Қорытындылай келе, уақыт туралы түсінікті қалыптасыруда модельдеуді қолдану бұл процессті қызықты және пайдалы етеді,сонымен қатар уақыт ұғымын жеңіл меңге-руге көмектеседі. Модельдеу әдісі оқушының ақыл-ой дамуының ерекшеліктеріне, ең алдымен көрнекі-бейнелі сипатқа сәйкес келеді. Қазіргі уақытта ақыл-ой кемістігі бар кіші мектеп жасындағы балаларда уақыт туралы түсінікті дамытумен байланысты мәсе-лені шешу ерекше өзектілікке ие болып отыр. Оларды дамытудың осындай құралдары-ның бірі –модельдеу болып табылады. Дәл осы модельдеу әдісін тәжірибеде пайдалану, дидактикалық және коррекциялық-дамытушылық мәселелерді шешуге, оқушылардың өз қызметін уақытында жоспарлау дағдыларын игеруге, олардың әлеуметтік ортаға және еңбекке бейімделуіне ықпал етеді.

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DEVELOPMENT OF COMMUNICATIVE COMPETENCE IN ENGLISH IN ADULTS AND YOUNG LEARNERS IN A MODERN MULTILINGUAL ENVIRONMENT

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Аннотация
Мақалада қазіргі кезде маңызды болып табылатын «құзіреттілік» және «коммуникация» сияқты түсініктерге тоқталып өтіледі. Жалпы тіл үйрену маңызы мен ересектер арасында актуалды болып табылатын тіл үйренуге қиындық туғызуы мүмкін мәселелер қарастырылады. Тілді үйрену жолдарымен қатар, олардың қандай еңбектерде қаралғандығы туралы да ақпараттар беріледі. Және бұл мақалада ересек адамдарды жаңа тіліне үйрету барысында, қандай педаго-гикалық және психологиялық жолдарының қолданылатындығы жайлы баяндалады.
Кілт сөздер: коммуникация, компетенция, тіл және лингвистикалық, концепция.

Аннотация
В статье рассматриваются такие важные сегодня понятия, как «компетенция» и «коммуни-кация». Рассматриваются вопросы, которые могут вызвать проблемы с изучением языка, которые являются актуальными среди взрослых и важность изучения языка в целом. Помимо способов изучения языка, дается информация о том, в каких работах он рассматривался. А в этой статье рассказывается, какие педагогические и психологические методы используются для обучения взрослых новому языку.
Ключевые слова: коммуникация, компетенция, язык и лингвистика, концепция.

Abstract
The article deals with such concepts as «competence» and «communication», which are now relevant. It addresses issues that may cause problems with language learning, which are relevant among adults and the importance of language learning in general. In addition to the methods of learning the

language, information is given about the works in which it was considered. Also, this article describes what pedagogical and psychological methods are used to teach adults a new language.

Key words: communication, competence, language and linguistic, concept.

INTRODUCTION. It is difficult to say that the desired success in foreign language teaching has been achieved in our country, despite the time, great effort and effort consumed for years. When we talk about failure in foreign language teaching, many factors come to mind. Among these, at first glance, the equipment of the teachers, the interest and motivation of the students, the method used in the teaching of the lesson, many factors such as materials and learning environment significantly affect success.

In this research, I will try to examine the main goal of foreign language teaching, which is the development of communicative ability. Because, in my opinion, the main problem is the acquisition and development of communicative competence, including basic language skills, both in textbooks and in a course. It stems from the insufficient coverage of practices, different strategies and activities.

Chomsky, one of the famous theorists of contemporary linguistics, tried to explain the nature of language with two concepts in his generative transformational grammar theory.

One of them is competence and the other is performance (action). Here, with the concept of competence, the infrastructure of a language, that is, how a language system functions in the brain or mind of a person, is a mechanism that allows to understand and understand how it works, and with the concept of performance, the application of that language in daily life and its use in written and verbal communication environments. In recent years, the view that it is insufficient to explain the nature of the language with these concepts and that it would be appropriate to add a third dimension called communicative ability, which we call communicative competence, has gained weight. [1, p. 91]

Communicative competence means having the necessary knowledge to communicate with a language society and the skills necessary to use them. In other words, it requires the meaningful use of language indicators in different environments, in place and on time. This ability not only applies to linguistic and sociological rules of communication and interaction.

It also includes cultural rules and information that form the basis of the context and content of communication events and interaction processes. Again, this ability does not require knowing only the language pattern of any language. The communicative ability also includes what to say to whom in a given situation and how to say it appropriately, it requires knowing.

The ability to speak and understand a language, the student's effort to perceive and understand the culture of the foreign language he / she learns as well as his / her own culture, the student's ability to master certain structures in possible speaking situations and react appropriately to the situation. The ability to achieve mutual agreement by using a language in an environment and in an appropriate way to meet the communication needs, which is targeted in a communicative approach, one of the foreign language teaching methods. This ability can only be attributed to the core and foreign culture, society, etc. It occurs with the change of knowledge and perspective. He / she realizes language acquisition together with communicative competence and linguistic competence [4, p.191-198].

There are discussions on whether foreign language teaching is effective in Kazakhstan and various opinions are put forward. Although there are nearly three thousand languages in the world, the number of languages learned as a second language is very low. One of the criteria that makes learning a language important by other nations is the political and economic situation of the country speaking that language, followed by cultural and commercial relations and military alliances. As Kazakhstan is committed to democracy, it focuses on teaching western languages in its schools. At secondary education level, Russian and English languages are included in the education programs as compulsory subjects.

In Kazakhstan, which aims to reach the level of modern civilization, the growing

importance of young people by learning a foreign language increases the interest in foreign language-reinforced private schools and especially high schools. Since these schools serve the majority of students, the focus is on general high schools in terms of the effectiveness of foreign language teaching for the country.

Whether foreign language teaching conducted with different program approaches at secondary education level is in line with the expectations of higher education is another subject of discussion.

As an opinion, a general approach to the effectiveness and enthusiasm of foreign language teaching in Kazakhstan can be summarized as follows: a basic foreign language teaching at secondary education level, and special purpose foreign language teaching related to academic fields in higher education. With such an approach, a direction can be given to the problem of foreign language education at the higher education level, and the teaching at this level can be a special purpose foreign language teaching aimed at the academic field rather than providing a basic foreign language education. For example, teaching Medical students Medical English or Medical French. Based on this approach, it can be suggested that a full learning strategy should be included in classroom practices in order to achieve a basic foreign language education at secondary education level.

MAIN PART. While applying the full learning approach in foreign language teaching in the classroom, the following stages are being passed.

1. Separating the subjects to be taught into small units.

2. Giving quizzes at the end of each unit so that students can be tested frequently. However, while preparing these tests, it is useful to find a test item to test each learning situation and pay special attention to it. After applying the given quizzes, item by item evaluation should be started, even item analysis should be made and the subjects that students learned exactly should be determined. It is more helpful to deal with students individually when correcting errors on the exam answer sheet. However, if 40% of the class made the same mistakes and there was no complete learning, it is more appropriate to re-teach for that learning situation rather than individual corrections.

Another way of determining the subjects that are not fully learned is to distribute the answer sheets after giving the exam and to make the assessment first individually and then as a class.

While evaluating the exam papers, it is recommended not to give grades, but instead to write "fully learned" or "not fully learned". It is more useful to deal with students individually in corrections without grading. Not evaluating student success with grades in these quizzes is considered beneficial in two ways [2].

First, it is suggested that unsuccessful grades will cause the student to develop a sense of failure, and secondly, students with high grade averages in these exams will not tend to study data tightly in midterm and final exams. With such an assessment, an important step is taken in revealing the learning difficulties of students and in going to full learning.

The way to solve the learning difficulties of students can be as follows.

1. Creation of small groups:

Small groups of three or four people are formed in the classroom and these students are given enough time to reflect on their learning difficulties. Group leaders should be adopted from among students who are successful and have fully learned that unit.

2. Individual teaching:

It is impossible to give a teacher to every student. However, individual education can be initiated with private lessons or with the course delivery system commonly used in our schools today, or with better-knowing students helping those who learn slowly and know less.

3. Supplementary textbooks:

The supplementary textbook is a tool that will help students to overcome the difficulties they face, in other words, to learn and work individually, by self-studying the textbook used

in the classroom. However, how to benefit from these books should be explained to students in advance.

4. Exercise books and programmatic teaching:

Especially for students who do not have special skills in foreign language teaching, exercise books or books written with programmed teaching technique are useful in providing full learning. The use of exercise and programmed teaching books is deemed beneficial since learning will be reinforced and rooted.

5. Audio-visual tools:

Visual and auditory tools are the most effective lesson tools and materials in eliminating the deficiencies of verbal communication in classroom activities and especially in providing a natural environment in foreign language teaching. However, these tools should be present in our schools adequately and used in accordance with the purpose so that the desired done.

6. Games and puzzles:

Class games and puzzle solving in a foreign language positively affect learning in saving in-class learning from formal and monotony (monotony). It also provides the opportunity to transform the known into practice.

7. Re-teaching:

If a unit or a subject is not fully learned by at least 40% of the students, it is better to re-teach the same subject in the classroom rather than going to individual teaching. Using these techniques in in-class activities benefits both the teacher and the student. By dividing the topics into smaller sections, learning becomes easier, thus preventing students from delaying the study time they will allocate for that lesson, provide the opportunity to root and reinforce what has been learned, and provide feedback to the teacher about the learning progress of the students. It also makes it possible to make corrections if complete learning has not been achieved and to address learning difficulties. In foreign language teaching, 70% or even 95% of the students can fully learn a foreign language by applying the full learning approach in classroom activities.

According to many scientists, an adult learner has a number of differences from a learning child.

The main ones are as follows:

1. An adult learner is aware of himself as an independent, self-governing person and has extensive life experience (including educational);

2. Student has a high initial and specific motivation for learning, which is due to the ability to solve their professional problems with the help of learning activities;

3. An adult learner strives for the immediate practical application of the knowledge and skills acquired in everyday and professional life;

4. An adult learner has increased demands for quality and learning outcomes [3, p. 46].

Thus, the main pedagogical principles in organizing adult education are: priority of independent learning; the principle of joint activity; reliance on experience; individualization; flexibility in the formation of training programs; practical orientation of training; the teacher is an expert, organizer, co-author, mentor, consultant, inspirer, source of knowledge.

One of the components of teaching technology is a scientifically based methodology for teaching foreign languages. The need to improve the efficiency of teaching foreign languages in the context of the scientific, technical and information explosion has led to the development and use of a number of intensive techniques in teaching practice. One of the factors of intensification in these techniques is the principle of communicativeness, which implies the creation of a situation in the classroom of real communicative activity, during which the necessary language means are unintentionally acquired [5, p. 161-166]. This predetermined the need for mastering all types of speech activity: speaking and listening comprehension, as well as reading and writing. The main task of the intensive method of teaching a foreign language is mastering a foreign language under a tight time limit as a means of

communication and a means of cognition. This requires a minimum of vocabulary and in general the linguistic material that the student must master for his full participation as a person in the communication process. The selection of vocabulary material for the course of intensive training occurs according to the frequency-thematic principle, according to their semantic value, compatibility. As for the grammatical phenomena of the language, they are all reflected in the course of study. In work with adult learners, cognitive-communicative method, i.e. learning through cognition, comprehension and understanding of the language system. Pure imitation and reproduction can give positive results only at the initial stage. Such methods, which are based on a personality-oriented approach, most fully meet the declared goals. Currently practiced student-centered technologies include: collaborative learning, project method, student portfolio, Internet technologies etc. we are talking about the formation of a generalized method of mastering a foreign language speech activity, which is today called the "competence approach". This means the formation of various competencies: not only the transfer of a certain amount of knowledge, but the formation of opinions, attitudes, as well as the ability and desire to further improve, which is especially important when teaching adults. Psychologists identify eight essential features of adult learning [3, p. 46].

✓ Adults should be willing to learn. Adults will stubbornly resist learning something just because someone tells them they should learn it. Their learning will be effective only when they have strong internal motivation to master new skills or to acquire certain knowledge. Their desire to learn can be aroused or stimulated by external influence, but it cannot be imposed.

✓ Adults will only learn what they think they need to learn. Adults are much more practical about their studies. They want to know "how will this help me right now?" If you want an adult to start learning, you must offer him directly what he wants to know: "This is what you will do; this is how you will do it; that's why it will work ".

✓ Adults learn by doing. After a year, an adult will forget at least 50% of what he learned "passively". In two years, he will forget 80%. However, if he has the opportunity, immediately after the study, to consolidate the knowledge gained in practice, and then periodically repeat these practical exercises, the new knowledge will be retained in his memory much longer.

✓ Adult learning is problem-centered and problems must be realistic. Start with a specific problem, drawn from experience, and find a practical solution to this problem, with which you can trace the general principles of adult learning.

✓ The learning of adults is greatly influenced by previous experience. If you look at people, adults and children, as students, one difference immediately catches your eye: adults have incomparably more life experience. In adults, the perception of new knowledge is "connected". Knowledge must be combined and inextricably linked with the accumulated experience in life. If the new knowledge does not agree with what the student already knows, he subconsciously tunes in to reject such knowledge.

✓ Adults learn best in informal settings. About school years, many have unpleasant memories. Try to create an informal environment in class. Allow, for example, participants to drink coffee in the classroom if they like it.

✓ When teaching adults, a variety of teaching methods should be used. In adults, as in children, the learning process proceeds faster when the student perceives information from several senses at once. Videos, transparencies, and other visual aids can greatly enhance the class experience. In order to induce changes in the behavior, attitudes or thoughts of the student – which is often required in adult education – it is necessary to involve the listener in active participation in the educational process, i.e. you need to use a discussion teaching method.

✓ Adults do not need to be "judged", they need to be guided.Competition negatively affects adult learning. Most of them are highly critical of their ability to learn something.

When asked to take tests, write tests, or participate in other learning activities designed to measure their academic success, they,most likely, they will quit their studies altogether for fear of public humiliation [6].

CONCLUSION. The successful solution of this problem is due to at least two aspects: 1) the theoretical study of the specific features of adult learning and the formation on the basis of this principles, the practical application of which will become a condition for the successful teaching of a foreign language to adults and 2) the choice of a scientifically based methodology for teaching a foreign language to adults in conditions of additional education.

While learning a foreign language, any person (teenager or adult person) will learn that an individual who grows up in the cultural world of that language can perform a certain linguistic behavior different from himself, that is, he will determine his behavior by adhering to the values and social norms of the culture he belongs to. Apart from this, by following the developments in our age, they will understand that cultures are no longer the property of a single nation and are the common values of the whole world, thus enriching their own culture.

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ПСИХОЛОГО-ПЕДАГОГИЧЕСКОЕ СОПРОВОЖДЕНИЕ

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Аннотация

Соңғы онжылдықта Ресейдің білім беру жүйесінде ғалымдар мен практиктердің күш – жігері балаға білім беру процесінде қолдау мен көмек көрсетудің ерекше мәдениетін-психологиялық және педагогикалық қолдауды дамытады. Жеке тұлғаны психологиялық-педагогикалық қолдау баланың табиғи дамуына, оның жасына және жеке жетістіктеріне сүйенеді, ішкі әлемнің сөзсіз құндылығын тануға мүмкіндік береді.

Түйінді сөздер: психологиялық-педагогикалық қолдау, жас және жеке жетістіктер, ішкі әлемнің құндылығы, алдын-алу, сандық ұрпақ.

Аннотация

В последнее десятилетие в системе образования России усилиями ученых и практиков скла-дывается особая культура поддержки и помощи ребенку в образовательном процессе – психо-лого-педагогическое сопровождение. Психолого-педагогическое сопровождение личности опи-рается на естественное развитие ребенка, его возрастные и личностные достижения, позволяет признать безусловную ценность внутреннего мира.

Ключевые слова: психолого-педагогическое сопровождение, возрастные и личностные дости-