

Торайғыров университетінің
ҒЫЛЫМИ ЖУРНАЛЫ

НАУЧНЫЙ ЖУРНАЛ
Торайғыров университета

Торайғыров университетінің ХАБАРШЫСЫ

Педагогикалық сериясы
1997 жылдан бастап шығады



ВЕСТНИК ТОРАЙГЫРОВ УНИВЕРСИТЕТА

Педагогическая серия
Издается с 1997 года

ISSN 2710-2661

№ 3 (2026)

Павлодар

НАУЧНЫЙ ЖУРНАЛ
Торайгыров университета

Педагогическая серия
выходит 4 раза в год

СВИДЕТЕЛЬСТВО

о постановке на переучет периодического печатного издания,
информационного агентства и сетевого издания

№ KZ03VPY00029269

выдано

Министерством информации и коммуникаций
Республики Казахстан

Тематическая направленность

публикация материалов в области педагогики,
психологии и методики преподавания

Подписной индекс – 76137

<https://doi.org/10.48081/BTOUP3.2026/ISSN2710-2661>

Бас редакторы – главный редактор

Тулекова Г. М.

доктор PhD, профессор

Заместитель главного редактора

Жуматаева Е., *д.п.н., профессор*

Ответственный секретарь

Попандопуло А. С., *доктор PhD, профессор*

Редакция алқасы – Редакционная коллегия

Мағауова А. С.,

д.п.н., профессор

Бекмағамбетова Р. К.,

д.п.н., профессор

Самекин А. С.,

доктор PhD, ассоц. профессор

Син Куэн Фунг Кеннет,

д.п.н., профессор (Китай)

Желвис Римантас,

д.п.н., к.псих.н., профессор (Литва)

Авагян А. В.,

д.п.н., ассоц. профессор (Армения)

Томас Чех,

д.п.н., доцент п.н. (Чешская Республика)

Искакова З. С.

технический редактор

За достоверность материалов и рекламы ответственность несут авторы и рекламодатели

Редакция оставляет за собой право на отклонение материалов

При использовании материалов журнала ссылка на «Вестник Торайгыров университета» обязательна

***A. A. Mussabekova¹, B. S. Zhumagulova²**

^{1,2}Abai Kazakh National Pedagogical University,
Republic of Kazakhstan, Almaty

¹ORCID: <https://orcid.org/0009-0001-4650-6272>

²ORCID: <https://orcid.org/0000-0002-9422-427X>

*e-mail: mussabkovaagerim90@gmail.com

DEVELOPMENT OF THE COMMUNICATIVE COMPETENCE OF SCHOOLCHILDREN THROUGH ACTIVATION OF VOCABULARY ON THE TOPIC: "FOOD CULTURE"

The article is devoted to the analysis of the methodological foundations of the formation of communicative competence of students in schools with a non-Russian language of instruction, using the example of the thematic section "Food culture" from the textbook of the Russian language for the 8th grade. The relevance of the research is determined by the need to improve the effectiveness of teaching Russian as a non-native language in a multicultural educational environment. The aim of the work is to identify effective methods of activating thematic vocabulary that contribute to the development of oral and written speech in schoolchildren. The methodological basis is based on lexico-semantic, communicative and cultural approaches. During the analysis, the thematic groups of vocabulary were identified, a contextual and grammatical analysis of speech material was carried out, and the role of the socio-cultural component in the formation of linguistic and intercultural competence was assessed. The results of the study showed that tasks combining lexical activation with communicative and cultural speech situations demonstrate the greatest effectiveness. The empirical basis of the work is based on the real tasks of the textbook and the results of their practical application in the school classroom, which ensures the applied significance of the research. The conclusion is made about the high pedagogical value of integrative techniques focused on meaningful and culturally determined language acquisition. The results obtained can be used in the development of teaching materials, improving the training of teaching staff

and modernizing the educational process in schools with a non-Russian language of instruction.

Keywords: communicative competence, school linguodidactics, lexical activation, food culture, contextual analysis, sociocultural competence, grammatical constructions.

Introduction

In the context of updating the content of secondary education and the transition to a competency-based learning model, the formation of students' communicative competence is of particular importance. For students with a non-Russian language of instruction, mastering Russian is not only a means of academic success, but also an important resource for full-fledged participation in social and intercultural communication. The development of speech skills in this category of students requires not only systematic work with vocabulary and grammar, but also the involvement of culturally relevant topics that promote emotional engagement and linguistic activity.

In the practice of teaching Russian as a non-native language, there is a steady tendency to mechanically assimilate vocabulary without including it in a live speech context. The task of activating thematic vocabulary within the framework of educational topics that are close to the real life of students becomes especially relevant. One of these topics, which has a high motivational and speech potential, is the topics of the section «Food culture». The inclusion of this topic in the educational process allows not only to expand the vocabulary of students, but also to form their skills to express themselves based on personal experience, to use vocabulary in a reasoned and coherent form, as well as to master the cultural meanings of linguistic units.

An analysis of modern textbooks on the Russian language used in schools with a non-Russian language of instruction shows that the topic of nutrition is presented quite fully, but it is not always accompanied by a well-structured vocabulary activation technique. The links between lexical work and the formation of productive speech skills have not been sufficiently developed; there is no systematic approach to the socio-cultural aspect of the topic. This creates the need for scientific understanding and practical analysis of the effectiveness of tasks aimed at developing the communicative competence of schoolchildren by means of thematic vocabulary.

The purpose of this study is to identify effective methodological techniques for activating thematic vocabulary on the topics of the «Food Culture» section in the framework of teaching Russian in 8th grade schools with a non-Russian language of instruction. The study is based on the analysis of real educational

material (textbook on the Russian language, 8th grade, Atamura, 2018) [1], as well as on the assessment of students' speech activity during the tasks presented in section VII. In accordance with the goal, the following tasks were set:

- to characterize methodological approaches to the formation of communicative competence in teaching Russian as a non-native language;
- to analyze the structure and content of the tasks of the educational section "Food culture";
- to carry out a lexico-semantic and socio-cultural analysis of the vocabulary used;
- to evaluate the effectiveness of communication, grammar and cultural tasks for the development of speech skills;
- identify the strengths and limitations of the implemented techniques based on the data obtained.

The relevance of this study is due to the need to improve the quality of Russian language teaching in non-Russian-speaking schools based on the integration of lexical, speech and cultural components, which is especially important in the context of the multinational education system of Kazakhstan. The results obtained can be used in improving school curricula, compiling textbooks and methodological recommendations for teachers.

The concept of communicative competence in modern pedagogy is interpreted as an integrative personality quality that ensures effective participation in speech interaction and conscious use of language in socio-cultural contexts. The theoretical foundations were laid in the works of Canale and Swain [2] and described in the CEFR (Council of Europe) [3], which still remains a methodological guideline for the formation of language competencies. In line with these approaches, communicative competence includes linguistic, sociolinguistic, discursive, strategic and sociocultural components [4; 5].

In Russian linguodidactics, the conceptualization of the concept of communicative competence was carried out in the works of N. D. Galskova, which emphasizes the connection of speech skills with the personal, cultural and cognitive development of the student. Galskova emphasizes that the development of this competence is possible only in conditions of meaningful speech interaction, close to the realities of life [6].

The modern formation of communicative competence is based on a combination of communicative, competence-based and activity-based approaches. The communicative approach presented in the works of Littlewood [7] and Solovova [8] provides language teaching as a means of communication, assuming modeling of speech situations close to natural ones. The competence-based approach, enshrined in the educational standards of Kazakhstan, is focused

on the formation of universal skills necessary for the flexible use of language in society [9]. The activity-based approach considers speech as a form of cognitive activity that develops in the process of performing significant communicative tasks.

The peculiarities of the formation of communicative competence among schoolchildren with a non-Russian language of instruction are due to the limited speech practice, cultural distance and the need for interlanguage interference. In these conditions, methods based on culturally significant vocabulary are relevant, in particular, topics of everyday life and national identity, including nutrition. The studies of Baganayeva [10], Dosayeva [11], Mukusheva and others [12] confirm that the integration of culturally colored vocabulary into the educational process increases the motivation of students and contributes to the sustainable formation of speech skills.

Thus, in modern pedagogy, communicative competence is considered as the result of holistic, contextually conditioned and culturally oriented learning. The theoretical and methodological basis of its formation is based on proven approaches recognized in both international and Kazakh methodological practice, which confirms the relevance of the research undertaken.

The activation of thematic vocabulary is central to the formation of students' speech skills when teaching Russian as a non-native language. It is aimed not only at expanding vocabulary, but also at the meaningful use of lexical units in various types of speech activity. One of the most productive theoretical foundations in this direction is the lexico-semantic approach, which considers the word as a multidimensional unit functioning in a certain thematic and communicative framework. As emphasized by D. Nation [13], successful assimilation of vocabulary is possible only if it is included in a semantic system understandable to students. In the context of bilingual learning, contextual and situational input is particularly effective, which allows not only to learn new words, but also to see their functioning in real discourse. Research by Russian and Kazakhstani teachers has shown that systematic work with thematic groups of words (for example, vocabulary of food culture, national cuisine, and household processes) allows students to master the means of expressing opinions, assessments, and argumentation.

An important component is methodological techniques for activating vocabulary in school textbooks. In modern publications (in particular, in textbooks on the Russian language for non-Russian-speaking schools of the Republic of Kazakhstan, approved by the Ministry of Education and Science of the Republic of Kazakhstan, 2018) [1], exercises on lexical addition, synonymic and antonymic transformation, compilation of lexico-semantic fields, as well as productive tasks aimed at creating their own statements are widely used. As studies by B. Tomlinson

[14] and C. Celce-Murcia [15], productive exercises with thematic vocabulary significantly improve the quality of students' speech utterances, especially in dialogical and monologue form. Research by Kazazova et al. [16] confirms that students who systematically work with vocabulary in thematic sections demonstrate higher results in terms of speech coherence, lexical richness and accuracy. A similar conclusion is contained in an empirical study by S. Schmitt and M. McCarthy [17], which emphasizes the need to move from passive vocabulary acquisition to its productive use in oral and written practice.

Kazakh studies, including the work of Aubakirova [18], Dosmaganbetova [19], emphasize the effectiveness of integrating thematic vocabulary into project and situational tasks when students use vocabulary not mechanically, but as a means of expressing opinion, argumentation and cultural identity. It is especially productive to work with culturally labeled vocabulary – dishes of national cuisine, traditional drinks, stable phrases, proverbs and figurative expressions.

Thus, modern research confirms that the activation of thematic vocabulary in the context of teaching Russian as a non-native language requires a comprehensive methodological approach, including semantic systematization, work with context, productive speech tasks and cultural interpretation. Such an organization of the educational process contributes not only to the assimilation of words, but also to the formation of students' confidence in their own speech actions, which is the foundation of communicative competence.

Modern linguistic and didactic research emphasizes that successful mastery of a non-native language is impossible without taking into account the socio-cultural component. Language is inseparable from culture, and learning a language without a cultural context leads to the formation of formal knowledge that does not provide real communicative ability. As Byram [4] emphasizes, intercultural communicative competence includes not only knowledge of linguistic norms, but also the ability to interpret, compare and adequately use cultural meanings embedded in language. One of the most universal and significant cultural layers actively used in education is the topic of nutrition and culinary traditions. This topic has a high motivational appeal for schoolchildren, cultural relevance and wide opportunities for speech practice. Research by Tomlinson [14] and Kramersch [20] shows that the inclusion of culturally colored topics in the educational process promotes deeper involvement of students in communicative situations, activates their vocabulary and develops semantic interpretation skills.

The topic of nutrition, as part of the school curriculum, has a high didactic potential. It provides support for the personal life experience of students, activates the emotional perception of the material and contributes to the formation of a linguistic picture of the world through the prism of native culture. The studies

of Dosayeva [11], Mukusheva and Karimova [12], published in the Bulletin of JSC NCPC "Orleu" and other Kazakhstani publications, confirm that working with texts and assignments on the topic of national cuisine leads to an increase not only in lexical productivity, but also in respect for one's own cultural identity.

In addition, within the framework of the competence approach, the topic of nutrition contributes to the formation of interpretative and evaluative speech activity. As noted in the works of Schmitt and McCarthy [17], the inclusion of students in speech tasks aimed at describing, comparing, arguing, and discussing cultural phenomena (for example, dishes, eating traditions, and hospitality norms) ensures the full realization of speech competence in all its components – lexical, grammatical, pragmatic, and sociocultural.

Special attention in the research is paid to the use of cultural vocabulary within the thematic modules of school textbooks. Textbooks on the Russian language for 8th grade with a non-Russian language of instruction, including the section "Food culture", are based on cultural content: texts about Kazakh cuisine, dishes of other peoples of Kazakhstan, traditions of hospitality, features of the national feast [1]. This allows students not only to enrich their vocabulary, but also to realize the value orientations hidden in linguistic expressions, which contributes to the formation of linguistic and cultural reflection.

Thus, the socio-cultural component, especially in the field of nutrition, plays a key role in the development of speech skills, as well as in fostering a tolerant and culturally sensitive attitude towards language and its native speakers. It provides a strong link between personal experience, native culture and new language knowledge, which makes learning not only effective, but also meaningful for the student.

Materials and Methods

The study is based on an analysis of section VII "Nutrition culture" of the textbook on the Russian language for 8th grade schools with a non-Russian language of instruction recommended by the Ministry of Education and Science of the Republic of Kazakhstan. This section includes thematically relevant texts, lexical units, grammatical exercises and tasks for speech development, which makes it an important resource for the formation of communicative competence.

The methodological base of the research includes communicative, lexico-semantic and activity-based approaches. Within the framework of the communicative approach, special attention is paid to the activation of thematic vocabulary related to nutrition through working with texts, exercises for the use of isolated sentence members and building dialogues on cultural topics.

The following methods were used: content analysis of lexical material, vocabulary structuring by thematic groups (food, national dishes, products), analysis of speech exercises and tasks, and an ethnocultural approach when working

with texts about national cuisine. The 8th grade students with the Kazakh language of instruction are considered as a training sample. The exercises included in the analysis are aimed at developing the lexical, grammatical and socio-cultural components of communicative competence through reading, speaking, listening and writing.

Thus, the educational material and the chosen methods provide conditions for the effective development of students' speech skills on the topic of "Food culture" in the framework of teaching Russian as a non-native language.

Results and Discussions

Analysis of the results of lexico-semantic research

As part of the lexical and semantic analysis of the educational material on the topic "Food culture" (textbook of the Russian language for 8th grade schools with a non-Russian language of instruction, Almaty: Atamura, 2018, section VII), key lexical units were identified, which were grouped into several thematic categories reflecting the most significant aspects of the topic under study. During the analysis, the frequency of using the selected thematic groups of vocabulary in the assignments and texts of this section of the textbook was determined.

The first thematic group unites lexemes related directly to food products: bread, butter, cheese, sausage, vegetables, herbs, berries, mushrooms, etc. This category is the most frequently used (12 tasks), which is due to the basic level of Russian language proficiency of students and the need for constant repetition and consolidation of this vocabulary in various communicative situations.

The second most common group includes names of national cuisine dishes and borrowed vocabulary reflecting the intercultural aspect of communication, such as hamburger, sandwich, dumplings, koumiss, fur coat, pizza, chips, yogurt, etc. (9 tasks). This demonstrates the importance of the socio-cultural component in learning the Russian language and emphasizes the focus of the educational material on the formation of students' cultural knowledge and skills to compare national traditions.

The third group is represented by lexical units describing nutrients and digestive processes, for example: fats, carbohydrates, nutrients, the process of assimilation by the body. These terms are found in 7 tasks and help students to master not only everyday vocabulary, but also concepts related to rational nutrition, as well as give an idea of the relationship between biological processes and cultural traditions of nutrition.

The fourth group covers vocabulary related to a person's diet and daily routine (rational nutrition, healthy lifestyle, disease prevention, etc.). Presented in 8 tasks of the textbook, this vocabulary forms ideas about the importance of proper nutrition as an element of a healthy lifestyle, which contributes to the formation of students' communication skills in discussing topical social issues.

The fifth thematic group includes cultural realities and traditions related to cooking and eating (national cuisine, traditions of Kazakh cuisine, hospitality, customs, etc.), reflected in 6 tasks. This vocabulary contributes to the development of socio-cultural competence among students, helping them to understand and verbally express the cultural specifics of national food traditions.

Based on the data obtained on the frequency of use of thematic vocabulary, table 1 has been compiled, which clearly demonstrates the quantitative indicators of the distribution by category and confirms the relevance and methodological expediency of using this vocabulary in the educational process.

Table 1 – Lexico-semantic classification of thematic vocabulary (section VII of the textbook of the Russian language for 8th grade, Atamura, 2018)

Thematic Vocabulary Groups	Examples of Lexical Units from the Textbook	Frequency of Use (Number of Tasks)
Food products	bread, butter, cheese, sausage, vegetables, greens, mushrooms, berries	12
National cuisine dishes	hamburger, sandwich, dumplings, kumis, shubat, pizza, chips, yogurt	9
Nutrients and digestive processes	fats, carbohydrates, nutrients, digestion by the body	7
Diet and nutrition regime	balanced nutrition, healthy lifestyle, disease prevention	8
Culinary traditions and cultural norms	national cuisine, Kazakh culinary traditions, hospitality, customs	6

Thus, the conducted lexico-semantic analysis confirms the systematic and integrated approach of the textbook authors to the selection and structuring of educational material on the topic "Food culture". The lexical material presented in the analyzed section has a high potential for the formation of basic communicative competence, socio-cultural knowledge and skills of students in the field of nutrition and related cultural traditions.

A contextual analysis of the thematic lexical units presented in the textbook of the Russian language for the 8th grade of schools with a non-Russian language of instruction (Almaty: Atamura, 2018) revealed a number of characteristic features of their use. In the educational section "Food Culture", vocabulary is introduced not in isolation, but systematically, in the context of specific communicative and grammatical tasks. This approach provides students with a deeper understanding of the meaning and functional significance of the studied words and phrases.

For example, the vocabulary of the first thematic group "Food" is contextualized in assignments where students are invited to discuss food preferences and culinary traditions. So, the textbook contains the following sentence: "However, we have long been accustomed to supplementing this dish with other products.: cheese, sausage, fish, as well as vegetables and herbs" (p. 74). The listed products are presented here in a natural communicative situation, which contributes to their active inclusion in the speech practice of schoolchildren.

Examples of the second thematic group "Dishes of national cuisine" are presented in a cultural context that promotes the development of intercultural competence. For example, the text of the textbook reads: "Another world-famous sandwich is the hamburger, which appeared in America in the 19th century along with German immigrants" (p. 75). Such examples help students to understand the connection between vocabulary and cultural realities, forming an understanding of the specifics of national cuisine of different nations.

The third group, "Nutrients and digestive processes", is presented in tasks that reveal the relationship between nutrition and human health. An example is the following sentence: "Fats represent a source of energy superior to other food substances. Carbohydrates are found in foods, cereals and fruits" (p. 77). This context contributes to students' understanding of the physiological aspects of nutrition, which is important for discussing issues of rational nutrition and a healthy lifestyle.

The fourth thematic group, "Regime and diet", is reflected in communication exercises and tasks for understanding texts aimed at developing students' critical thinking. For example: "A healthy lifestyle is a lifestyle of a person aimed at preventing diseases and promoting health. With food, a person receives all the necessary elements required for growth and development and provides the body with energy" (p. 77). Such sentences contextually introduce vocabulary, reflecting its connection with everyday life, which increases the effectiveness of its development.

The fifth group "Culinary traditions and cultural norms" is presented in the text describing the national traditions of the Kazakh people: "The traditions of Kazakh culinary art are associated with a warm attitude towards a person, whether it is a close relative or a casual guest. To warm you up, treat you, give you a rest – warmed by attention, you will tell everything yourself" (p. 81). The introduction of this vocabulary into such an emotional and cultural context creates conditions for the natural perception and use of new vocabulary by students in their speech practice.

Based on the contextual analysis, Table 2 has been compiled, which provides examples of the use of thematic lexical units, clearly demonstrating the features of their functional use in educational assignments and texts.

Table 2 – Examples of contextual use of thematic vocabulary (section VII of the Russian language textbook for 8th grade, Atamura, 2018)

Thematic Group	Examples of Lexical Units	Usage Context (Textbook Citation)	Page
Food products	cheese, sausage, fish, vegetables, greens	"However, we have long been used to complement this dish with other products: cheese, sausage, fish, as well as vegetables and greens".	74
National cuisine dishes	hamburger	"Another globally known sandwich is the hamburger, which appeared in America in the 19th century along with German immigrants".	75
Nutrients and digestive processes	fats, carbohydrates	"Fats are a source of energy that surpasses other nutrients. Carbohydrates are found in food products, in cereals and fruits".	77
Diet and nutrition regime	healthy lifestyle, disease prevention	"A healthy lifestyle is a way of life aimed at preventing diseases and improving health. Through food, a person receives all the essential elements required by the body".	77
Culinary traditions and cultural norms	Kazakh culinary traditions	"Kazakh culinary traditions are associated with warm hospitality, whether for a close relative or a random guest".	81

Thus, the contextual analysis confirms the effectiveness and methodological expediency of a thematic and communicative approach to vocabulary teaching, which contributes to the successful formation of students' communicative competence based on the material related to food culture.

The effectiveness of communication tasks in the development of speech skills

The most important aspect of the formation of communicative competence is the development of speaking and listening skills. The analysis of the "Food Culture" section of this textbook demonstrates the widespread use of tasks that directly contribute to the development of these skills. The section presents tasks

aimed at creating conditions for the practical use of new thematic vocabulary and its integration into the communicative practice of students.

Among the most effective are communication exercises focused on listening and discussing the listened material. So, the textbook offers a task: "Listen up. Do you agree with these statements? Share your opinion" (p. 72). Students are asked to evaluate statements related to rational nutrition and its impact on human health. These tasks require students not only to understand the text they have listened to, but also to be able to express their opinions in a reasoned manner, using the vocabulary and grammatical constructions they have learned.

The influence of grammar tasks on communicative competence

The section "Food culture" of the Russian language textbook for 8th grade schools with a non-Russian language of instruction includes purposeful work with grammatical material aimed at studying isolated members of the sentence. Separate definitions, circumstances, and additions are considered as the most important grammatical constructions that contribute to the development of speech accuracy, expressiveness, and functional flexibility of students.

At the initial stages of the section, students are offered exercises to recognize isolated sentence members in literary texts. For example, exercise 4 (p. 74) contains examples with common definitions that require isolation: "The sun illuminated the tops of the lime trees, which had already turned yellow under the fresh breath of autumn" (A. S. Pushkin), "The patterned edges of the clouds, fluffy and light, changed with every passing moment" (I. S. Turgenev). These tasks contribute to the formation of skills to recognize the structure of a complex sentence and intonationally reproduce it correctly.

The use of separate sentence members has a significant impact on the accuracy, structural correctness and expressiveness of students' statements. In the section "Food Culture", this grammatical topic is included in the context of speech tasks, which ensures its integration into the active speech of schoolchildren. So, in exercises 7 and 10 (p. 77 and 81), students are invited to work with sentences where it is necessary to restore punctuation and interpret the grammatical meaning of isolated components: "With food, a person receives all the necessary elements required for growth and development and providing the body with energy".

In productive tasks, students create their own statements with separate definitions and circumstances. Exercise 12 (p. 77) uses a speech model based on the introduction of borrowed gastronomic vocabulary: "Pizza baked with vegetables and cheese is a favorite dish of teenagers". These tasks not only consolidate the grammatical form, but also expand the lexical stock, giving utterances greater richness of content.

Thus, the grammatical material integrated into the thematic section "Food culture" has a significant impact on the formation of students' communicative competence. The combination of theoretical explanations with practical exercises, contextual reinforcement and the transition from receptive to productive speech activity ensure a high level of assimilation of complex grammatical structures and form stable skills of literate and expressive speech.

Socio-cultural aspects of the formation of communicative competence

The formation of communicative competence in the context of teaching Russian as a non-native language is impossible without taking into account the socio-cultural component, including knowledge and interpretation of national traditions, customs, norms of communication and cultural symbols. The section "Food Culture" (pp. 79-81) presents a system of texts that reveal the cultural characteristics of Kazakh and Russian cuisine. The textbook emphasizes that "the traditions of Kazakh culinary art are associated with a warm attitude towards a person, be it a close relative or a casual guest" (p. 81), and also describes specific dishes of ethnocultural significance: kym, shubat, beshbarmak, kazy, bauyrsak, ayran, kurt. Similarly, the text "Customs of Russian cuisine" (p. 80) describes the traditions of tea drinking, receiving guests, and the symbolism of dishes.

The presence of a cultural context in educational texts creates conditions for the natural development of vocabulary and grammatical structures, bringing the learning situation closer to genuine speech interaction. Based on the analysis of written and oral statements of students made after working with the texts on P. 79-81, typical examples of the use of cultural vocabulary in productive speech can be identified.

The textbook offers a task (p. 81): "Make an oral statement on the topic National dishes of my people". The analysis of the presented statements showed that students actively include words reflecting national and cultural specifics in speech, for example: kym, beshbarmak, bauyrsak, kurt, pilaf, shish kebab. Table 3 shows real examples of fragments of student utterances recorded while working with this assignment.

Table 3 – Examples of students' statements on the topic "National cuisine" (based on textbook assignments, p. 81)

Fragment of Student's Utterance	Cultural Elements Used	Commentary
"I like eating beshbarmak. It is the main dish of the Kazakhs; it is prepared with meat and dough".	beshbarmak	Accurate transmission of cultural information

"My grandmother makes boursaks. We eat them on holidays and treat our guests".	boursak, hospitality tradition	Emotional involvement, everyday context
"In our family, we often drink kumys. It is a healthy drink made from mare's milk".	kumys	Ethnocultural specificity, functional description
"Nauryz is an important holiday. We make nauryz-kozhe and gather with the whole family".	nauryz-kozhe, ceremonial context	Speech activity + knowledge of cultural realities

The presented examples demonstrate not only the possession of thematic vocabulary, but also its productive use in speech activity, which indicates a high degree of integration of the cultural component into the formation of communicative competence.

Thus, the texts containing ethnocultural information presented in the section "Food Culture" perform an important function in teaching Russian as a non-native language. They contribute not only to enriching the vocabulary, but also to the formation of a respectful attitude towards one's own culture and the culture of other nations, thereby ensuring the completeness and depth of students' communicative development.

Comprehensive assessment of the effectiveness of the proposed teaching methods

The strength of the methods presented in the textbook is their focus on the development of holistic communicative competence, including speech, lexical, grammatical and socio-cultural components. Of particular importance is the consistent combination of grammatical topics with lexical and cultural content, which ensures the speech focus of the exercises.

Limitations are observed mainly in the area of lexical and grammatical material, where individual tasks involve mechanical execution (for example, simple underlining of isolated sentence members without subsequent use in speech – upr. 3, p. 74), which can reduce the motivational component. In addition, not all exercises provide sufficient variability of utterances and freedom of choice, which can slow down the development of spontaneous speech.

Despite these limitations, it can be concluded that the comprehensive methodological system implemented in the Nutrition Culture section has high potential in the context of teaching Russian as a non-native language. Its further improvement is possible by strengthening the interactive component and increasing the proportion of creative, productive tasks focused on independent speech expression.

Conclusions

The conducted research allowed us to comprehensively analyze the possibilities of developing the communicative competence of schoolchildren by activating thematic vocabulary on the topics of the textbook section "Food Culture" in the framework of teaching Russian as a non-native language. Based on an integrated approach, including lexico-semantic, communicative and cultural analysis, the methodological value of section VII of the Russian language textbook for 8th grade (Atamura, 2018) was revealed, which successfully integrates lexical, grammatical and socio-cultural components.

The results of the lexico-semantic analysis showed that the vocabulary of the section has a high thematic potential, covering categories relevant to students: food, national cuisine, diet, nutrients, traditions and customs. The contextualized use of these units in assignments helps to consolidate them in the active vocabulary of students. The textbook's communicative tasks aimed at discussion, argumentation, dialogical and monologue speech have demonstrated effectiveness in developing oral speech activity. Grammatical exercises, especially on the topic of isolated sentence members, provided they are speech-oriented, showed positive dynamics in the students' mastery of complex syntactic structures. The socio-cultural component played a special role in the formation of communicative competence: texts about Kazakh and Russian cuisine, as well as tasks for interpreting national traditions allowed students not only to expand their vocabulary, but also to form a respectful attitude towards cultural diversity. This is especially important in the context of the multinational composition of students and the multicultural environment of Kazakhstan.

A comprehensive analysis of the effectiveness of the methods showed that the combination of communicative and cultural approaches with the lexico-semantic organization of the material provides the greatest effectiveness. Nevertheless, there were some limitations related to the insufficient variability of tasks and the dominance of reproductive forms. This highlights the need for further improvement of textbooks towards greater interactivity and speech orientation.

Thus, the scientific and practical importance of activating thematic vocabulary as a tool for the formation of communicative competence has been confirmed. The results obtained can be applied in the development of methodological recommendations for teachers, modernization of the content of school textbooks, as well as in teacher training systems.

The prospect of further research is the development of didactic models for the integration of vocabulary and culture within other thematic sections, as well as conducting empirical experiments with the inclusion of additional forms of assessment of students' speech productivity.

References

- 1 Министерство образования и науки РК. Русский язык : учебник для 8 класса школ с нерусским языком обучения [Текст]. – Алматы : Атамұра, 2018. – 208 с.
- 2 **Canale, M., Swain, M.** Theoretical Bases of Communicative Approaches to Second Language Teaching and Testing [Text] // Applied Linguistics. – 1980. – Vol. 1, № 1. – P. 1–47. – <https://doi.org/10.1093/applin/L1.1>
- 3 Council of Europe. Common European Framework of Reference for Languages : Learning, Teaching, Assessment [Text]. – Cambridge : Cambridge University Press, 2001. – 273 p.
- 4 **Byram, M.** Teaching and Assessing Intercultural Communicative Competence [Text]. – Clevedon : Multilingual Matters, 1997. – 124 p.
- 5 **Bachman, L. F., Palmer, A. S.** Language Assessment in Practice [Text]. – Oxford : Oxford University Press, 2010. – 378 p.
- 6 Гальскова Н. Д. Современная методика обучения иностранным языкам [Text]. – М. : АСТ, 2020. – 256 с.
- 7 **Littlewood, W.** The Task-Based Approach : Some Questions and Suggestions [Текст] // ELT Journal. – 2004. – Vol. 58, № 4. – P. 319–326. – <https://doi.org/10.1093/elt/58.4.319>
- 8 **Соловова, Е. Н.** Методика обучения иностранным языкам [Текст]. – М. : Просвещение, 2021. – 304 с.
- 9 **Шамова Т. И.** Управление образовательными системами [Текст]. – М. : Академия, 2020. – 288 с.
- 10 **Баганаева, Ж. А.** Формирование речевых навыков у учащихся нерусских школ [Текст]. – Алматы : Раритет, 2019. – 196 с.
- 11 **Досаева, Г. К.** Актуальные проблемы преподавания русского языка как неродного [Текст]. – Караганда : КарГУ, 2021. – 188 с.
- 12 **Мукушева, С. С., Каримова, Л. Ж.** Интеграция культурных компонентов в обучение русскому языку [Текст] // Вестник АО НЦПК «Өрлеу». – 2022. – № 4.
- 13 **Nation, I. S. P.** Learning Vocabulary in Another Language [Text]. – Cambridge : Cambridge University Press, 2013. – 448 p.
- 14 **Tomlinson, B.** Developing Materials for Language Teaching [Text]. – London : Bloomsbury, 2020. – 392 p.
- 15 **Celce-Murcia, M.** Teaching English as a Second or Foreign Language [Text]. – Boston : Heinle & Heinle, 2014. – 468 p.

16 **Kazazova, T., Amanzholova, G., Yessengaby, S.** Developing Speech Skills through Lexical Themes [Text] // Eurasian Journal of Social Sciences. – 2020. – Vol. 9, № 3. – P. 28–35.

17 **Schmitt, N., McCarthy, M.** Vocabulary and Language Teaching [Text]. – London : Routledge, 2019. – 332 p.

18 **Аубакирова, Г. К.** Лексическая активизация в проектных заданиях по русскому языку [Текст]. – Астана : НИЦ образования, 2022. – 152 с.

19 **Досмаганбетова, А. М.** Методика преподавания русского языка в условиях билингвального образования [Текст]. – Уральск : ЗКГУ, 2020. – 174 с.

20 **Kramsch, C.** Culture in Foreign Language Teaching [Text]. – Boston : Cengage Learning, 2013. – 215 p.

References

1 Ministerstvo obrazovaniya i nauki RK. Russkiy yazyk: uchebnik dlya 8 klassa shkol s nerusskim yazykom obucheniya [Russian language: textbook for grade 8 of schools with non-Russian language of instruction] [Text]. – Almaty : Atamura, 2018. – 208 p.

2 **Canale, M., Swain, M.** Theoretical Bases of Communicative Approaches to Second Language Teaching and Testing [Text] // Applied Linguistics. – 1980. – Vol. 1, No. 1. – P. 1–47. – <https://doi.org/10.1093/applin/1.1.1>

3 Council of Europe. Common European Framework of Reference for Languages: Learning, Teaching, Assessment [Text]. – Cambridge : Cambridge University Press, 2001. – 273 p.

4 **Byram, M.** Teaching and Assessing Intercultural Communicative Competence [Text]. – Clevedon: Multilingual Matters, 1997. – 124 p.

5 **Bachman, L. F., Palmer, A. S.** Language Assessment in Practice [Text]. – Oxford : Oxford University Press, 2010. – 378 p.

6 **Galskova, N. D.** Sovremennaya metodika obucheniya inostrannym yazykam [Modern methods of teaching foreign languages] [Text]. – Moscow : AST, 2020. – 256 p.

7 **Littlewood, W.** The Task-Based Approach: Some Questions and Suggestions [Text] // ELT Journal. – 2004. – Vol. 58, No. 4. – P. 319–326. – <https://doi.org/10.1093/elt/58.4.319>

8 **Solovova, E. N.** Metodika obucheniya inostrannym yazykam [Methods of teaching foreign languages] [Text]. – Moscow : Prosveshchenie, 2021. – 304 p.

9 **Shamova, T. I.** Upravlenie obrazovatelnyimi sistemami [Management of educational systems] [Text]. – Moscow : Akademiya, 2020. – 288 p.

10 **Baganaeva, Zh. A.** Formirovanie rechevykh navykov u uchashchikhsya nerusskikh shkol [Development of speech skills in students of non-Russian schools] [Text]. – Almaty : Raritet, 2019. – 196 p.

11 **Dosaeva, G. K.** Aktualnye problemy prepodavaniya russkogo yazyka kak nerodnogo [Current issues of teaching Russian as a non-native language] [Text]. – Karaganda : KarGU, 2021. – 188 p.

12 **Mukusheva, S. S., Karimova, L. Zh.** Integratsiya kulturnykh komponentov v obuchenie russkomu yazyku [Integration of cultural components in teaching the Russian language] [Text] // Vestnik AO NCPK «Orleu». – 2022. – No. 4.

13 **Nation, I. S. P.** Learning Vocabulary in Another Language [Text]. – Cambridge : Cambridge University Press, 2013. – 448 p.

14 **Tomlinson, B.** Developing Materials for Language Teaching [Text]. – London: Bloomsbury, 2020. – 392 p.

15 **Celce-Murcia, M.** Teaching English as a Second or Foreign Language [Text]. – Boston : Heinle & Heinle, 2014. – 468 p.

16 **Kazazova, T., Amanzholova, G., Yessengaby, S.** Developing Speech Skills through Lexical Themes [Text] // Eurasian Journal of Social Sciences. – 2020. – Vol. 9, No. 3. – P. 28–35.

17 **Schmitt, N., McCarthy, M.** Vocabulary and Language Teaching [Text]. – London : Routledge, 2019. – 332 p.

18 **Aubakirova, G. K.** Leksicheskaya aktivizatsiya v proektnykh zadaniyakh po russkomu yazyku [Lexical activation in project tasks on the Russian language] [Text]. – Astana : NITS obrazovaniya, 2022. – 152 p.

19 **Dosmangabetova, A. M.** Metodika prepodavaniya russkogo yazyka v usloviyakh bilingvalnogo obrazovaniya [Methodology of teaching Russian in the context of bilingual education] [Text]. – Uralsk : ZKGU, 2020. – 174 p.

20 **Kramsch, C.** Culture in Foreign Language Teaching [Text]. – Boston : Cengage Learning, 2013. – 215 p.

Received 01.06.25.

Received in revised form 17.02.26.

Accepted for publication 03.08.26.

**A. A. Мусабеева¹, Б. С. Жұмағұлова²*

^{1,2}Абай атындағы Қазақ ұлттық педагогикалық университеті,
Қазақстан Республикасы, Алматы қ.

01.06.25 ж. баспаға түсті.

17.02.26 ж. түзетулерімен түсті.

03.08.26 ж. басып шығаруға қабылданды.

МЕКТЕП ОҚУШЫЛАРЫНЫҢ КОММУНИКАТИВТІК ҚҰЗЫРЕТТІЛІГІН «ТАҒАМ МӘДЕНИЕТІ» ТАҚЫРЫБЫ БОЙЫНША ЛЕКСИКАНЫ ЖАНДАНДЫРУ АРҚЫЛЫ ДАМУЫ

Мақала 8-сыныпқа арналған Орыс тілі оқулығынан «тамақтану мәдениеті» тақырыптық бөлімінің мысалында орыс тілінде оқытпайтын мектеп оқушыларының коммуникативті құзыреттілігін қалыптастырудың әдістемелік негіздерін талдауға арналған. Зерттеудің өзектілігі орыс тілін көпмәдениетті білім беру ортасында ана тілі ретінде оқытудың тиімділігін арттыру қажеттілігімен анықталады. Жұмыстың мақсаты-оқушылардың ауызша және жазбаша сөйлеуін дамытуға ықпал ететін тақырыптық лексиканы белсендірудің тиімді әдістерін анықтау. Әдістемелік негіз лексикалық-семантикалық, коммуникативті және мәдени тәсілдерге негізделген. Талдау барысында лексиканың тақырыптық топтары бөлінді, сөйлеу материалына контекстік және грамматикалық талдау жүргізілді, сондай-ақ лингвистикалық және мәдениетаралық құзыреттілікті қалыптастырудағы әлеуметтік-мәдени компоненттің рөлі бағаланды. Зерттеу нәтижелері лексикалық белсенділікті коммуникативті және мәдени сөйлеу жағдайларымен үйлестіретін тапсырмалар ең тиімді екенін көрсетті. Жұмыстың эмпирикалық базасы оқулықтың нақты тапсырмаларына және оларды мектеп сыныбында практикалық қолдану нәтижелеріне негізделген, бұл зерттеудің қолданбалы маңыздылығын қамтамасыз етеді. Тілді мағыналы және мәдени тұрғыдан игеруге бағытталған интегративті әдістердің жоғары педагогикалық құндылығы туралы қорытынды жасалады. Алынған нәтижелер оқу-әдістемелік материалдарды өзірлеу, оқытушылар құрамының біліктілігін арттыру және орыс тілінде оқытпайтын мектептерде білім беру процесін жаңғырту кезінде пайдаланылуы мүмкін.

Кілтті сөздер: коммуникативтік құзыреттілік, мектептегі лингводидактика, лексикалық белсендіру, тамақтану мәдениеті, контекстік талдау, әлеуметтік-мәдени құзыреттілік, грамматикалық құрылымдар.

**А. А. Мусабекова¹, Б. С. Жумагулова²*

^{1,2}Казахский национальный педагогический университет имени Абая, Республика Казахстан, г. Алматы.

Поступило в редакцию 01.06.25.

Поступило с исправлениями 17.02.26.

Принято в печать 03.08.26.

РАЗВИТИЕ КОММУНИКАТИВНОЙ КОМПЕТЕНЦИИ ШКОЛЬНИКОВ ПОСРЕДСТВОМ АКТИВИЗАЦИИ ЛЕКСИКИ ПО ТЕМЕ: «КУЛЬТУРА ПИТАНИЯ»

Статья посвящена анализу методических основ формирования коммуникативной компетенции учащихся школ с нерусским языком обучения на примере тематического раздела «Культура питания» из учебника русского языка для 8 класса. Актуальность исследования определяется необходимостью повышения эффективности преподавания русского языка как неродного в поликультурной образовательной среде. Цель работы – выявить эффективные методы активизации тематической лексики, способствующие развитию устной и письменной речи школьников. Методологическая основа сформирована на лексико-семантическом, коммуникативном и культурологическом подходах. В ходе анализа были выделены тематические группы лексики, проведен контекстуальный и грамматический анализ речевого материала, а также оценена роль социокультурного компонента в формировании лингвистической и межкультурной компетенции. Результаты исследования показали, что наибольшую эффективность демонстрируют задания, сочетающие лексическую активизацию с коммуникативными и культурными речевыми ситуациями. Эмпирическая база работы основана на реальных заданиях учебника и результатах их практического применения в школьном классе, что обеспечивает прикладную значимость исследования. Делается вывод о высокой педагогической ценности интегративных методик, ориентированных на осмысленное и культурно обусловленное овладение языком. Полученные результаты могут быть использованы при разработке учебно-методических материалов, повышении квалификации преподавательского состава и модернизации образовательного процесса в школах с нерусским языком обучения.

Ключевые слова: коммуникативная компетенция, школьная лингводидактика, лексическая активизация, культура питания, контекстуальный анализ, социокультурная компетенция, грамматические конструкции.

Теруге 03.08.2026 ж. жіберілді. Басуға 14.09.2026 ж. қол қойылды.

Электронды баспа

6,45 МБ

Шартты баспа табағы 49,9

Компьютерде беттеген З. Ж. Шокубаева

Корректорлар: А. Р. Омарова, Д. А. Қожас

Тапсырыс № 4597

Сдано в набор 03.08.2026 г. Подписано в печать 14.09.2026 г.

Электронное издание

6,45 МБ, Усл.п.л. 49,9.

Компьютерная верстка З. Ж. Шокубаева

Корректоры: А. Р. Омарова, Д. А. Қожас

Заказ № 4597

«Toraighyrov University» баспасынан басылып шығарылған

Торайғыров университеті

140008, Павлодар қ., Ломов к., 64, 133 каб.

«Toraighyrov University» баспасы

Торайғыров университеті

140008, Павлодар қ., Ломов к., 64, 133 каб.

8 (7182) 67-36-69

e-mail: kereku@tou.edu.kz

www.pedagogic-vestnik.tou.edu.kz