this case, students begin to perceive grammatical structures as a necessary resource for conveying their own thoughts. To stimulate the formation of communicative competence in teaching grammar, it is important to apply special methodological techniques that create conditions for the active use of the studied constructions. Role-playing and situational games are an effective tool, in which students are forced to use grammatical forms in a live dialogue. The form of play reduces psychological stress, increases motivation and promotes a more natural use of language. Equally important is the use of authentic materials: fragments of interviews, articles, dialogues, videos and short stories. Working with such sources allows you to see grammatical constructions in their natural context and understand their functional purpose. The analysis of real language examples creates a sense of linguistic norm among students and contributes to the development of an intuitive understanding of the structure of utterance.

Familiarization with the culture of English-speaking countries also plays a significant role. The cultural context helps explain the use of certain speech patterns and stable expressions, and makes the learning process more meaningful and practice-oriented. Students begin to perceive grammar not as a formal system, but as part of a living language environment.

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Аңдатпа
Мақалада қазіргі білім беру талаптары аясында 5-ші сынып оқушыларының шет тіліндегі коммуникативтік құзыреттілігін қалыптастырудың теориялық негіздері қарастырылады. Зерттеуде негізгі мектеп деңгейінде шет тілін тиімді меңгеруге ықпал ететін педагогикалық тәсілдер, психологиялық қағидаттар және лингвистикалық компоненттер айқындалады. Тілді меңгеру үдерісінде жас ерекшеліктеріне сай когнитивтік даму, оқушылардың уәждемесі мен әлеуметтік өзара әрекеттесуінің рөліне ерекше назар аударылады. Коммуникативтік оқыту әдістерін, білім алушыға бағытталған оқытуды және өмірлік жағдаяттарға негізделген мағыналы тілдік тапсырмаларды қолданудың маңыздылығы көрсетіледі. Сонымен қатар мақалада оқушылардың қателесуден қорықпай, тілдік тәжірибеге белсенді қатысуына мүмкіндік беретін қолайлы білім беру ортасын қалыптастырудың мәні талданады. Зерттеу барысында тыңдалым, айтылым, оқылым және жазылым дағдыларының өзара байланыста дамуы коммуникативтік құзыреттіліктің негізгі құрамдас бөліктері ретінде қарастырылады. Мақаланың мақсаты – шет тілін оқытуды жетілдіруге және оқушылардың коммуникативтік қабілеттерін тиімді әрі инновациялық педагогикалық стратегиялар арқылы дамытуға бағытталған тұжырымдамалық негіз ұсыну.
Түйін сөздер: шет тілін оқыту, коммуникативтік құзыреттілік, коммуникативтік тәсіл, тілдік дағдылар, білім алушыға бағытталған оқыту.

Теоретические основы формирования иноязычной коммуникативной компетенции у учащихся 5 класса

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Аннотация
В данной статье рассматриваются теоретические основы формирования иноязычной коммуникативной компетенции у учащихся 5-х классов в контексте современных образовательных требований. В исследовании выделяются ключевые педагогические подходы, психологические принципы и лингвистические компоненты, способствующие эффективному обучению иностранному языку на уровне основной школы. Особое внимание уделяется роли возрастных когнитивных особенностей, мотивации и социального взаимодействия в процессе овладения языком. Акцент сделан на коммуникативных методах обучения, личностно-ориентированном подходе и интеграции содержательных языковых заданий, направленных на развитие реального речевого общения. В статье также анализируется значение создания поддерживающей образовательной среды, в которой учащиеся могут активно участвовать в языковой практике без страха допущения ошибок. Кроме того, в работе

раскрывается взаимосвязанное развитие навыков аудирования, говорения, чтения и письма как ключевых составляющих коммуникативной компетенции. Цель статьи заключается в разработке целостной концептуальной основы, направленной на совершенствование преподавания иностранных языков и развитие коммуникативных умений обучающихся посредством эффективных и инновационных педагогических стратегий.
Ключевые слова: иноязычное образование, коммуникативная компетенция, коммуникативный подход, языковые навыки, личностно-ориентированное обучение.

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FoMO ФЕНОМЕНІ: PRZYBYLSKI ШКАЛАСЫН ҚАЗАҚ ТІЛІНЕ БЕЙІМДЕУ

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Аңдатпа
Мақалада әлеуметтік желілердің кең таралуы жағдайында өзекті болып отырған FoMO (Fear of Missing Out) феноменін өлшеуге арналған A.K.Przybylski әзірлеген шкаланы қазақ тіліне тілдік және мәдени тұрғыда бейімдеу нәтижелері ұсынылады. Зерттеудің мақсаты - FoMO шкаласының қазақша нұсқасының мазмұндық валидтілігін анықтау және оның бастапқы психометриялық сипаттамаларын бағалау. Зерттеу барысында шкала тармақтары қазақ тіліне аударылып, кәсіби сарапшылардың қатысуымен мазмұндық сараптама жүргізілді. Polit және Beck әдістемесіне сәйкес мазмұндық валидтілік индекстері (I-CVI, S-CVI/Ave) есептеліп, шкаланың мазмұндық валидтілігінің өте жоғары деңгейде екені анықталды. Әдістеменің пилоттық апробациясы 20-23 жас аралығындағы 34 респонденттің қатысуымен онлайн форматта жүзеге асырылды. Сипаттамалық статистика, үлестірім ерекшеліктері және ішкі келісімділік көрсеткіштері талданды. Нәтижелер FoMO шкаласының қазақша нұсқасының сенімділігінің жоғары екенін (Cronbach's α = 0,878) және барлық тармақтардың өлшенетін конструктпен үйлесімді екенін көрсетті. Қорытындылай келе, FoMO шкаласының қазақ тіліне бейімделген нұсқасы Қазақстан жастары арасында әлеуметтік желілерді пайдалану ерекшеліктерін, цифрлық мінез-құлықты және FoMO феноменінің психологиялық салдарын зерттеуге жарамды ғылыми-диагностикалық құрал ретінде ұсынылады. Алынған нәтижелер шкаланы әрі қарай кеңейтілген психометриялық тексерулерде және қолданбалы психологиялық зерттеулерде пайдалануға мүмкіндік береді.
Түйін сөздер: FoMO, әлеуметтік желілер, психодиагностика, шкаланы бейімдеу, мазмұндық валидтілік, сенімділік, жастар психологиясы.

Кіріспе

Қазіргі жаһандану және цифрландыру үдерістерінің жедел дамуы ақпараттық-коммуникациялық технологиялардың, әсіресе әлеуметтік желілердің, адамның күнделікті өміріндегі рөлін айтарлықтай арттырды. Әлеуметтік желілер арқылы ақпараттың үздіксіз жаңарып отыруы тұлғаның әлеуметтік ортаға қатысу формаларын өзгертіп қана қоймай, оның психологиялық әл-ауқатына да елеулі ықпал етуде. Осы өзгерістер аясында ғылыми әдебиеттерде кеңінен зерттеліп жүрген әлеуметтік-психологиялық құбылыстардың бірі – FoMO (Fear of Missing Out), яғни маңызды әлеуметтік оқиғаларды, тәжірибелерді немесе ақпаратты өткізіп алу қорқынышы [Przybylski A.K. et al., 2013].

Соңғы жылдары Fear of Missing Out (FoMO) феноменіне арналған зерттеулердің саны қарқынды өсіп, бұл ұғым психология, цифрлық мінез-құлық, маркетинг және коммуникация