

## TEACHING JUNIOR SCHOOLCHILDREN FOREIGN LANGUAGE COMMUNICATION ON THE BASIS OF INTERACTIVE COGNITIVE STRATEGIES

**Annotation.** The purpose of this research is to identify interactive cognitive strategies which help schoolchildren to improve their communication skills. The first phase of the research involves investigation the methods of researchers which are used in teaching foreign language in our country and abroad. We also examined the physiological development of schoolboys and girls which effect to communicate with each other. The final phase involves the impact of these strategies on their communicational skills. By identifying the strategies, we will eliminate the assumption that all strategies have the same results. This will allow for more individual consideration of interactive cognitive strategies which facilitate to share or exchange information at their early age.

**Relevance of researching issue.** One of the areas of methodology of teaching foreign languages is teaching younger students to develop their interest in linguistic and cultural diversity of the world and influence their speaking abilities. However, teaching foreign languages junior schoolchildren does not always bring the expected results due to the undeveloped theoretical and technological aspects of methodology, adequate age specific features of learners and leading interactive and cognitive strategies that determine the success of the educational process at foreign language classes.



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The effectiveness of learning process of a foreign language is ensured by the ability to use a variety of cognitive strategies, among which a prior role is given to interactive cognitive strategies aimed at realizing the optimal interaction of junior schoolchildren in communicative educational environment. However, the potential of interactive cognitive strategies in the process of teaching foreign language in primary school is not realized properly due to lack of necessary teaching and methodological support which implement the leading goals in foreign language education.

Rapid development of technologies shows destitution in improving quality of foreign languages training. In order to know a foreign language at the professional level, it is necessary to start its study at an early school age that was emphasized in one of the messages of the President of the Republic of Kazakhstan. [1]

**Materials and methods of research.** The analysis of pedagogical, methodological and psychological literature testifies that there is already certain scientific base for considering the problem of teaching foreign language younger schoolchildren on the basis of usage of interactive cognitive strategies.

Comprehensive analysis of this problem was facilitated by works devoted to the development of the content of foreign language education (R. Oxford, Pligin, N.D. Galskova, N.I. Gez, P.B. Gurvich, A.A. Mirolubov, G.V. Rogova, E.M. Vereshchagina, V.G. Kostomarov, V.V. Safonova, G.D. Tomakhin). Works reflecting the specifics of methodology of teaching and educating foreign languages at the initial stage (N.A. Bonk, V.V. Buzhinsky, N.A. Gorlova, V.N. Kartashova, N.M. Koroleva, V.P. Kuzovlev, N.A. Tarasyuk, V.N. Shatskikh);[2]

Peculiarities of English language teaching and learning at a primary level has been highlighted by a number of Kazakhstan researchers Amandykova G.N., Mukhtarova S.E., Sarsembaeva A.Z.,

etc. Concerning the starting age for learning a foreign language – «the younger the better» is a belief that has dominated in pedagogical agendas of foreign language education globally. Methods of research. In accordance with the logic of the research, a set of complementary theoretical methods are used to solve the problem, including: theoretical analysis, pedagogical experiment, methods of quantitative and qualitative processing of research results.[3]

**Results of the research.** Children of primary school age choose different ways of perceiving information and its processing, as well as strategies for their educational activities, which are manifested in the peculiarities of using methods of perception. Some schoolchildren are more inclined to imaginative thinking, some show higher level of development of logical thinking. For each student is characterized by individual cognitive strategies, which are most effective for him because of his individual psychological characteristics, which manifest in the process of mastering a foreign language.

The analysis of pedagogical, methodological and psychological literature allows us to give the following definition of the concept of "strategies of junior schoolchildren in the process of mastering a foreign language." A strategy is the ways and means of accomplishing the task that a person sets for himself. A strategy is aimed at an effective solution of a problem. R. Oxford notes that "training strategies are set of operations and resources planned for a learner in order to achieve the educational tasks" [4]. Unlike training, the strategy is complex. This is a sequence of actions, organized specifically to achieve the ultimate goal. Cognitive strategies are considered as individual interconnection of mental operations and actions aimed at realizing the result in cognitive learning activities of schoolchildren [5]. The problem is how to ensure the integration of learning activities, taking into account the individual characteristics of young learners. In order to solve this problem, it is

important to apply strategies that are adequate to the peculiarities of their psychological development.

The concept of strategy is considered not only from the point of view of mastering a foreign language, but also from the point of view of organizing the process of foreign language education by a teacher. From a teacher's point of view, the strategy consists of gradual selection of successive intermediate goals, which are subordinated to progress towards the overall final goal, and the means to achieve it.

Structure of organization of a strategy:

1. Selection of the strategy
2. Preparing the strategy
  - Preparing schoolchildren for the strategy (not always)
  - Creating the atmosphere (should be aimed at creating an emotional mood)
3. Introduction to the strategy
  - offer the strategy to children
  - explanation of the rules of the strategy
  - choice of participants for the strategy
4. The plan of the strategy. The more interesting and entertaining the strategy, the more developing and educational results can be achieved.
  - the beginning of the strategy (clarifying the details)
  - development (culmination)
  - Conclusion
5. Summarizing.
6. Evaluation and encouragement of school children
7. Analysis of the strategy (discussion, questioning, assessment of the emotional state.)

The use of interactive learning is carried out through the use of frontal and cooperative forms of organization of educational activities, interactive cognitive strategies and methods which promote to debate. The most commonly used are:

- During frontal form of work, the following strategies: microphone, "Brainstorming", "Unfinished Proposal", Snowball, Polyglot
- During cooperative form of work: work in pairs ("Face to face," "One - together - all together"), work in small groups, an aquarium; Merry-go-round, Mosaic
- Interactive games: "Role play", "Dramatization"
- Learning technologies in discussion: "Choose a position". Proceeding from above, in practice it is necessary to use interactive forms as a whole, or taking the elements which are more appropriate to a certain class. Interactive cognitive methods that make it possible to create an educational environment in which the theory and practice are assimilated simultaneously, and enable students to form their character, develop their worldview, logical thinking, coherent speech; form critical thinking; identify and implement individual opportunities.[6]

At the same time, the educational process is organized in a such way that schoolchildren look for a link between new and already acquired knowledge; take alternative solutions, can make an "opening", form their own ideas and thoughts through various means, learn cooperation. The methods that develop critical thinking, for example: "Brainstorming", "Thinking map", "I do not know - I want to know - I learned", "A free letter", "Four corners", "INSERT", "Interrogation", "Cross-discussion", "Constructor", "Keywords", "T-schedule", "One - pair – group"

The use of cognitive strategies at foreign language lessons with junior schoolchildren contributes to the following tasks:

- 1) development of communicative skills in a foreign language using interactive cognitive strategies;
- 2) development of skills to select and apply cognitive strategies depending on the specifics of solving problem educational tasks;
- 3) development of skills to use educational resources and ways of presenting information in accordance with the peculiarities of problematic educational tasks in communication process;
- 4) the formation of the ability to represent their country with the means of a foreign language, etc.

**Summary.** Thus, we find out that, using strategies effectively should make learning easier, faster, and even more enjoyable through step-by-step training of strategies and developing cognitive processes of the learner. It should be noted that while selecting these strategies thoroughly according to their ages and development, these cognitive strategies determine not only success of mastering communicative skills in a foreign language, but also comprehensive development of a child at this early stage.

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