Integrative Technology as the Base of Primary Schoolchildren's Speech Activity Formation

Zhanar Abilgaziyeva, *Zhetysu State University after I. Zhansugurov. Taldykorgan, Kazakhstan,* *abilgaziyeva@mail.ru*
Kalibek Ybyraimzhanov, *Zhetysu State University after I. Zhansugurov. Taldykorgan, Kazakhstan.*
Alua Tanzharikova, *Abay Kazakh National Pedagogical University, 13, Dostyk ave., Almaty, 050010, the Republic of Kazakhstan*
Gulmira Mailybaeva, *Zhetysu State University after I. Zhansugurov. Taldykorgan, Kazakhstan.*
Kanagat Zhalgasbayeva, *Kazakh National Women's Teacher Training University, Almaty, Republic of Kazakhstan, 050000, Almaty, Aiteke bi Street, 99*
*Corresponding Author

Abstract. In modern school, primary schoolchildren learn according to the updated content of education, requiring the creation of innovative technologies of foreign language teaching, oriented to the formation of communicative-speech activity and the personality of schoolchildren. This article considers the use of integrative technology for the formation of speech activity in the process of foreign language teaching in primary classes. There were described the stages of implementing integrative technology: analytical-substantial, criteria-diagnostic, propaedeutic, educational-developmental, criteria-evaluative.
Keywords: speech activity, speech mechanisms, linguistic personality, integration, integrative technology, diagnostics, linguistic education.

INTRODUCTION

The education system of the Republic of Kazakhstan is focused on ensuring the high quality of education and upbringing of the younger generation, training of human resources in rapidly changing economic, social and technical conditions. At present, the educational paradigm is changing: new educational concepts, normative-legal acts, modern pedagogical technologies of education are being developed and introduced. We observe the active process of humanization and democratization of education, manifested in the recognition of the new position of the pupil in the educational process and the new system of interaction between the subjects of the pedagogical process.

The Leader of the nation N.A. Nazarbayev in his Address to the people of Kazakhstan, marking the task of ensuring the implementation of the Third modernization of Kazakhstan, emphasizes the role of the education system in the formation of the functionally competent younger generation, which is able to think critically and independently make the search for information [1]. The formation of functional literacy of the individual is closely related to the development of speech activity of schoolchildren at the initial stage of education, as it occupies the special place in determining the level of cognitive abilities of the child. After all, it is not enough to enrich the schoolchild with the certain volume of dictionary, phrases and sentences, because the main thing in speech activity – is flexibility, accuracy, expressiveness and variety of statements, ability to properly present thoughts, operate on information, possess communicative skills and abilities. Speech activity is the active and focused process of transmission and reception of information, it is mediated by the linguistic system and is conditioned by the situation of communication, its development takes place through the formation of practical skills of application of linguistic units in four types of speech activity: listening, speaking, reading and writing.

High achievements in the development of speech activity of primary schoolchildren in the process of foreign language teaching can be achieved through integration. Foreign language teaching on the basis of integration promotes to the interactive interaction in educational-cognitive communication. The communication orientation of the training process is a priority in the requirements of the State general standard of primary education (SGSPE) of the Republic of Kazakhstan [2].
Thus, the need to develop speech activity as an essential-personal characteristic of primary schoolchildren is impossible without the use of integrative technology, which forms in the process of teaching native and

foreign language the skills of listening, speaking, reading and writing which are necessary for communication. Studying the patterns of development of speech activity of primary schoolchildren with using integrative technology is the pedagogical problem and this determines the relevance of the topic of research.

MATERIALS AND METHODS

They are: theoretical analysis of literature on the studied problem, studying and generalization of the advanced pedagogical experience, observation of educational process, modeling, the experiment, studying of products of activity of pupils, methods of statistical processing of results. The scientific novelty and theoretical significance of the research is that the analysis of the state of the problem of primary schoolchildren's speech activity formation, based on the application of integrative technology, was carried out. The theoretical foundations of the studied process were identified; the structural-meaningful model was developed for the development of speech activity of primary schoolchildren through the use of integrative technology; selection of the applied integrative technology of training of primary schoolchildren for formation of speech activity is scientifically justified, their generalization and systematization in the educational process of primary school is carried out.

LITERATURE REVIEW

The problems of developing speech activity of primary schoolchildren by means of application of integrative technology are the base of the research which opens such concepts as "language", "speech", "speech activity", "the linguistic personality" that demand consideration of vocabulary definitions and scientific interpretations. The explanatory dictionary of S.I. Ozhegov gives the following definition: "language – is a historically established system of sound, dictionary and grammatical means, objectifying the work of thinking and being an instrument of communication, exchange of thoughts and mutual understanding of people in society". Speech is the ability to speak, speaking [3]. V.I. Dahl defines: "Language - ... verbal speech of the person; dictionary and natural grammar; the totality of all words of the people and the correct combination of them for the transmission of own thoughts; ... the ability or possibility to speak ....". D.N. Ushakov has the similar interpretation: "Language is the system of verbal expression of thoughts, possessing the certain sound and grammatical structure and serving as a means of communication in human society" [4].

L.S. Vygotsky wrote that the original function of speech is communicative, i.e. speech is, first of all, a means of social communication, means of speech and understanding. Communication, based on reasonable understanding and deliberate transmission of thought and experiences, necessarily requires the known system of means, the prototype of which was, is and always will remain human speech, which arose from the need to communicate in the process of work. Speech activity – is the process of materialization of thought, i.e. turning it into a word. It consists of speech actions or acts that carry out the preparation and implementation of the statements. It should be noted that every act of generation and perception of speech is multilaterally conditioned. There are psychological factors that influence the content of speech statement: semantics, modality, linguistic and stylistic factors, which as the certain content of statement will be implemented in speech [5]. In this perspective, the idea of communicativeness of speech activity, according to L.S. Vygotsky, leads us to the fact that speech activity for children of primary school age becomes relevant, sensible and meaningful, i.e. along with understanding and interpretation of the expressed thought, the child, first of all, should learn to listen, speak, read and write. "Literate" speech generates its competent thinking, and therefore understanding.

A very different definition of activity is given by A.N. Leontiev: activity at the psychological level is a unit of life, which is mediated by mental reflection, its real function consists in the orientation of the subject in the subject world, i.e. activity is not the reaction and is not the set of reactions, but the system having the structure, its internal transitions and transformations, its development. Every activity has its own cyclicity, and speech activity in its structure consist of interconnected and complementary chains, that is, there is the close relationship between all types of speech activity. Mental reflection of the environment or consciousness – is reflection by the subject of reality, own activity, himself. According to A.N. Leontiev, human activity in phylogenesis and ontogenesis does not change its general structure, its "macro-structure". Activity at all stages of development is carried out by conscious actions, where it is made the transition of purposes to objective products, and it is subjected to the inciting motives. What is radically changing is the nature of the relationship linking between each other the objectives and motives of the activity [6]. He wrote that images in the consciousness of man acquire the new quality, namely meaning. The most important "formations" of human consciousness are the meanings that refract the world in human consciousness. The bearer of meaning is language, but language is not the creative origin of

meanings. Behind the linguistic meanings are hidden socially developed ways (operations) of action, in the process of which people change and learn objective reality. In other words, the transformed and folded in the matter of language the ideal form of existence of the subject world, its properties, connections and relations, revealed by the combined social practice, is represented in the meanings.

A.A. Leontiev believed that the most important function of language is communicative, or function of message transmission, to the question of the ratio of language and speech, he wrote that the opinions of psychologists, as a rule, do not differ by any principle, because they did not attach special importance to the speech activity of the subject as the bearer of information [7].

I.A. Zimnyaya defines speech activity how "realization of social- communicative activities of people in the process of their verbal communication". Social-communicative activities of the person is the complex process of interaction of people, which is carried out by means of language as the system of units and rules of operation of them and is revealed in speech activity of those who communicate (speaking, listening, as well as reading and writing) [8].

The foundations of all types of speech activity are being laid in primary school. Modern lingvodidactics suggests for primary education such way of transmitting information: it is the step-by-step, consistent process of developing the child's speech skills and abilities: children are taught to speak, listen, read and write. Children of primary school age in the course of training develop abilities to understand and transmit the content of the read work, to express their opinions, thus, children demonstrate their abilities of mastering language perfectly. It is known that language is the means of communications in all social spheres. Thus, O.S. Issers believes that speech communication is the important process, the foundation of which is the choice of linguistic resources which are optimal for person. The transmission of messages in the process of communication is considered as a series of decisions of the speaker. Most of these solutions are unconscious, automatic, but there are a number of situations that require conscious search. She also draws special attention to the thought processes that are carried out in the minds of the participants of communication, and this is the essential result that explains the process of communication itself, the process of generation and understanding of the text [9].

According to G.V. Kolshanskiy, the language, covering all types of communication in society, has the character of a global phenomenon. Communication takes place through the speech action integrating linguistic elements for the communication process. Language proficiency is the ability to participate in real communication, and knowledge of individual elements of the language has the auxiliary importance. The system of concepts, in which communication can be described, should include the concept of "role". After all, the teaching of language as the means of communication implies the formation of abilities to perform certain roles of communicants in the process of communication in the specified conditions [10].

G.V. Kolshanskiy describes language as a means of cognition the world and communication, which is for him the movement of thought, the interiorization of thinking, enclosed in the material form - language. Speech acts, mediated by behavioral factors (by intence of the speaker, situation of communication, sphere of competence, etc.), are thel construction material, but not the temple that reports to itself the Person. The temple that Kolshansky built – is its communicative linguistics, the original concept of language substantially different from anything that exists in the West under the same name. The scientist suggests to consider the main unit of language and communication the *text*, on the lower level of which there is the statement. It is the third unit, the first unit is the *word*, and the second is the *sentence* in the entire history of linguistics and methodology as its applied field (constituting both the most extensive field of application of linguistic researches, and the test site where theory is tested by practice).

Academician L.V. Shcherba wrote in his works that speech, being the most important means of communication, is implemented in acts of communication. Language, as a means of cognition the surrounding world from the general philosophical point of view, reflects the history of the people, the system of social-cultural relations, customs and traditions. Communication takes place through knowledge of the language, it acts as a means and environment of cultural communication. Transcultural communication – is the reflection of the culture of the people, the speaker of the language. Language always exists, lives and develops in the public consciousness, in the consciousness of the people and the speaker. The harmonious personality develops in the context of human dialogue with the world of culture [11].

According to E.I. Passov, language is closely connected with culture, because culture carries value beginnings - this is spirituality, harmonious development of personality, introduction to beauty. He believes that in traditional training, a lot of attention in language learning is aimed at the formation of speech skills and abilities, but not at the above-mentioned values. Exactly values determine the main thing for the person - his orientation and development, but not skills and abilities. Development takes place in the process of interaction of people, in the process of communication, in the process of cognition, upbringing and teaching (mastering the linguistic means) by including the person (pupil) into creative activity, as the result of which his consciousness and self-consciousness are formed. It is the latter that defines all necessary for the

formation of the person "itself": the transition of training into self-training, discipline into self-discipline, organization into self-organization, determination into self-determination, etc., and, finally, education into self-education. It follows that the formation of a cultural or linguistic personality (its level in relation to world culture) is related to the mechanism that expands the space, means and ways of human interaction with the surrounding world. E.I. Passov considers communicativeness from two scientific positions: theoretical as the *category or concept* and practical (empirical) as the *technology*. From the theoretical point of view, communicativeness is the original methodological category that has methodological status. This category determines the need to build language learning through the process of communication. Here, it should be noted that if the education is communicative, then it is conscious, active, functional and activity, because its mechanism is communication. Communication without these qualities is not complete. Together with it, the term - "communicative-cognitive approach" is related to communication or communicativeness. Any education has the cognitive aspect, and this is in translation from a foreign - cognitive. Communicativeness – is not just a declaration, but also the explanatory principle of building an educational process. Therefore, from the practical and empirical point of view, communicativeness should be considered as the technology of education, in the process of which the main parameters (characteristics, qualities, properties) of communication are constantly observed [12].

Thus, the development of speech activity of the primary schoolchild on the basis of integrative technologies in education implies the formation of communicative competence. Formation of communicative competence of the pupil takes place on the basis of application of activity approach in training. Communicative competence is defined as the independent, creative ability of pupil to use linguistic means, which consist of knowledge and ability to operate them properly. The communicative abilities of the primary schoolchild are manifested through the ability to listen, speak, read and write. At the same time, in the pedagogical process, the teacher plays the important role as an equal friend, consultant and assistant in the formation of communicative competence of schoolchildren. The most important task of the teacher is to encourage the schoolchild to self-knowledge. The effectiveness of the teacher's activity consists in the correct selection of pedagogical tools, as well as in the skilful use of new pedagogical technologies in the process of training.

A.A. Artemov, author of communicative speech theory, conducts fundamental researches in the field of phonetics, speech psychology and psychology of language learning. He reflected in researches the new ideas of the theory of relation, communication and information, having allocated psychology of foreign language teaching in a row of the modern scientific directions [13].

B.V. Belyaev, one of the first Soviet researchers of psychology of language teaching, defines speech processes of listening, reading, speaking and writing as types of speech activity, without putting in the content of these concepts of the activity approach itself [14].

The most important question in the psychology of learning about the connection of thinking and language, specifics of speech processes, peculiarities of language learning, etc., was opened in their researches by the following scientists: Z.I. Klychnikova, V.I. Ilyina, Z.A. Cochkina, L.I. Krivatkina, E.K. Voronina, I.A. Zimnyaya, V.P. Pavlova and others.

Z.A. Cochkina gives the following definition to the concept: "Listening – is the process of perception and understanding of audible speech", then the more accurate and complete definition can be found in researches of I.A. Zimnyaya: "Listening – is the complex mental process of perception, recognition and understanding of the speech, accompanied by the active processing of information acquisition in its connection with the auditor's linguistic and pragmatic experience and evaluation of perceived information in internal speech". [15]

Thus, the types of speech activity - listening, speaking, reading and writing act as separate processes having their own structure, functions, features; and knowledge, abilities and skills are necessary components of carrying out any human activity.

L.M. Sadiku argues that listening, speaking, reading and writing play the vital role in any training process of language learning. These four abilities - are the tops of language, they are inextricable among themselves. The teacher should work to create conditions for achieving high results in the development of speech activity of schoolchildren. Therefore, it is necessary to help schoolchildren meet the standards, set by teachers, and gradually develop communicative competence. Listening and speaking are two skills that are closely interconnected and work simultaneously in real life situations. The integration of listening and speaking is aimed at facilitating effective oral communication. And reading and writing – are tools for effective written communication [16].

Foreign scientists T. Wallis, V.E. Stariba and G.J. Wahlberg believes that listening, speaking, reading and writing are skills of communication that are important in all subject areas of the curriculum. Therefore, literacy must be in central place in the curriculum.

Everyday life confronts schoolchildren with different circumstances that require linguistic skills. Therefore, training at school for listening, speaking, reading and writing is necessary for the successful development of the pupil's personality. For example, it is necessary to teach various types of writing - it is the ability to write essay, composition, poems, etc. Schoolchildren in written works should be able to express their feelings and experience, as well as correctly describe the results of their own researches.

R. Kyle notes that effective communication consists of the properly worded message. The speaker must monitor whether the listeners understand him. You need to be able to convey your thoughts to others and regulate speech by adjusting to listeners and to be able to listen, because the listener decides for himself whether there is meaning in statements of the speaker. If there is, then the listener needs to prepare the appropriate answer, usually continuing the conversation with another statement on the same subject [17]. Thus, speech is generated in the process of communication, its structure and integrity are determined, the argumentation of speaker is carried out, the correct dialogue and polylog are built, internal connection and composition of statements are worked out. Speech, having its genre differences (description, narrative and reasoning) and stylistic features, requires participants of communications to possess basic language skills - listening, speaking, reading and writing. According to the level of mastering the holistic, logical, consistent, compositional-formed speech, we can argue about the speech and communicative competence of schoolchildren.

The issue about formation of cognitive-communicative competence of the primary schoolchild is considered by T.A. Kulgildinova in her dissertation research. She believes that the basic functions of language are communicative and cognitive functions. The cognitive function of language is based on the possibility to be the tool of thinking and cognition and the means of obtaining the new knowledge of reality, as well as the means of processing this knowledge and the form of storage and transfer of knowledge from generation to generation. The purpose of the communications is speech communication, which is carried out in cognitive activity and is connected with thinking of tactics for implementation of the communicative act in order to gain the new knowledge of reality. Laying the foundations of the picture of the world (real, cultural and linguistic) takes place in early childhood and further it is formed throughout human life under the influence of language and language environment. At the same time, language consciousness is formed, which is constantly being improved. The development of cognitive-linguistic consciousness of schoolchildren is carried out in the process of work at each stage of the lesson through comprehension of the ways of action and their construction consistently according to the specified algorithm [18].

A.A. Shayakhmetova suggests to consider language consciousness not only in the form of mental activity, but also focuses attention on the nature of language consciousness, which has the ideal-material essence. She notes the need to study language consciousness in the tetrahedra "language, consciousness, speech, thinking", taking into account two types of relations – in the linguocognitive subsystem "language-consciousness" and in the linguocommunicative subsystem "language-thinking, speech-thinking". Speech activity – is the separate aspect of human life, driven by the need for sign-oriented coordination of activity of partner and own activity, representing the expedient, correlated with reality, internal or external activity, performed in the form of speech-psychical actions and operations using resources of the language theme. Language (substance) in speech activity is realized in speech (activity - functions), exhibiting attribution properties. Speech communication is mediated by language signs. Language material (text) is formed between the speaker and the listener during speech activity [19].

The huge contribution on the definition of the essence of the concept of language personality was made by Yu.N. Karaulov in his works. He formulates the precise definition of the concept of "language personality" and defines its content. The scientist is interpreted the language personality as "... the set, as the result of the realization of abilities to create and perceive speech works (texts), differing in: the degree of structural-linguistic complexity; depth and accuracy of reflection of reality; certain target orientation ...". Later, he gave the fundamentally different interpretation: "... the language personality - is the personality expressed in language (texts) and through language, - is the personality reconstructed in its main features on the basis of language means".

Ter-Minasova in the work "Language and intercultural communication" defines: "Language is a mirror of culture, it reflects not only the real world surrounding man, not only the real conditions of his life, but also the social self-consciousness of the people, its mentality, national character, lifestyle, traditions, customs, morality, system of values, world perception.

The word "folklore" in its literal translation from English means "wisdom of nation". Folklore is created by the people and poetry reflects public morals and manners, people's lifestyle, knowledge of life, nature, cults and beliefs. Outlook, beliefs, ideals and aspirations of the people, poetic imagination, rich world of thoughts, feelings, experiences, emotional experience, protest against exploitation and oppression, the dream of justice and happiness are realized in the folklore. It is an oral, artistic verbal creativity which are originated in the process of formation of human speech [20].

Thus, the most important means of communication is speech, which is the realization of language in acts of communication. The act of communication itself is human activity, that is, speech activity. It follows from this that the instrument of implementation of communications is the triad "language - speech - speech activity". Language is the system of signs, speech – is the system of using these signs and speech activity – is the system of targeted speech interactions of subjects. The language has uniqueness and singularity, which consists in communication. Communication carries the personal-oriented meaning, the level of which is the level of subjectivity of communicants. Language – is the system of language units and rules for their use, serving as the most important means of communicating people. Communication – is one way of storing and transmitting information, as well as one of the most important ways of expressing personality self-awareness.

RESULTS

The technology of integrative foreign language teaching of primary schoolchildren is implemented during the following stages: analytical- substantial, criteria-diagnostic, propaedeutic, educational-developmental, criteria-evaluative. The certain group of tasks is solved at each stage:

1. Analytical-substantial stage, representing the analysis of educational-methodical complex (EMC) and Russian and English language training programs and correlation of learning content based on lines and aspects of integration.

2. Criteria-diagnostic stage, the main tasks of which are the development of diagnostic tools and carrying out diagnostics of communicative-speech development of primary schoolchildren in the native language.

3. The propaedeutic stage aimed at the development of preventive measures, tasks and exercises for removal of difficulties in teaching the foreign language.

4. Educational-developmental stage, representing the organization of the educational process on the basis of the principle of integrative teaching of native and foreign languages.

5. The criteria-evaluative stage, the tasks of which are the diagnostics of the communicative-speech development of primary schoolchildren in the foreign language and revealing the level of its formation.

The following forms were used for implementation of integrative foreign language teaching of primary schoolchildren: at the lessons and out-of-school (quizzes, matinees, competitions, etc.).

The implementation of integrative teaching native and foreign languages should be carried out through the following means of teaching: communicative and problematic situations, created by the teacher at lessons, i.e. language space; types of communicative-speech activity; handout material (books, work-books, toys, pictures); training didactic material; technical means.

At the beginning of the study of foreign language, training is carried out on the intuitive-practical basis, which involves solving the following tasks: the involvement of primary schoolchildren in the new world of languages and cultures; formation of positive attitude towards foreign language and social motives; adaptation of the primary schoolchild to systematic training at primary school; removing the state of anxiety; development of all spheres of personality of the primary schoolchild; development of sensomotor, linguistic and communicative-speech abilities and removal of difficulties in the process of mastering the foreign language; preparation for mastering the reading and writing in foreign language.

The technology of integrative foreign language teaching of primary schoolchildren is implemented by the following ways of interaction between teacher and schoolchildren: imitative, problem, reproductive, productive.

The imitative method is used by the teacher when he gives the tasks in ready form. Training takes place through listening and imitating the samples of speech given by the teacher or fairy heroes. This way of training is aimed at the realization of the educational purpose and is used at the stage of presentation of new material.

Having established emotional-personal relations with schoolchildren, the teacher proceeds to implement the problematic way. This way is used at the stage of differentiation of programmatic material, for example, complication of already studied material and suggestion of new material in educational-cognitive activity, during which schoolchildren learn to guess.

The reproductive way is aimed at the realization of the developing purpose and it is used at the stage of differentiation of the programmatic content, when schoolchildren fix the already studied material and master skills. The teacher models the step-by-step learning the material and mastering the ways of activity by schoolchildren.

The productive way implements the practical purpose and it is aimed at mastering the experience of joint activity by schoolchildren. This method is implemented at the stage of integration, during which schoolchildren learn the ability to navigate situations and create their own communicative situations. During the implementation of the productive way, schoolchildren integrate the programmatic content,

ways of learning this content, which allows them to freely navigate in non-standard situations. For primary schoolchildren, for example, it is modeling substitutive exercises.

The technology of integrative foreign language teaching of primary schoolchildren is implemented at adhering the following general conditions:

1. Coordination of the motives and purposes of training between schoolchildren and teacher.

The teacher needs to turn the learning process into a means of development of personality for improving the quality of training and making the lesson interesting. Motive and purpose at primary schoolchildren are expressed in the desire to realize their personal needs.

According to the traditional methodology, the topic of the lesson is usually indicated, and the teacher sets tasks in accordance with it. As a rule, pupil gets the grade for the lesson for how he works in the lesson, which usually leads to conflict and dissatisfaction. It often happens that the pupil loses the desire to study. We differentiate the lessons focused on developing skills, speech abilities and communicative skills at integrating practical purposes of learning.

The word "folklore" in its literal translation from English means "wisdom of nation". Folklore is created by the people During the training, the teacher coordinates the linguistic, speech and communicative purposes and tasks, but the grade is given for that purpose which he set at the beginning of the lesson, about which the schoolchildren know.

2. Situational-thematic directedness of training.

The topic has great importance for the teacher, as it is related to the selection of sociolinguistic material, to the systematization of active knowledge of schoolchildren, to the formation of the system of linguistic generalizations in the process of speech-mental activity, which contributes to the development of the mental sphere of the child. The topic has not great interest for the primary schoolchild, he is more interested in the situation (plot), which increases motivation and allows to navigate in situations of the playing, educational character, etc.

3. Stimulating motivation of communication and joint activity.

Children's speech activity always serves other activity, so it is necessary to use meaningful and productive types of activity that will stimulate speech activity and encourage the desire to communicate.

Cognitive and educational-cognitive types of activity, being important, are the condition of communication and joint activity of primary schoolchildren. Productive types of activity play the important role in maintaining of motivation of communication and joint activity. At the beginning of the lesson, it is necessary to suggest for schoolchildren the most suitable productive type of activity for this topic and conditions, in which the results of the already studied topic will be presented (quiz, competitions, matinees, etc.). Schoolchildren will prepare for this event, which will become the motivation and meaning of their speech activity. Thus, the lesson turns into the workshop.

4. Giving schoolchildren the right to choose.

It is necessary to give schoolchildren the right to choose from several options and to discuss with them options of choice with reasoning of own point of view. Gaining freedom of choice, schoolchildren arbitrarily assume personal and collective responsibility. In addition, trust relations in the classroom are being established.

5. Using the graduated system of tasks and exercises.

Thanks to this system, the difficulty in learning is reduced, the process of assimilation is facilitated. The system of tasks allows to use the potential and reserve capabilities of each pupil and helps to freely navigate in communication situations.

The teacher uses at each stage the training techniques corresponding to the set task (elementary methodical act). Training techniques are implemented in exercises. The practical organization of the learning process represents the consistent, step-by-step implementation of the system of exercises in the interaction of teacher and schoolchildren aimed at solving specific tasks.

There were used the following exercises, developed on the basis of materials, suggested by Jenny Dooley-Virginia Evans for the implementation of integrative foreign language teaching (grade 2):

1. imitative (model phrases are given);
2. problem-searching (search of the model phrase and its elements);
3. reproductive (use of the model phrases in the standard situations);
4. productive (independent use of phrases in communication situations).

In exercises, learning takes place with the help of model phrases that vary depending on the way of interaction of schoolchildren and teacher.

Imitative exercises are performed with the certain dynamics of complication of model phrases, for example: "Show me the dog", "Name the animals", then the phrases are complicated by words indicating color, size - "Give me a black cat", "Take a little brown dog".

The problematic exercises show the complication of model phrases by telling about the subject and its characteristics: "It is a dog. It is a big dog. I can see a big brown dog".

During performance of the reproductive exercises, the situation is transferred to other conditions. For example, there is the situation "At the Zoo", where schoolchildren talk about animals which they can see: "I can see an elephant. It is a big elephant. It is grey".

During productive exercises, there is the independent interaction of schoolchildren, for example, in the situation "Visiting Rabbit":

Rabbit: Would you like some sweets?

Winnie the Pooh: Yes please. May I have sweets, please?

Rabbit: Help yourself!

Winnie the Pooh: Thank you.

Rabbit: Would you like some apples?

Piglet: Yes, please. I like apples. May I have three apples please?

Rabbit: Yes, you may. Would you like some cakes?

Little kangaroo: Thank you. I like cakes very much. May I have two cakes, please?

Rabbit: Help yourself!

The technology of integrative teaching English language of primary schoolchildren is first implemented during the analytical-substantial stage. During correlation of the programmatic content, we were guided by the results of the comparative analysis of the main substantial lines, linguistic, speech and communicative content of teaching native and foreign languages, presented in EMC and Russian and English language training programs, analysed in the first chapter. The diagnostic tools is suggested for carrying out such analyses in order to identify similarities and differences in the target, substantial-procedural and effective aspects of teaching native and foreign languages.

Schoolchildren in primary school learn not only their native and foreign languages, but also the literary reading, the surrounding world and a number of other subjects.

The primary schoolchild draws information from the world around him: television, communication with other people. All this is reflected in his experience. The specificity of integrative teaching is that training is carried out on the basis of the communicative-speech experience of the primary schoolchild, which he acquires not only in the process of education, but also in everyday life.

Since language interference is the particular difficulty for primary schoolchildren, as the result of which schoolchildren of primary school are not aware of language phenomena in their native language, we suggest the integrative content of language material taking into account the time factor, where the study of grammar phenomena in their native language should precede their study in English, and we output it in Table 1:

Table 1. *Integrative content of language material*

Teaching Russian language	Foreign language teaching
1. Noun, adjective, verb - 4 terms grade 1	1. Noun, adjective, verb - 1 term grade 2
2. Modal verbs – 1 term grade 2	2. Modal verbs (can) – 2 term grade 2 (must) – grade 3 term
3. Personal pronouns – 4 term grade 1	3. Personal pronouns – 1 term 2 grade
4. Possessive pronouns – 4 term grade 1	4. Possessive pronouns – 1 term 2 grade
5. Demonstrative pronouns - grade 2	5. Demonstrative pronouns - grade 3
6. Indefinite pronouns - beginning of grade 3	6. Indefinite pronouns - grade 3
7. Objective case of pronouns - 4 term grade 1	7. Objective case of pronouns – grade 2 term
8. Adverbs of time and degree – for grade 2-3	8. Adverbs of time and degree – for grades 3-4
9. Prepositions – 4 term grade 1	9. Prepositions – 2 term grade 2
10. Cardinal numerals – 4 term grade 1; ordinal numerals - the beginning of grade 3	10. Cardinal numerals (up to 10) – grade 2; ordinal numerals – grade 3
11. Degrees of comparison of adjectives - beginning of grade 3	11. Degrees of comparison of adjectives - grade 3
12. Possessive case of nouns – 4 term grade 1	12. Possessive case of nouns – 1 term grade 2

DISCUSSION

The technology of integrative teaching English language of primary schoolchildren is based on the following theoretical foundations:

a) The unified approach to the teaching of subjects of the language module, carried out within the framework of language education, which is aimed at forming at schoolchildren the communicative competence necessary for primary schoolchildren to be freely oriented in the intercultural society, which is the realization of the practical purpose of education.

Considering the foreign language teaching within the framework of the integrative approach, we turned to the personal-activity method of teaching subjects of the language module, which allows to realize the strategic purpose of modern language education - the development of the personality of the primary schoolchild in the process of mastering speech activity in the native, second, foreign language.

b) The principle of integrative teaching English language of primary schoolchildren taking into account aspects and lines of integrative teaching.

c) The peculiarities of development of speech activity of primary schoolchildren with orientation on indicators of their communicative speech development.

The technology of integrative teaching English language of primary schoolchildren includes content and stages of teaching.

The content of teaching is understood as: what the teacher should teach and schoolchildren learn in the teaching process.

Thus, the content of teaching includes the main purposes of training, the principles of the teaching, which define the requirements to the training process and its components (tasks, means, ways, forms, and training process).

The developed technology realizes strategic (educative, educational, developing) and practical purposes of the teaching. Let's consider them in the given sequence.

1. The educative purpose is directed to formation of the positive attitude of the primary schoolchild towards the foreign language (educational-cognitive motivation), to formation of the system of spiritual-moral values (Rukhani zhangyru), to the connection

The positive attitude of the primary schoolchild towards the foreign language depends largely on the teacher, on his good and human attitude towards the schoolchildren. If the pupil trusts the teacher, if he feels protected in the lesson, the result is the success and academic achievement of pupil.

The primary schoolchildren in the process of communication and joint activity gain experience of collective work, educate themselves to be responsible to peers in decision-making, learn to establish friendly relations with peers, appreciate kindness and mutual assistance.

2. The educational purpose is directed to formation of "the children's picture of the world" (the world of the nature, the world of objects, the world of people), to satisfaction of cognitive needs of primary schoolchildren in different types of activity.

The source of formation of ideas of primary schoolchildren about linguistic activity, about cultural and family traditions, customs is cognitive activity, which stimulates development of cognitive abilities of pupils of primary school.

3. The developing purpose represents the development of ways of expression of thought in different types of speech activity and mastering experience of realization of ways of activity by acquisition of independence in performance of communicative-speech actions by means of educational-play actions, development of sensomotor, mental, emotional-will spheres of personality of the child.

Since the modern primary schoolchild perceives the world in a holistic manner, the formation of the individual style of thinking takes place (processing and learning information in the foreign language in different types of activity). At the same time, there is carried out development of mental sphere of pupil, the necessary condition of which is the system of language generalizations, which can be formed within the framework of the integrative topic including micro- topics.

The development of speech mechanisms contributes to the formation of mental sphere and speech-mental activity. The incentive for the development of speech activity is cognitive activity, which is served by playing and training activity at mastering these types of emotional-will spheres of personality of the child.

4. The practical purpose consists in the integrated communicative-speech development of the primary schoolchild in English, aimed at forming "elementary communicative competence" - the readiness and ability of the primary schoolchild to communicate in the foreign language, using those means of expression of thought that suit to the situations of communication.

The practical purpose of teaching forms the speech activity of the primary schoolchild in the foreign language, having its own peculiarities of development: the motive is merged with the purpose, then the motive becomes cognitive character, and the purpose - communicative; the motive becomes educational-cognitive character by the end of primary school; the orientation on the meaning of the activity.

The practical purpose of teaching in primary school is oriented to preparation of pupil to intercultural communication in secondary school, which is the ensuring of continuity of multi-linguistic education.

It is necessary to form the following communicative skills for integration of the practical purpose of foreign language teaching of primary schoolchildren:

1. to enter into the act of communication;
2. to support communication;
3. to choose the tone and style of communication;
4. to take into account the interests, needs and experience of the interlocutor;
5. do not copy the answers of interlocutor;
6. to ask and answer the questions.

The technology of integrative teaching English language of primary schoolchildren is implemented through the principle of integrative teaching.

In order to prevent interference at the foreign language teaching of primary schoolchildren, it is suggested to use the principle of integrative foreign language teaching of primary schoolchildren, which consists in integrating the purposes (result), the programmatic content and the process of organizing the foreign language teaching.

The principle of integrative foreign language teaching of primary schoolchildren is based on methodological principles: reliance on the native language (representation and knowledge), taking into account the native language (linguistic skills and speech abilities), and use of communicative-speech experience in the native language (communicative competence).

Based on the detected factors of interference (linguistic, psychological, methodological), we have identified three aspects of the principle of integrative foreign language teaching and three lines of integrative foreign language teaching, which allow to implement the technology of integrative foreign language teaching of primary schoolchildren.

1. Socyolinguistic aspect, realized by the principle of reliance on ideas and knowledge about the phenomena of native language and culture, is necessary for integration of the programmatic content of teaching the native language and foreign language teaching;
2. The linguodidactic aspect, realized by the principle of taking into account skills and abilities formed in the native language, is necessary for integration of the training process, focusing it on the formation of similar skills and abilities.
3. The psycholinguistic aspect, aimed at transferring the personal experience of the primary schoolchild in the course of mastering speech activity in the foreign language in the process of communicative-speech development, is necessary for integration of the practical purpose of teaching - the communicative competence of the primary schoolchild, which is formed during communicative-speech development in the native and foreign languages. (See the scheme 2).

Integrated content of phonetic material

1. knowledge of sounds, sound combinations, syllables;
2. knowledge of stress in the word, in the phrase;
3. dividing the sentence into semantic groups;
4. compliance with rhythmic-intonation features of narrative, motivational, interrogative, exclamation sentences, intonation of enumeration.

Integrated content of graphic-orthographic material

1. difference of sounds and letters, knowledge of alphabet, reading rules and orthography;
2. correlation of the image of the object to its name in its graphical form;
3. writing from dictation of words and sentences, writing of which does not differ from their pronunciation;
4. writing off words and sentences and insonification, transferring their visual image into sound.

Integrated content of lexical material

1. understanding the word as a unity of sounding and meaning;
2. the skill of performing aspectual and gender generalizations;
3. identification of essential features of objects;
4. use of word-forming models in speech.

Integrated content of syntactic material

1. using narrative, motivational, interrogative, exclamation sentences in speech;
2. knowledge of word order in sentences;
3. use in the speech of compound and complex sentences, impersonal sentences, sentences with homogeneous parts;
4. making a sentence from a set of words (word-combinations).

Since speech interference is the following difficulty for primary schoolchildren in studying the foreign language, as the result of which the strength of skills and abilities in native language has the negative impact on the speech production and perception of speech statements in the studied language, we suggest the integrated content of communicative-speech material with the formation of similar skills and abilities in the foreign language:

In the speaking

1. Practical mastering of the dialogic form of speech:
a. ability to express own opinion;
b. ability to conduct the conversation (to start, support, finish);
c. mastering the norms of speech etiquette in situations of domestic, educational-labour and intercultural communication;
d. ability to ask and answer the questions.
2. Practical mastering of oral monologic statements on the specific topic using different types of speech (description, message, story, characterization of characters):
a) ability to choose adequate linguistic and speech means for solving elementary communicative task.
3. Improvement of methods of working with text based on abilities acquired at the lessons of native language (prediction of text content).
4. Adequate pronunciation of all sounds, observance of the correct stress, peculiarities of intonations of the main types of sentences.

In the listening

1. Listening perception and adequate understanding of sounding speech;
2. listening perception and recognition of familiar words, word-combinations, phrases in the flow of speech;
3. to perceive the text for listening and relate its content to pictures, build them in a logical sequence;
4. ability to ask the question on the heard material and answer it.

In the reading

1.Ability to read aloud the text at the moderate pace, to understand its general content;
2. ability to find the necessary information in the text;
3. observe the rules of reading and intonation;
4. ask the questions to the text, answer the questions.

In the writing

1. mastering the writing technique;
2. writing, based on the sample;
3. writing the short personal letter, congratulations on the holiday;
4. building the coherent statement from the set of sentences (selectively).

According to the State standard and the Program of foreign language teaching, the achievement of the elementary level of language proficiency is realized within the framework of six topics, containing several sub-themes in each of them, and each year becoming more complicated:

1. "Familiarity" (with classmates, teacher, characters of children's works; greeting, farewell using typical phrases of speech etiquette).
2. "Me and my family" (all about family members: name, age, profession, appearance, character traits, hobby; daily routine and domestic duties; buying food, clothing, shoes in stores; celebration of traditional and family holidays).
3. "The world of my hobbies" (my favorite hobbies; types of sports and sports games; my favorite fairy tales; in the zoo; in circus; spending holidays).
4. "Me and my friends" (all about friends: name, age, color, size, character, what he can do, what he eats).
5. "My School" (training subjects; classroom; school kit; training sessions in lessons).
6. "The world around me" (description of my house, apartment, and room: room name, furniture and interior items; wild and domestic animals: nature; seasons; weather).

CONCLUSION

The relevance of the research of the problem on formation of speech activity of primary schoolchildren in the process of foreign language teaching on the basis of integrative technology is determined by the new requirements of the program of updated content of education. The formation of the communicative-

developing linguistic personality was carried out on the basis of the theory of speech activity, the theory of communication. The defining component of the methodology of the development of speech activity is the updated content of teaching for native and foreign language, which includes linguistic knowledge and communicative skills.

During the research of this issue, it was found that realization of the coordinated methodology of foreign language teaching is possible within the framework of the integrative approach to teaching of primary schoolchildren on subjects of the linguistic module. In order to implement integrative technology, the comparative analysis of educational programs of teaching for native and foreign languages was carried out and similarities and differences in the purposes and aspects of content were identified.

The set problem of the research on formation of speech activity of primary schoolchildren through application of integrative technology was solved as follows:

1. Studying of psychological, psycholinguistic, pedagogical, methodical literature allowed us to characterize such concepts as "speech", "activity", "speech activity", "communication", "communicative technology", "cognitive-communicative competence", "the process of development of speech".

2. Theoretical analysis of the problem on development of speech activity of primary schoolchildren through application of communicative technologies of teaching was carried out. Theoretical-pedagogical prerequisites of the methodology of development of speech activity of primary schoolchildren were determined. Theoretical basics on organization of development of speech activity of primary schoolchildren in modern Kazakhstani school were revealed.

3. The developed integrative technology of formation of speech activity of primary schoolchildren was adapted to the conditions of the process of teaching for native and foreign language in grade 2 and it corresponds to the updated content of education, age and individual peculiarities of schoolchildren. System of exercises and tasks on formation of speech activity were developed.

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