The Theoretical Model of Communicative Competence of Students in Personality-Oriented Education

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Abstract

The relevance of the study is due to the ever increasing demand of modern society on the level of development of communicative competence of its citizens. The purpose of the article is to develop a theoretical model of communicative competence of students in personality-oriented education.

In the article, the author formulated the definitions of "communicative competence", "personality-oriented education", "the development of communicative competence of students in personality-oriented education." The results of the experimental work on the development of communicative competence of students. A description of the conditions of research and the methodological development of communicative competence. Conclusions on the development of communicative competence of students in personality-oriented education.

Keywords: personality, communicative competence, personality-oriented education, small group dialogue principle.

Introduction (research relevance).

Activities that are currently in the Republic of Kazakhstan includes an update in the educational content which is carried out on the principles of personality-oriented education, which include the priority of human values, the free development of personality, humanistic nature of education (Mukhanbetzhanova A.M., 2006). The state mandatory standards of secondary education formulated new requirements for the development of educational programs, according to which a school graduate should possess personal results, such as language proficiency and a high level in ethics of human communication (State obligatory standard of secondary education, 2012). Modern living conditions require citizen training schools that can effectively establish contacts in various
areas of interpersonal interaction, productively cooperate, work in teams, to prevent and resolve conflicts constructively (Pligin A., 2003). In this regard, a special significance is the problem in the development of communicative competence.

The relevance of the study is due to the presence of contradictions: between the social need for the formation of human interpersonal relations between students and the insufficient development of scientific and methodological issues affecting the communicative competence of students; between the orientation of the educational paradigm of a priority-round development of the individual, and the insufficient use of personality-oriented approach to pupils of younger teenage age technology.

**Theoretical and methodological foundations for the development of communicative competence on the basis of personality-oriented education**


Determining for our study were considered in the research of scientists conceptual ideas of personality-oriented approach to education, based on the provisions of the development and formation of the individual as "subject of cognition" (D. Bugental, Maslow, Carl Rogers, Dewey, C. Brownhill et al.)

It remains an urgent and necessary search for further systematic research on the formation of competent bodies that are relevant to develop intercultural space. Features of the implementation of these approaches are presented in the works of K. Abulkhanova-Slavskaya (2011), B.G. Ananiev, E.V. Bondarevskaya (2004), V.V. Davydov, V.V. Krajewski, A.N. Leontiev (2005), A.K. Markova (1987) et al. Against this background, further discussions are continuing about the "competence" concepts, their structure, conditions of formation (Baydenko V.I., Bolotov V.A., Khutorskoy A.V. (2007), Hishov S.E and S. et al.).

The purpose of the study, the author's definition of the key concepts of "communicative competence", "personality-oriented education", "the development of communicative competence of students in personality-oriented education"

The essence of the key ideas: the study of the pedagogical conditions for development of communicative competence of students in personality-oriented education and the development of methods for their successful personal formation and socialization is the basis of effective teaching secondary school activities.

The aim of the research is the scientific and theoretical development of students, with a model for the development of communicative competence of students in personality-oriented education, research and experimental validation of its effectiveness.

The study authors have formulated definitions of concepts such as "communicative competence", "personality-oriented education", "personality-oriented group," "the development of communicative competence of students in personality-oriented education."
Communicative competence is interpreted by us as part of a linguistic (language skills), language (knowledge of the rules of speaking and writing), discursive (knowledge of discourse types, preparation, discourse comprehension), pragmatic (transmission communicative content in a particular situation), cultural (language, word choice, possession of speech culture) components. The communicative method is directed to the simultaneous development of basic language skills (speaking and writing, grammar, reading and listening, and listening) in the process of living, easy communication.

In our study, a student-oriented group – is a relatively stable, small in size (3-5 per) small group, formed in accordance with the personal request of students to realize their dominant needs; members of a small group united by a common educational and cognitive activity and are in direct interaction with each other.

Personality-oriented education is considered by us as an educational process based on the mutual cooperation of subjects of the educational process that focuses on the development of the identity and personality of the individual teacher and student in the course of which they have freedom of choice and take into account the personal subjective experience.

Development of communicative competence of students in personality-oriented education. We define this as the education due to personal request and potentials of students; dialogue built on the principles of reflection and freedom of choice; providing for the recognition of the uniqueness, identity and subjectivity of students; adapted to the characteristics of educational interaction in small groups. An important place in the educational process should be the controversial methods of work (when searching for solutions to the most effective individual activity of school children, and at the stage of its development, efforts are more profitable to the group of students).

The course of study.

Methods, object, subject and hypothesis of the study.
During the research, the following methods were used: a theoretical analysis of philosophical, psychological, pedagogical, scientific-methodological and methodological literature; simulation, synthesis and study of innovative pedagogical experience; experimental work, monitoring of the learning process, questionnaires methods (discussions, questionnaires), analyzing the performance of learners, testing, statistical processing of the data, their qualitative analysis.

The object of study - the educational process at school.

Subject of research - pedagogical conditions of development of communicative competence of students in personality-oriented education.

The hypothesis of the study: the development of communicative competence of students in personality-oriented education will be effective if:

1) There is clarification on the concept of "communicative competence" and its essence;
2) Implementation of a theoretical model for the development of communicative competence of students in personality-oriented education:
   - Filling the content of the discipline-oriented communicative authentic material, texts, articles, and situations of communication activities;
   - The use of interactive teaching methods (situational analysis method, discussion method, project method, discussion, essay, mutual method of analysis and evaluation, self-reflection and self-assessment, collective analysis and evaluation of the content of the educational material, portfolio, reflection method in the management of analytical diaries);
   - Integration of content independence and group work;
3) Introduce into the educational process, the implementation of the author's theoretical model of pedagogical conditions;
4) Identify and justify the criteria, indicators and levels of development of communicative competence of students in personality-oriented education.
Experimental research base
Experimental base study were secondary school of Uralsk №38, №42 «Ak niet» grammar school, middle school Zhaksybayetskaya.

Stages of the study.
The first stage - the analytical, exploratory and theoretical modeling - includes examining, philosophical, psychological, sociological, pedagogical and methodological literature, legislative acts on the issues of the study; refinement of the object and subject of the study; the definition of its objectives and tasks; hypothesis formulation; selection of methodological approaches that are adequate to the tasks of research, and clarify the specifics of the implementation of the principles in the school; study the experience of the schools on the development of competencies; We have developed a theoretical model in pedagogical conditions for development of communicative competence of students in personality-oriented education and a technique for development of communicative competence in students (in the Russian language lessons).

The second stage - a pilot - including the preparation and conduct of ascertaining and forming experiments, analysis and synthesis of the research results.

On the third - analytical and summarizes the steps - carried out an analysis and synthesis of the research results, conclusions were formulated, developed guidelines for the development of communicative competence of students in personality-oriented education in the Russian language lessons, the results of research conducted testing, decorated text of the study.

The structure and content of the model.
A theoretical model for the implementation of pedagogical conditions in development of communicative competence of students in personality-oriented education in the Russian language lessons, based on the principles of humanistic paradigm in education: the intrinsic value of the person, the subject-subject interaction, non-judgmental acceptance of individual reflection (personal-reflective approach); cultural-congruity dialogue (the concept in dialogue of cultures); applied orientation of the educational process, diagnostic (competence-based approach).

The model includes a target component (goal - the development of communicative competence of students); content-process component (pedagogical conditions in development of communicative competence of students in personality-oriented education); evaluative component (criteria, indicators and levels); effective component (the development of communicative competence of students to medium or high level). According to the result, the operation of the model refers to a certain level of formation of communicative competence in students (see. Fig. 1).

Based on the theoretical model of the technique, the development of communicative competence of students in personality-oriented education, which includes conceptual section (a set of humanistic principles, goals, objectives, pedagogical conditions of communicative competence development), informative (specially selected texts, bank of problematic situations, the bank speech models, recommendations for working with text, the recommendations on the organization of reflexive project activities), diagnostic (diagnostic methods of the communicative competence of students in personality-oriented education in accordance with their criteria and indicators).

The criteria, indicators and levels (low, medium, high) the development of communicative competence. Criteria and indicators of communicative competence: cognitive (language literacy, selection and evaluation of the necessary information, linguistic and literary analysis); emotional and evaluative (interest in learning and activity, the recognition of group interaction as values) and activity (development of language norms, language culture, the ability to establish and maintain contacts based on dialogic communication of values, the ability to use oral and written language in different situations).

The level of development of communicative competence are high (characterized by a high level of autonomy when placing their thoughts orally and in writing, the competent communicative type, a high level of activity in group work); average (different
average level of independence, to cope with the tasks with the help of peers or teachers, regardless- competent type communicative, the average level of activity in the group, mostly listening) and low (a low level of responsibility of development, dependent or aggressive type of communicative, low or very low level of activity).
Objective: Development of communicative competence of students in student-centered education

The base model: the humanistic principle, the principle of culturological accordingly, the principle of congruity of nature, dialogue principle, axiological principle, the integration principle

Pedagogical conditions
- dialogic interaction
- Learning in small groups
- Task System-oriented competence development

Methods
- Group work, discussion, role-playing, a round table, group consultation, brainstorming

Forms of work
- A small group, pair work, triple; lesson, training, situational games, elective

Equipment
- The textbook, didactic material, assignments, system oriented at competence development

Criteria and indicators

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The result: the development of communicative competence of students to medium or high levels

Fig. 1. Theoretical model of communicative competence of students in personality-oriented education
6. Methods in development of communicative competence of students on the basis of personality-oriented education

Study the basic concepts of personality-oriented education (Yakimanskaya I.S., 1996) from the standpoint of philosophy and basic techniques for language teaching sciences, as well as identifying the characteristics of communicative competence (Kuz'minov Y.I., Lyubimov L.L., Larionov M., 2014) allowed us to formulate the following principles on the basis of which the above model of development of communicative competence of the students in Russian language has been developed:

1. The principle of humanity. The principle involves creating optimal conditions for the intellectual and social development, the recognition of the natural right of every student to freedom, to the development of abilities and the manifestation of personality to the self-realization of the physical, mental and social potential.

2. The principle of natural congruity. It is based on keeping the multifaceted nature of child: physiological, psychological, age, genetic, national, regional and other features. The implementation of the principle requires consideration of the integral nature of the child.

3. Cultural congruity principle. The cultural core of the subject content must be universal, national, regional cultural values and attitude towards the student should be determined on the basis of understanding it as a free, integrated personality, capable of independent choice of values, self-determination in the world of culture and self-realization of their creative talents and abilities.

4. The principle of individual and personal education. The principle means recognizing each child an active participant in the educational process. How to implement this principle allows us to increase the activity of the child as the subject of the educational process, to expand the boundaries of life creation, self personality.

5. The principle of dialogical approach. This principle stems from the fact that subject relations, interaction and cooperation is possible in the harmonious development of personality only in a subject. The teacher educates, teaches and actualizes, stimulates the student to self-development, is studying its activity, creates the conditions for self-propulsion.

6. Principle of Axiology addition approach. In the process of development of communication, it manifests itself in the need to form a system of humanistic and socio-moral valuable orientations of the person, without which it is impossible to achieve personal development.

7. The principle of integration. Considering the integration of educational and communicative activities of students, we note that the main objective of this process is the gradual transformation of the educational activity into communication, thus implementing the principle of "development through the activities."

8. The principle of subjectivity. Subjectivity as a characteristic of the person, directly expresses the relationship of man with himself as a figure, converter, creator of his history. The subjectivity emphasizes on active-transformation of the individual’s functions. First of all, this is due to the recognition of his activity, consciousness, the ability to set goals, freedom of choice and responsibility for it.

In our work we are guided by these principles and, on this basis, selected methods, techniques, forms for creating favorable conditions for students:

1. Positive emotional environment (creating a situation of success).
2. The collective and individual nature of learning.
3. Taking into account, the individual characteristics of students.

Implementation of technical communicative competence aims to achieve the following objectives:

- In the process of teaching the Russian language to form students’ communicative
competence (the ability to express themselves orally and in writing in accordance with the terms of verbal communication, to communicate in Russian in various spheres of communication) and language competence (knowledge of the sound structure, vocabulary richness, ways of word formation and the grammatical structure of a language);

- Determine the most efficient technologies, methods and forms for the development of students' communicative competence;
- To create a training complex assignments for teaching Russian language in Kazakh classes (Sokorutova L.V., 2011);
- Increase the interest in studying the Russian language and to develop motivation for learning activities;
- Increase the effectiveness of training;
- Strengthen creativity - the desire to participate in a variety of intellectual and creative competitions.

A lesson of the Russian language uses the following system tasks:

1) Based on samples of exercises (reading and writing samples, analyzing their meaning and form, assessment of the proposal, the choice of words, expressive reading, drafting proposals on how the simplest technique, as the question suggests the answer structure, drafting proposals similar to the present);
2) Methods of organization of dialogue forms of communication (working in pairs, in a group), it should also be said that the cooperation of children with each other is the basis for the organization of collective forms of learning in the classroom;
3) Solution of communication problems (check the above, agree with someone, ask a teacher, a neighbor's party);
4) As a method of copying to create a literate letters, free dictation;
5) The use of instructions, algorithms, word signals;
6) Mandatory regular work with various dictionaries.

The most effective way to replenish the active vocabulary of students, we believe, is the use of nests related words. This method provides a strong assimilation of spelling words. The nesting method helps students to understand the mechanisms of formation of words in the Russian language. At the same time, students learn not only the lexical meaning of the words, but their spelling, mainly the spelling of the root morpheme. Always, part of the lesson is given to work on a coherent text on the material which the students acquire the skills of drawing up coherent expression with the use of words.

The most important thing in the dictionary work - is to teach students to actively use the studied vocabulary. Experience the reception, in addition to the selection of phrases with the word and drawing up proposals with these phrases, it is to work on the works - miniatures. If students find it difficult to perform such a task, we begin to work with the drawing up of thematically-related proposals.

Thus, the female vocabulary enrichment method is organically combined with the work on the development of coherent speech of students.

Experience has shown the need to maintain the dictionaries in which students write down the meaning of words through the most commonly used phrases. Training dictionary compiled by students, and complemented by their own, widely used as a support in the performance of different individual tasks.

When submitting a new grammatical material used speech samples, there are suggestions that can be used as a model for the construction of similar statements from other lexical content.

Speech samples are used in the following sequence:
Represents grammatical material in the speech sample;
Explanation speech sample function on context example (possible use in text to speech situation);
The formation of the speech sample use skill;
Practice skills of variable lexical content of the speech sample;
The use of language skills in a communicative situation.
Students need notebook memo for language patterns, summarizing tables and charts.

In the drawings the children watch and make sense of the word or diagram which he is sees. After drawing the child is aware of the subject without further edification. The systematic use of summarizing tables and diagrams saves training time, promotes activation of informative activity of students who enthusiastically work with them: analyze the proposed material, making the necessary conclusions, reproduce basic information on the section or topic, is performed based on a graphical representation of a variety of tasks and exercises, repeat and systematize the study.

Writing as a skill, is usually formed only during school hours. Performing a traditional exercise is not enough for a quick establishment of sustainable literacy skill in letter writing. We need special daily exercises that develop writing speed and a good orientation about it.

It gives good results if the text is recorded and memorized: a letter from memory, copying the pre-analyzed text. In this respect certain rules. For example, first read the text of several students; Its requirement is that it sounds impressive. Please pay attention to the strange words and figure of speech; give brief comments spelling and punctuation character. After the analysis of the text, read it again. The evaluation should be given immediately. In this, work is gradually drawn into the students themselves (mutual testing). If the text is poetic, many students at the end of it, work to memorize by heart, and therefore enrich their vocabulary, grammatical structure of speech.

Cheating alternates with creative works of small forms: a retelling of the text; answers to the questions. When the text is available for retelling, it is read by the teacher; then briefly analyzes the meaning and spelling of difficult words; We pay attention to the available synonyms, words with figurative meaning, to separate syntax; at the end of the text, it is read again; it is important that all the training in reading ability, leads to the ability to reproduce content and eagerness to do the job on time. Lagging gradually delays the necessary pace of work.

The basis for the development of communicative competence is laid on personality-oriented approach, as it provides an independent creative work of each student. Ways to implement the communicative competence of pupils consist of the fact that the forms, methods and techniques aimed at the content of the training material was the source for independent search solution.

In this regard, the use of innovative educational technologies plays an important role: the research method, discussion, brainstorming, critical thinking, strategy development, interactive, group forms and methods, the collective way of training. These technologies are developing creative activity, form a mental activity, students are taught to defend their point of view, help to achieve a deeper understanding of the material.

Working in pairs and in groups solves the problem of socialization: the desire and ability to work in groups with their classmates. (Sherstnyov N.A., 2013).

The main work - the students are fluent, argue, defend their point of view, look for ways to solve problems, rather than waiting for ready-made answers.

In our method, we use the following forms and methods of organization to work with the text:
- Comprehensive work with the text;
- Linguistic text analysis;
- Essay-argument;
- Text editing;
- Various types of dictations;
- Intellectual and linguistic exercises;
- Work with texts, thumbnail;
- Preparation of clusters in the text;
- Communication and game situations.

Methods focused on oral communication
- All kinds of restatement;
- All forms of educational dialogue;
- Reports and communications;
- Business and role-playing games;
- Educational research and educational projects requiring surveys;
- Discussion, debate, debate;
- Performance as leading to the events;
- Methods oriented written communication;
- Writing and presentation;
- Preparing notes and articles in the media;
- Telecommunication text messages;
- Participate in the essay contest.

7. Discussion of the results.

In order to test the effectiveness of the model of development of communicative competence of students based on personality-oriented education, we conducted a pilot study on school-based. The object of the experiment made system tasks at Russian lessons in secondary schools.

The purpose of research - to experimentally verify complex of pedagogical conditions in development of communicative competence of students based on personality-oriented education, and to clarify the conclusions of theoretical propositions.

The content of the experimental work on the stage of ascertaining experiment included: identifying the level of formation of communicative competence of students in grades 6-7; learning experience of secondary schools for the development of communicative competence of pupils at lessons of the Russian language; Study subjects awareness of the educational process, the content of communicative competence and methods of implementation of the educational process; definition of the general readiness of teachers to work on the development of communicative competence of students.

In total 245 students of 6-7 classes, 27 teachers from three secondary schools participated in the ascertaining experiment. Results ascertaining experiment revealed the following range of problems: 22% of students are not able to offer solutions to problems in the interaction with classmates, 26% of students of 6-7 grades have caused difficulties in the task cooperation with teachers.

According to self, the group of skills that students possess in part, attributed the ability to adjust the original plan the communicative activities in accordance with the real situation of communication (51%), quickly make a choice of means of communication (48%). Students admitted that they have difficulty in setting the goal of communicative interaction (36%) planning to achieve it (54%).

Observation of studies led to the conclusion that teachers do not pay sufficient attention to the organization of educational activity of students by stimulating reasoning responses of students, the creation of free communication and discussion situations. The priority for the teachers were: orientation of students to master the amount of knowledge and skill; the dominant position of teachers in step goal-setting; initiate solutions to the learning task. Low figures for this parameter as the provision of self-analysis studies the current outcome of training activities, talk about the extremely insufficient attention to teachers to use reflection procedure in the learning process.

The purpose of the formative experiment was to develop and experimental verification of pedagogical models and technological development of communicative competence of students based on personality-oriented education. Stages of experimental work involves the development of a system of tasks on Russian language lessons for the development of communicative competence of the students, the definition of a system of pedagogical action for the development of communicative competence of students, control and diagnostic support in the process of development of communicative competence of students.

Evaluating the effectiveness of the theoretical model of communicative competence of students was conducted in accordance with the criterion of systemic management in the developmental process of communicative competence of students (figures: polysubject dialogic interaction of participants in the educational process, positive dynamics of quantitative and qualitative indicators of high and medium levels of formation of communicative competence of students; the satisfaction of educational process content, organization and results of the work on the development of communicative competence of the students, and others.).
According to the model assessment results on the development of communicative competence of students based on personality-oriented education (in four levels of evaluation), the increase was 1.6 points - at the level of the teaching staff; 1.3 points - students at the team level.

Positive changes are noted in the implementation of ideas polysubject dialogic interaction between the participants of the educational process. In determining the nature of the interaction of the following indicators have been adopted: the consistency of final goals and current members of dialogical interaction, emotional openness to dialogue participants, their role positions, modes of interaction, the ability to self-reflection and self-interaction results. If at the beginning of the formative experiment the relationship between teachers and students has been defined as a "subject-object rather than a subject-subject", then at the end of the experimental work, he received the definition of a "subject-subject".

Presented in Figures 2 and 3 data show positive dynamics of development of communicative competence of students of experimental and control groups, each consisting of about 25

![Fig. 2. The results of the diagnosis the level of formation of communicative competence of students of experimental and control groups at the initial stage of experimental work](image)

Fig. 3. Results of diagnostics level of formation of communicative competence of students of experimental and control groups after the experimental work

Thus, the results of experimental work confirmed the hypothesis and the efficiency of the developed theoretical model of communicative competence of students based on personality-oriented education.

Discussion of the results.

The main provisions and conclusions of the study are reflected in the following publications:
- Person-oriented technology - Uralsk 2007.

Results of the study were discussed at a conference of international and republican levels:
- The didactic material in a system of personality-oriented education. - Uralsk, 2016.
- Theoretical basis for the use of personality-oriented technologies. - Dzhezkazgan 2006.
- Organization of personality-oriented learning in small groups. - Uralsk 2007.
- The use of personality-oriented technologies in high school during the formation of the competitiveness of the individual student. - Uralsk 2007.
- Factors of development of communicative competence of the individual. - Uralsk 2007.
- The characteristics of small groups in the development of communicative competence. - Uralsk 2008.
- Student-oriented basis of school education. - Saratov, 2008.
- Scientific-theoretical basis for the development of communicative competence. - Uralsk 2010.
- Historical aspects of the development of learner-centered education. - Uralsk 2011.
- Competence approach in the system of training. - Uralsk 2013.

Conclusion.

The study made the following findings:
- The development of communicative competence of students based on personality-oriented education as education due to personal request and potentials of students; dialogues built on the principles of reflection and freedom of choice; providing for the recognition of the uniqueness, identity and subjectivity of students; adaptation to the characteristics of educational interaction in small groups designed to provide learners mastering skills in analysis of communicative situations, methods of goal setting and planning communication activities, skills, interpersonal and intergroup interaction, objective assessment of the abilities of their own communication activities and situations of communicative interaction through intellectual and personal reflection;
- Developed pedagogical model of communicative competence of students based on personality-oriented education is the provision of a positive change in the ratio of quantitative and qualitative indicators on the level of formation of communicative competence of students.

This study is not intended to be a complete study of all aspects related to the creation and implementation of the communicative competence of students in the system based on personality-oriented education. Features of pedagogical model calls the system to open up broad prospects for further, more detailed study of the problem, in particular, the development of systems for the implementation of educational programs of educational disciplines. Requires further in-depth study of the problem of intra-school systems in the field of development of communicative culture of the class, school.

RESEARCH ARTICLES


34. Dzhadrina M.Z., (2004). Result orientation as a precondition for the implementation of competence-based approach to education at school. – Almaty: Altynsarin Kazakh Academy of Education.