ARTICLE

Scientific and Practical Aspects of Communicative Grammar in the Process of Writing

Zinura Utegulova [1]* , *Fauzia Orazbaeva* [1] , *Meruert Imankulova* [1] , *Zhazira Issayeva* [2]* ,
Saltanat Beissembayeva [2]

[1] *Department of Kazakh Language Theory and Teaching Methods, Abai Kazakh National Pedagogical University, Almaty 050010, Republic of Kazakhstan*

[2] *Department of the Kazakh Philology, Khoja Akhmet Yassawi International Kazakh-Turkish University, Turkistan 161200, Republic of Kazakhstan*

ABSTRACT

This article examines the scientific and practical foundations of communicative grammar as they relate to the process of writing. This study is relevant because previous research has not sufficiently addressed the methodological aspects of developing communicative grammatical competence in written Kazakh, leaving both theoretical understanding and classroom practice underexplored. The purpose of this article is to develop recommendations for mastering grammatical skills and using communicative methods of teaching the Kazakh language in the process of writing. The results of the study made it possible to claim that the formation of aspects of grammatical skills in the process of writing is considered as an indivisible part of all components of the formation of speech activity. The practical significance of this study lies in the development of a structured set of tasks designed to improve students' writing skills through the use of communicative grammar. Grounded in the principles of communicative language teaching, task-based learning, and functional grammar, these tasks offer a pedagogically sound approach to language instruction. The materials developed in this research can be effectively utilized by educators in designing lessons for both schoolchildren and university students. These resources are particularly relevant for educational institutions across the Republic of Kazakhstan, providing teachers with practical tools to support language development in a communicative and contextually meaningful way.

*CORRESPONDING AUTHOR:

South African Centre for Digital Language Resources, North-West University, Potchefstroom 2520, South Africa; Email: muzi.matfunjwa@nwu.ac.za

1. Introduction

Understanding the grammatical laws of language, the conscious study of individual grammatical elements is a necessary prerequisite for the intellectual development of all students. The grammatical categories remain in the dialectical unity with categories of logic, and the study of grammar in its infancy can and should lead to an intensive development of students' logical thinking. Therefore, grammar rules should be the main direction in the study of all aspects of speech in the school practice. The guide developed by the author containing recommendations will help teachers prepare for lessons[1]. Communicative grammar dates back to the 60–70s of the XX century. Researchers have noted a tendency to reduce the role of grammar in the past few years. This leads to a significant increase in the number of errors in the written speech of students. In this regard, the significance of study lies in the fact that the scientific and practical aspects of communicative grammar are revealed in the process of writing. The grammar of the Kazakh language, like any other language, must contribute to the development of skills and abilities of speech[2].

Communicative grammar is based on the oral communication. Therefore, it should be noted that the teacher has every opportunity to open for students a new and exciting world of learning the Kazakh language. The teacher's duty is to conduct an interesting lesson for each student, regardless of what topic the students are studying – vocabulary, grammar or lexical units. The teacher achieves the communicative goal using an individual approach to each student by performing communicative exercises and reading texts, using visualization, role-playing games and information computer technologies, involving all students in the creative tasks. The principles of communicative grammar are aimed at each student and at obtaining the necessary stock of knowledge. Based on this, the use of communicative grammar in the process of writing should be analyzed from a scientific and practical point of view. The development and improvement of communication and speech skills is one of the main prerequisites for mastering language skills, and the development of communication as a learning goal is available at all stages of language learning[3].

The study of topics is one of the urgent problems at this time, since the scientific and practical aspects of communicative grammar should be focused on developing the writing skills of all students. Communicative grammar has become one of the goals in teaching the modern Kazakh language, and it has its own specific tasks. The main reason for choosing the topic and questions of scientific research is the synthesis of study of the grammatical structure of the Kazakh language. The methodological basis of research is determined by the works of modern teachers, philologists and linguists, who consider the issues of communicative grammar in their works. Researchers determine in their works that communicative grammar allows expressing the basic requirements for the amount of studied grammatical material[4, 5], which requires productive skills from students. The scientific works consider the essence of the role of a modern teacher in communicative learning. The teacher is a learning specialist, an assistant in matters of communicative learning. A scientific article considers the process of modern teaching of grammar in comprehensive schools from the point of view of practicing teachers[6].

Based on the analysis of research literature, it can be stated that all the works of reviewed authors agree that communicative grammar is essential for maintaining the correct construction of oral and written speech. The place of grammar in the comprehension of language material for the Kazakh language is particularly important, which strictly differs in the sequence of constructing communicative speech. This requires a more detailed study, since it is not adequately reflected in the scientific research of the authors.

Based on this, the purpose of this article is to develop recommendations for mastering grammatical skills and using communicative methods of teaching the Kazakh language in the process of writing[7].

2. Materials and Methods

The choice of methods is determined by the nature and objectives of the study. The **analytical** and **logical analysis** methods allow for a critical examination of theoretical

foundations related to communicative grammatical competence. **Pedagogical monitoring** provides empirical data on the effectiveness of instructional practices. The **synthesis method** enables the integration of theoretical and practical findings, while the **systematic approach** ensures a holistic understanding of language acquisition, considering the interdependence of grammar, communication, and writing skills. Within the framework of provided topic, it is considered the issues related to analysis of systematization and classification, selection and organization of methodological material, as well as the problems of mastering grammatical skills and using communicative methods of teaching the Kazakh language in the process of writing. When developing the topic, the following methods were used as a methodological base: analytical method and method of synthesis, logical analysis, pedagogical monitoring, as well as a systematic approach to learning a language[7], which is characterized by the assessment and reconstruction of any of the presented grammatical phenomena in accordance with the role that the phenomenon plays in an integral system of constructing a sentence as an integral communicative unit. The analytical method became the main research method, which was used as scientific cognition. The analysis revealed and considered the key concepts related to the study, namely: "functional-communicative grammar", "communicative approach", "communicative units", "speech activity" and many others. With the help of analytical method, the established goal of the study was achieved and implemented, namely, it was considered the scientific and practical aspects that are the basis of communicative grammar in the process of Kazakh language writing.

The logical analysis is the next type was applied in the article shows that, the methodological approach in the study of communicative grammar deepens the knowledge of the modifications of various aspects of study of the Kazakh language spelling. Logical analysis helped to identify all the structural elements of using the communicative teaching methods contained in the scientific literature, establishing the truth or implausible falsity in case of scientific journalism, where scientific knowledge is obtained that ensures the accuracy of scientific information. In this article, the experiment that has been carried out as a pedagogical monitoring, is a regular monitoring of the state of communicative grammar of students in the process of writing; formation of aspects of communicative grammar in order to study the dynamics of ongoing processes of formation of written speech among the students, forecasting certain events in the future, as well as preventing adverse events in the learning process.

The practical part of the study was carried out on the basis of a higher educational institution of the Republic of Kazakhstan, namely an experiment in which 30 students (two groups of students) of the Kazakh language department took part. The lessons and results of experiment, conducted during the research process, analyzing the practical aspects of communicative grammar in the process of writing, made it possible to give recommendations on the use of effective teaching methods in the process of the Kazakh language writing. Based on the experiment, it was made an analysis of practical aspects that are at the basis of communicative grammar in the process of writing. In the study, the synthesis method has been used for combining all the aspects of communicative grammar identified during the previous stages of studying, and the scientific component of interactions of all elements has been described. In the process of formation and development of scientific knowledge of aspects of communicative grammar, synthesis acted as one of the most important means of combining existing knowledge in pedagogy. Initially, all the above theoretical aspects of communicative grammar were analyzed in the process of writing, after which the results of practical part (experiment) were considered, and based on this, the recommendations were developed for mastering grammatical skills and using communicative methods of teaching the Kazakh language in the process of writing.

3. Results

To address the relationship between communicative grammar and writing strategies, an empirical component was incorporated into the study. The research was conducted with a sample of 60 intermediate-level university students studying Kazakh as a second language. A mixed-methods design was employed. Quantitative data were collected through diagnostic written tasks and grammar-focused writing assessments administered before and after a 10-week instructional intervention. Qualitative data were obtained through classroom observations and semi-structured interviews with instructors. Instructional materials were designed accord-

ing to communicative grammar principles, emphasizing the integration of grammatical structures into functional communicative units (typically at the sentence level or above). The instructional focus included grammatical writing skills such as morphological accuracy, syntactic cohesion, and lexical-grammatical integration. The aim was to observe how students develop communicative grammatical competence through written speech as a core component of language learning. Writing skills are understood as persistent, correct and automated, communicatively motivated by grammatical phenomena. Writing strategies contain a psychological and methodological component[8]. **Figure 1** depicts the essential components of communicative grammar learning. The language component of writing includes the following components: possession of grammatical minimum; objective problems in the study of grammatical phenomena; grammatical terminology, which is absent in the native language; rules for working with the studied material.

The development of writing skills in the study of grammar goes through various stages with the help of a series of exercises. When students perform these exercises, they develop the ability to distinguish between the language models and patterns in the derivation of rules. In new situations of communication, the repetition of grammatical material is guaranteed. The range of written exercises that can be applied in the course of studying the communicative approach is almost limitless. It is assumed that this set of tasks will ensure the students' achievement of communicative goals of the studied educational program[9].
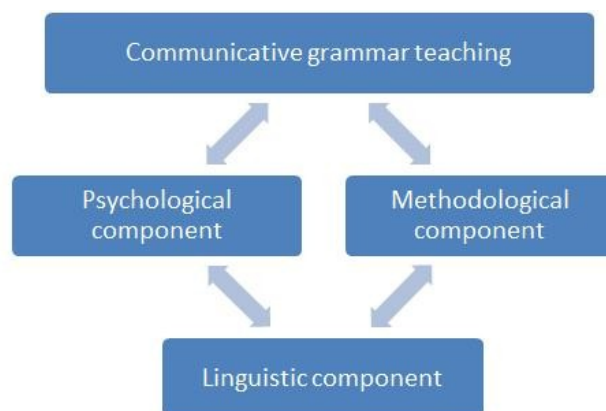

Figure 1. Components of Communicative Grammar Teaching.

Let's consider some forms of communicative grammar exercises during the experiment (**Table 1**).

Table 1. Forms of Communicative Grammar Exercises.

Task	Material
Exercise 1. Listen to the dialogue and find answers to the questions in written form.	– Darling, we need to talk. – Did something happen? Why are you upset? – I crashed your car. – My car? What did you do with it? – I am very sorry. I don't know how it has happened. – I know. You show yourself as a bad driver all the time! You were not able to learn how to park a car. As a result, my car is broken. Thank you! Thanks a lot! – I said I'm sorry. What else do I need to say? – I feel that this is not all news. What else have you done? – I have lost the credit card, and now we don't have access to our vacation money. – Why didn't you immediately call the bank and block the card? – I remembered it too late. Sorry. – Okay, I don't know what to say. I'm leaving. We'll talk when I get back. – Where are you going? – That is none of your business. I don't know when I'll be back. Goodbye.
Exercise 2. After listening to the dialogue, you should answer the questions in written form.	– Who was involved in the dialogue? – What happened to the car? – What did the girl never learn? – What else is the girl guilty of? – Did she call the bank? – Has her card been blocked? Why?
Exercise 3. It is necessary to compose a written dialogue on one of the two situations to choose from.	– You intend to work in a hospital as a nurse, but you have never treated patients before. Don't explain to your partners what your problem is until they ask the exact question. Use your imagination to answer other questions during the dialogue. – You are going to be an office worker, but you have never used a computer before. Don't explain to your partners what your problem is until they ask the exact question. To get answers to other questions that have arisen during the dialogue, use your imagination and write a short review.

Table 1. *Cont.*

Task	Material
Exercise 4. Listen to the dialogues, write down all the cases of using the Present Perfect, explain why this tense is used in the dialogue.	– Saule: Has Bolat already arrived? Camilla: No, he hasn't come yet? Saule: Has anyone tried to call him? – Camille: I don't think anyone has his number. Saule: Maybe he overslept. – Camille: Or maybe he forgot about the meeting.

It is worth noting that there are many different forms of verification. However, as the analysis of scientific literature shows, the feedback is precisely the most effective form. It realizes the goal of mastering and studying grammar at each of the lessons, rather than just in tests or homework assignments. It is the complex of communicative exercises that provides the most effective feedback for this purpose. This helps to perform the function of controlling the written and oral skills of students in order to use the language correctly[10]. The complex of exercises and tasks included three stages:

1. Receptive stage: perception and comprehension of grammatical material.

2. Reproductive stage: consolidation of the studied grammatical material, the formation of grammatical skills.

3. Productive stage: improving the ability to use this grammatical material in communication. According to the results of written communicative exercises, the level of grammar proficiency among students has increased. A hypothesis has been put forward regarding the fact that if communicative grammar teaching is organized on the basis of specially designed set of tasks and exercises, then this will contribute to the formation of a high level of grammatical skills. The subsequent consolidation, development and adjustment of writing skills was carried out through the additional exercise that can be attributed to tasks for converting one configuration into another. Let's try to classify the grammar exercises presented in the writing textbooks: reserve exercises; creative exercises; project implementation; schematic exercises; game exercises; dialogues; independent work on exercises to consolidate new grammatical material; correlation of grammatical forms with illustrated material[11, 12].

4. The exercises suggested above are intended for communicative activities that develop writing skills, and they also contain exercises for developing structures. Consequently, when the teacher prepares for lesson, he has an excellent potential for using exercises, collecting them into a holistic set of tasks in such a way as to combine all the existing goals. This means that the teacher performs the language and communicative task at the same time. With the initiative, he uses communication technologies in order to formulate his own opinions, assess current events, accurately present educational material and exchange personal experiences. In addition, it is necessary to focus on the wide variability and variety of grammatical tasks in written forms, which obviously makes the learning process more interesting[13].

In this regard, an experiment was conducted in which 30 students of the Kazakh language department took part. Two groups took part in this experiment (group A – experimental group, group B – control group). The experiment lasted for one semester with 2nd year students of the specialty "Kazakh language and literature". The students of the experimental group were a focus group, in which the communicative grammar exercises and assignments were intensively used. In the course of the study, it was obtained the results of formation of students' motivation, lexical, grammatical and written skills. The results of preliminary exercises are available in **Table 2**. Based on the lessons and results of experiment conducted during the study, it is possible to draw up recommendations regarding the use of effective methods of communicative grammar in the process of writing. Lexical skills had the highest percentages in both groups most likely because:

• Students already had stronger vocabulary knowledge,
• The pre-test may have favored vocabulary-based tasks,
• Vocabulary is typically more easily retained and applied than grammar or structured writing in early/mid learning stages.

Table 2. Pre-Experimental Results.

Group	Motivation	Lexical Skills	Grammar Skills	Writing Skills
Group A	78%	88%	79%	81%
Group B	82%	87%	82%	82%

At the beginning of experiment, electronic textbooks, multimedia tools and Internet resources were used for the communicative approach. At each lesson, the intermediate results of experiment were determined, which was carried out for 2.5 months with new tasks aimed at the correct use of communicative grammar in the formation of writing skills in the Kazakh language among students. Therefore, mastering the communicative grammar for the written process made it possible to put it into practice.

In the experiment, it has been found that students can use it in the process of mastering grammar through the development of communication skills. Comparing the results of experiments of the two groups, the following results were obtained. The analysis of the tests performed showed that at the end of experiment, when studying grammar, the lexical and grammatical tasks were successfully completed, as well as monitoring the development of speaking and writing skills in the process of using communicative tasks was conducted. The results of the study showed that students acquired the necessary knowledge and skills based on the tasks of communicative grammar. The performance of the experimental group (Group B) became significantly higher (**Table 3**).

Table 3. Post-Experimental Results.

	Group A	Group B
Motivation	85%	90%
Lexical skills	85%	88%
Grammar skills	88%	93%
Writing skills	85%	92%

Based on the communicative grammar, a comparative statistical analysis was carried out to determine the importance of effective use of communicative approach as a result of the practice of teaching grammar, based on the tasks of innovative approach. Comparing the level of students' proficiency in the grammatical skills and abilities, it is possible to see that the number of students in the experimental and control groups increased, who correctly used grammatical skills when performing a set of exercises. According to this, it is possible to conclude that most of exercises that have been used during experiment, correspond to the effectiveness of

communicative approach during the training, and they develop the following students' qualities: motivation, lexical skills, grammatical skills and writing skills to an appropriate extent. It is also worth noting that a competent teacher should clearly understand the communicative tasks in the writing process. In each of the lessons conducted by teacher, it is extremely important to use a sufficient amount of visual materials and communicative tasks that affect the imagination of students and contribute to the optimal assimilation and classification of their knowledge. Based on the results of experiment, it is possible to draw up recommendations regarding the use of effective methods of communicative grammar in the process of writing, which are designed as follows:

1. It is necessary to clearly distinguish grammatical material, factual, semantic and functional aspects, so that students can see the relationship between them in a specific context.

2. Written teaching materials should reflect the use of the natural Kazakh language in the process of communication, without artificial examples and fictional situations; it is advisable to convey grammatical material at a level accessible to the student so that it can be fixed in new contexts.

3. The introduction of new information should precede the repetition of already familiar material and serve primarily as the basis for explanations, diagrams and tables, and all explanations and rules used at the lessons should be short, concise and simple in order to adequately reflect the specifics of grammatical structure of the Kazakh language.

4. To consolidate grammatical phenomena, it is necessary to use various methods of communication, in particular, the work in pairs and groups, which contributes to a more effective assimilation of educational material.

4. Discussion

The analysis of scientific and pedagogical sources of literature showed a small number of studies on the subject

under study, which are devoted to the consideration of scientific and practical aspects of communicative grammar of the Kazakh language in the process of writing. However, it is worth noting that in the scientific information space, many modern authors touch upon the issues of studying communicative grammar and grammatical skills in the oral and written form in general. The research work of Pawlak is one of such scientific works[13], in which the ability of a language to reflect extralinguistic reality is determined, and during this process, a national linguistic worldview is created that must be considered in the practice of learning any language. The work covers the issues of intercultural communication and in some aspects resonates with the work of the author of the subject under study. It is analyzed the connection of grammatical and lexical phenomena with the peculiarities of world perception of various languages from the point of view of such universal semantic categories as time, space, mind and state. It is explained that misunderstanding, difficulties in mastering grammar, vocabulary and colloquial speech can be associated with differences in the linguistic form of the native language and the language of instruction, which should be considered when learning and teaching any language. When studying foreign languages, it is generally unacceptable to underestimate the specifics of national language from the point of view of grammar.

In the scientific articles of a number of studies by publicists from other countries, such as the issues of developing the use of accounting system, measuring and determining communicative competencies of students at all levels of language learning (German) are analyzed[14]. Properly methodical and systematic teaching makes it possible to assess the success of educational process and its shortcomings, the nature of students' educational achievements, the usefulness of didactic material used, the quality of the teacher's work, and much more. The elements of learning monitoring typically involve identifying, measuring and evaluating the student's knowledge, skills and abilities. As for the strength of competencies, more attention is paid to determining the level of preparedness of skills and abilities. A foreign language, as one of the most desirable skills, requires a control method that allows determining the quality of a student's knowledge of a foreign language, as well as the type of speech (phonetic, lexical, and grammatical). In other words, the goal of management is the language activity of students in its various

aspects. Modern requirements for the content of pedagogical assessment at the intermediate and final exams are largely determined by the new status of a foreign language as an academic subject. The high mobility of students, the possibility of obtaining higher education and employment in this area raised the question of the need to unify the requirements for knowledge of foreign languages. Due to the emergence of individual learning space and the labor market, it is successfully solved the issue of using an individual accounting system, measuring and determining the communication skills of students by providing appropriate measurement and analysis materials. In the article, as well as in the ongoing study, a pedagogical experiment was set up based on the performing of exercises to develop communicative grammar skills, which allows talking about the effectiveness of the methods used in practice.

The works also offer information on the organization of learning process of English grammar based on the communicative approach. According to their opinion, in order to increase students' readiness for intercultural communication, it is necessary to study communicative grammar – an educational system aimed at acquiring and developing skills that ensure communication in a foreign language[14]. The success of intercultural communication often depends on the correct grammatical construction of statements of the participants in communication. The study of communicative-oriented grammar includes the study of individual language functions that accompany all grammatical phenomena in the process of communication, as well as the communicative intentions of the participants in the dialogue. Considering the structure of grammatical phenomenon, it is necessary to distinguish between formal and functional properties, with the functional side being the most important in the language[15]. The study of linguistic facts, from meaning to form and function is a feature of the functional approach in studying the grammar of a foreign language. The teaching of functional grammar is based on the use of integrated approach, which consists of observing the communicative abilities of grammatical phenomena, maintaining specific learning conditions for specific tasks and a certain number of students. The main principles of functional approach in teaching grammar: functionality, language orientation, novelty, personal and communicative orientation, collective interaction and situational orientation[16]. This feature considered by the au-

thors indicates that, while studying communicative grammar, the students simultaneously acquire lexical and grammatical forms: by performing any oral task, the student improves his lexical and grammatical skills. Most of the communicative and grammatical exercises should be focused on the study of language units[17].

For example, in the scientific work by scientists it is analyzed the issues related to the influence of information computer technologies on the process of written communication. The processes of oral and written communication between different people have existed for centuries. Any written text can be read or spoken, and any spoken text can be recorded using voice recorder technology. Undoubtedly, these models and forms of presenting information have been used and are being used in education, especially in the natural sciences, and interestingly, they have changed radically and are changing under the influence of information and communication technologies. From a pedagogical point of view, the priorities of communicative writing have changed in many ways, including traditional concepts[18]. For example, it is possible to record a teacher's speech on a computer voice recorder, and then ask students to rewrite what has been said orally in accordance with the standards and rules of written speech. New technologies have a significant impact on the nature of writing process and modern learning, and the use of information and computer technologies allows solving many problems in the development of writing culture. However, it is worth recognizing that information computer technology is not a solution to this problem, but it is one of the important, promising and interesting tools that has a good future prospect. The subject of the author touches upon the issues of communicative learning with the involvement of Internet technologies and it can become an informative addition to the study of communicative grammar in the process of writing[19].

In the articles by Turner (2020)[20], the issues of teaching grammar with a communicative approach in the intercultural communicative environment of Europe are considered. Based on the materials of the article, it is possible to consider different views on teaching grammar in Europe and the Republic of Kazakhstan using the communicative approach in teaching communicative grammar. Turner (2020) prefers a well-structured framework for developing communication skills. Daniel & Eley (2017) pay more attention to

fluency and they believe that grammar skills develop spontaneously[6], regardless of whether grammar is taught directly or not. Between these two extremes, there are many other approaches trying to find the right balance between smoothness and accuracy. Language learning aims to develop these two aspects[21]. The proportion of exercises may vary depending on the grammatical material. The influence of direct learning on the independent reproduction of simple forms will be more pronounced, than when teaching complex structures. For more complex structures, students may first use exercises that help them understand the communicative content of the structure and highlight the formal characteristics of these structures. The following exercises provide the necessary preparation and contribute to the spontaneous application of structures in speech tasks. Starting with language exercises that encourage students to develop language and strategic skills is often very helpful. Then, do exercises in order to help students understand certain aspects of the grammar system and analyze patterns or formulas that they can use automatically. Regardless of the method used, it is important for students to understand that modules are important for the communicative task and that the relationship between modules and their use in conversation is important. If the meanings to be expressed are determined by communicative tasks, then the choice of grammatical forms is based on the common sense and the logic of their use, and it is easily transferred to other contexts[20].

To sum up, it is worth noting that the analysis of information in the article was achieved with the help of detailed review of the literature of researchers on the issues of analysis of communicative grammar in the process of writing, on the basis of which the theoretical and practical research methods were used. The orientation of the writing process focuses on the following results: automation and complete implementation of the grammatical structure, the integrity of form and meaning, situations and conditions of communication. All this should be considered through the study of communicative grammar[22]. Teaching communicative grammar must become an integral part of the practical study of the Kazakh language. When working with communicative grammar, special attention should be paid to the optimal connection between the theoretical part of the study and the writing process. Students are required to clearly understand the communicative orientation of the grammatical structures

under consideration [23]. Communicative grammar allows forming the clearer requirements in terms of grammatical content [24]. Successful mastery of communicative grammar at the lesson will occur only if the entire learning process is formed so that students most effectively learn the circumstances of real communication in the Kazakh language. The process of writing, based on the communicative grammar, expands ability of the subject to solve this problem. The main principles of writing process are analyzed: its systematization and classification, selection and organization of methodological material, the problem of mastering grammatical skills and the use of communicative methods of teaching the Kazakh language in the process of writing [25].

5. Conclusions

A comprehensive analysis of scientific and educational sources on communicative grammar leads to the conclusion that communicative grammar began to be studied at a time when fundamental changes were needed in the study of the Kazakh language. Summarizing the aforesaid, it should be noted that communicative tasks that are aimed at studying the grammatical rules arouse interest among students and actively involve them in the process of learning the Kazakh language. The research shows that the study of grammar of the Kazakh language with the help of communication technologies can be used at an early stage of learning, and it can be learned through speaking, reading and writing. Thanks to communicative tasks during the experiment, students learned the methods of practical work with grammatical material and their integration into speech through the questions, explanations, stories, thoughts and reflections. These exercises make a significant contribution to the solution of educational communication problems in the process of writing. The purpose of the experiment was to prove that communicative teaching of grammar of the Kazakh language on the basis of a specially designed set of tasks and exercises helps improve the level of grammar knowledge among students of the Kazakh language field. Two groups took part in this experiment (group A – experimental group, group B – control group). The experiment lasted for a whole semester with 2nd year students of the specialty "Kazakh language and literature". Scientific and experimental work consisted of several stages: the definition stage included the definition of basic level of knowledge of

the Kazakh language grammar among students; the development stage consisted of introducing a series of exercises and tasks in the experimental group; the generalization stage included analysis of the results and confirmation of hypothesis of the entire study. After completing a set of exercises, a final control was carried out, which contained a number of exercises similar to the tasks at the establishing stage. The result of the final control revealed an increase in the average score of the experimental group, while the average score of the control group did not change significantly. It follows that the study of practical aspects of communicative grammar in the educational environment through the introduction of a set of exercises increases the students' motivation, expands the possibilities of speech expression and makes students' pronunciation more natural. The problem posed in the study is relevant for further studies that need to be continued as part of the analysis of the issues of communicative grammar of the Kazakh language in the process of writing. Further study of the subject can be based on the development of the author's pedagogical programs for teaching communicative grammar of the Kazakh language in higher educational institutions of the Republic of Kazakhstan.

Author Contributions

Conceptualization, Z.U. and F.O.; methodology, M.I..; formal analysis, Z.I.; writing—review and editing, Z.U.; supervision, S.B.; All authors have read and agreed to the published version of the manuscript." Authorship must be limited to those who have contributed substantially to the work reported.

Funding

Institutional Review Board Statement

Not applicable.

Informed Consent Statement

Not applicable.

Data Availability Statement

Not applicable.

Conflicts of Interest

The authors declare no conflict of interest.

References

[1] Abidin, Y., Ramadhona, M.R., Nurdin, M., et al., 2023. The effects of integrating folklore and mixed reality toward student's cultural literacy. International Journal of Society, Culture & Language. 11(1), 307–319. DOI: https://doi.org/10.22034/ijscl.2023.1995761.2963

[2] Akbembetova, A.E., Ashirbekov, M.S., Akhmetova, A.A., et al., 2021. Speech interference generated by proverbs and phraseological units of the Russian and Chinese languages. International Journal of Society, Culture & Language. 9(2), 1–9.

[3] Alsyouf, A., Kayed, M., 2019. Using literary texts in Norwegian language teaching. Journal of Teaching English for Specific and Academic Purposes. 9(3), 505–516.

[4] Babineau, M., Christophe, A., 2021. Preverbal infants' sensitivity to grammatical dependencies. Infancy. 27(4), 648–662.

[5] Cotoc, A. (2019). The use of the communicative approach and new technologies during a vocabulary and grammar practical course. Applied Research on English Language, 9(2), 229–252.

[6] Şahoğlu, G., Yağcı, E., Konedrali, G., et al., 2017. Assessment of student views on the communicative behaviours of instructions. Eurasia Journal of Mathematics, Science and Technology Education. 14(3), 877–890. DOI: https://doi.org/10.12973/ejmste/80933

[7] Fazal, S., Majoka, M.I., 2017. Technologies supported communicative grammar translation model: A motivational agent for English learning. Pakistan Journal of Psychological Research. 32(1), 175–193.

[8] Kerimbekov, T., Yessenova, K., Baltabaeva, Z., 2025. Neology Boom in The Language of Collective Consciousness and Electronic Media in Kazakhstan. Forum for Linguistic Studies, 7(4), 326–336. https://doi.org/10.30564/fls.v7i4.8977

[9] Liviero, S., 2017. Grammar teaching in secondary school foreign language learning in England: Teachers' reported beliefs and observed practices. The Language Learning Journal. 45(1), 26–50.

[10] Matsumoto, Y., Iwasaki, S., 2022. Multiplicity in grammar: Modes, genres and speaker's knowledge. Journal of Pragmatics. 198, 4–11.

[11] Pozdniakova, S., 2018. The use of the communicative approach and new technologies during a vocabulary and grammar practical course. Applied Research on English Language, 9(2), 229–252.

[12] Parizoska, J., 2022. Idiom modifications: What grammar reveals about conceptual structure. Lexis. Journal in English Lexicology. 2022(19), 1–16. DOI: https://doi.org/10.4000/lexis.6293

[13] Pawlak, M., 2021. Teaching foreign language grammar: New solutions, old problems. Foreign Language Annals. 54(4), 881–896.

[14] Pawlak, M., 2021. The effects of the timing of form-focused instruction on EFL learners' learning of difficult and easy grammatical features: A comparative study. System. 101, 102612. DOI: https://doi.org/10.1016/j.system.2021.102612

[15] Phoeun, M., Sengsri, S., 2021. The effect of a flipped classroom with communicative language teaching approach on undergraduate students. International Journal of Instruction. 14(3), 1025–1042.

[16] Roeder, R., Araujo-Jones, D., 2020. Grammar in communicative language teaching: Teacher beliefs about theory versus practice. International Journal of English Language Teaching. 8(4), 45–64.

[17] Smart, M.A., 2021. Michel Leiris and the secret language of song. Representations. 154(1), 87–98.

[18] Storme, B., 2022. Implicational generalizations in morphological syncretism: The role of communicative biases. Journal of Linguistics. 58(2), 381–421.

[19] Tan, P., 2020. A study on the application of communicative teaching method in English listening and speaking teaching based on computer and network. Journal of Physics: Conference Series. 1915(3), 032080. DOI: https://doi.org/10.1088/1742-6596/1915/3/032080

[20] Turner, M., 2020. Language as a phenomenon of the third kind. Cognitive Linguistics. 31(2), 213–229.

[21] Turnbull, B., 2020. Towards new standards in foreign language assessment: Learning from bilingual education. International Journal of Bilingual Education and Bilingualism. 23(4), 488–498.

[22] Van Rooy, R., 2021. From koine to standard: The early modern origin of a key linguistic term. Journal of Historical Sociolinguistics. 7(2), 283–302.

[23] Zhumashova, Z., Mussagalieva, G., Tynybekova, G., et al., 2023. Challenges and recommendations for teaching and learning Kazakh as a second language. International Journal of Society, Culture & Language. 11(2), 119–131. DOI: https://doi.org/10.22034/ijscl.2023.1995923.2967

[24] Kerimbekov, T., Yessenova, K., Baltabaeva, Z., 2025. Neology Boom in The Language of Collective Consciousness and Electronic Media in Kazakhstan. Forum for Linguistic Studies. 7(4), 326–336. DOI: https://doi.org/10.30564/fls.v7i4.8977

[25] Alnemrat, A., Aldamen, H., Al-Deaibes, M., et al., 2023. E-learning in a Jordanian higher education institution. Frontiers in Psychology. 14, 1136142. DOI: https://doi.org/10.3389/fpsyg.2023.1136142