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Ғылыми мақала

**N.B. Nabi***Abai Kazakh National Pedagogical University, Almaty, Kazakhstan**(E-mail: naz\_nabi@mail.ru)***Proverbs and Sayings in Mahmud al-Kashgari's Dictionary for Developing Communicative Competence**

**Abstract.** A valuable heritage, gathering both oral and written literary traditions characteristic of Turkic peoples, is found in the written monuments that reflect the life, national identity, worldview, and ethical values of the people. These monuments serve as a core of spiritual culture, carrying essential knowledge. One of the main forms of communicative expressions that preserve cultural and spiritual information is proverbs and sayings. Proverbs, which encompass cumulative, communicative, and aesthetic functions, are found in Mahmud al-Kashgari's famous work *Divanü Lügati't-Türk*, which preserves the common proverbs of the Turkic peoples organized into semantic categories. Proverbs and sayings, according to their nature, are indispensable tools in the educational and teaching process for improving students' speaking skills through their communicative function. As a productive form of linguistic interaction, proverbs help bring thoughts to light in a clear, impactful, expressive, and emotionally charged manner, thus facilitating the speaker's success in achieving their intended communicative goals. In this article, the significance of developing communicative competence through language interaction is discussed in detail, and ways to enhance communicative skills through the proverbs and sayings found in the *Divanü Lügati't-Türk* are explored. The research highlights the crucial role of Mahmud al-Kashgari's written legacy in Turkic spirituality and its influence on the field of linguistics. It also analyzes various theoretical frameworks of communication proposed by different scholars, revealing the depth of the communicative competence concept and its relevance to modern society's communication needs. Additionally, the article examines traditional and modern teaching technologies used in teaching the Kazakh language in senior classes, proposing methods for integrating these approaches into speaking activities when teaching Mahmud al-Kashgari's proverbs. Practical examples of applying modern technologies through speaking, listening, reading, and writing tasks are provided as part of the teaching methodology for proverbs and sayings.

**Key words:** language communication, communicative competence, speech activity, written monuments, proverbs and sayings, innovative technologies

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In the State General Education Standard, it is stated: «The goal of secondary education at the national level is to contribute to the development of a competent, intellectual, and spiritually advanced individual who is ready to effectively participate in the social, economic, and political life of the Republic of Kazakhstan» [1].

In today's society, there is a need for individuals who are independent, knowledgeable, capable, tolerant, and able to make decisions on their own in various situations. These individuals should be able to independently find and apply the necessary information, work in teams, and continuously update their knowledge. Therefore, it is essential not only to provide students with deep knowledge, skills, and competencies but also to teach them to think critically, reason, search for information, and engage in problem-solving, thereby fostering the development of

their independent cognitive activities. In the modern world, it is not as important to know a lot of information as it is to gather knowledge from various sources, organize it effectively, and apply it efficiently.

The contemporary educational process focuses on modern lessons aimed at helping each student master a set of competencies as an educational outcome. Accordingly, three key competencies are considered: problem-solving and self-organization, information literacy, and communicative competence.

An especially relevant issue is the development of a tolerant mindset and communicative competence among senior students. If we define linguistic communication as a process, its essence lies in transmitting information through language. Since the transfer of information requires the presence of both a sender and a receiver who use a mutually understandable language, linguistic communication is one of the forms of interaction established between individuals. With the development of various educational technologies, different methods of language teaching have emerged and continue to evolve. One such method is the communicative teaching technology proposed by E.I. Passov, which can be used in developing the communicative skills of senior students. The essence of this technology is based on communicative teaching

The authors of methodological works related to the formation of students' communicative competence include foreign scholars such as E.I. Passov, A.A. Leontiev, V.G. Kostomarov, A.N. Shchukin, M.N. Vyatyutnev, G.A. Kitaigorodskaya, G.V. Rogova, I. Zimnyaya, V.A. Skalkin, B.A. Lapidus, N.I. Gez, E.P. Shubin, I.L. Bim, as well as domestic scholars and methodologists such as I. Altinsarin, A. Baitursynov, M. Zhumbayev, Z. Aymaulytov, T. Shonahov, G. Begaliev, A. Saduakasov, S. Zhiembayev, I. Uyikbayev, Sh. Sarybaev, K. Bozhanova, M. Zhumbanova, S. Rakhmetova, F. Orazbayeva, G. Uyisova, K. Moldabek, Sh. Kapanbayeva, R. Rakhmetova, A. Zhumbayev [3, p. 15], and others.

The methodologist-scholar in Kazakh linguistics, F. Orazbayeva, defines the communicative method as follows: «The communicative method is a type of teaching that is realized through direct interaction between the student and the teacher; it forms a specific style of speech in a given language, consists of a system of main features and principles inherent in linguistic communication and methodological categories; by integrating effective language teaching methods, it implements language as a tool for communication» [4, p. 72].

The scholar R. Rakhmetova, who studied the methodology of teaching syntax in higher education, defines communicative competence as follows: «Communicative competence is the student's ability to communicate equally effectively in various situations and to organize communication while adhering to social and cultural norms. A student's communicative competence is demonstrated by their mastery of both oral and written communication and by acquiring the skills necessary for social life» [5, p. 27].

Any communicative interaction is based on a certain set of actions or a model, the main components of which are:

- Participants of the communicative process: the addresser (the information sender) and the addressee (the information receiver);
- Information – oral or written text [6, p. 18].

Figure 1. Model of the communicative action



The main condition of the communicative theory is interaction, i.e., the processes of receiving, interpreting, and providing an adequate response to verbal and written speech information between the sender and the receiver of the information..

The speech activity, based on the skills of speaking, writing, reading, listening, and conversing that constitute communicative competence, not only reflects the functions of the speech organs but also involves cognitive and thought processes occurring in the mind during the verbalization of information.

Linguistic communication, which expresses interaction and mutual understanding, is aimed at expressing the thoughts and intentions of the participants in the communication process. According to B. Kasym and F. Orazbayeva, «the communicative process, being an essential part of human activity, serves as a crucial factor for the development of both individuals and society as a whole, establishing connections between people and facilitating the exchange of social and public information» [7, p. 93].

Linguist E.I. Passov distinguishes three stages of linguistic communication [2, p. 8]:

1. Proper expression of message and information. In this stage, the syntactic patterns of the language, the composition of grammatical units, and correct pronunciation play an important role.

2. The accurate transmission of informational content and the correspondence between the expressed thought and the linguistic tools used to convey it. In this stage, the significance of semantic patterns is particularly important.

3. The accurate reception of the communicated information by the other communicator.

B. Kasym and F. Orazbayeva propose five stages for implementing the communication process [7, p. 94]:

1. Emergence of the message.
2. The message being transmitted.
3. The message being delivered.
4. The message being received.
5. The response to the message.

The curriculum of the Kazakh language subject aims to develop the communicative competence of high school students (grades 10-11) through the proverbs and sayings collected in the «Diwan Lughat al-Turk,» a dictionary of Turkic languages compiled by the renowned scholar and lexicographer of Turkic languages, Mahmud al-Kashgari, which is a shared heritage of Turkic peoples.

Al-Kashgari, in his valuable work on linguistics, which consists of three volumes and eight books, states in the preface: «I compiled this book in prayer to the One God, with the aim that it would be an everlasting treasure, an inexhaustible, imperishable wealth, and I named it 'Diwan Lughat al-Turk – The Compendium of Turkic Languages'» [8, p. 9]. Indeed, the dictionary, filled with invaluable treasures of profound knowledge, contains a total of 306 proverbs and sayings. Of these, 84 are related to animals [9, p. 25].

In developing the communicative competence of high school students, the use of proverbs and sayings from Al-Kashgari's dictionary serves both educational and moral purposes. By engaging with tasks related to speaking, listening, reading, and writing proverbs and sayings during Kazakh language lessons, students can enhance their linguistic competence and communication skills. This process broadens their linguistic knowledge, while also using the valuable oral heritage of proverbs – preserved in Al-Kashgari's dictionary and passed down through generations – as an important tool for fostering spiritual and moral education.

The proverbs and sayings in the «Diwan Lughat al-Turk» are divided into several semantic categories. In her dissertation titled «The Paremiological System in the Language of Medieval Turkic Written Monuments,» Dr. J.N. Alashbaeva provides a detailed account of the semantic groups of proverbs and sayings in the «Diwan Lughat al-Turk,» including the exact number of

proverbs in each group [10, pp. 53-60]. This can be seen in the table below:

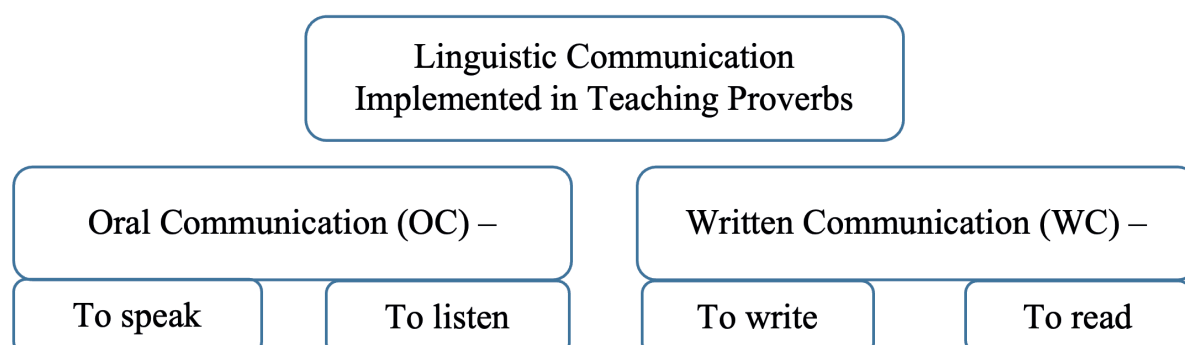
Table 1.

№	Semantic Categories of Proverbs and Sayings	Number of Proverbs and Sayings
1	On Moral Values	1
2	On Unethical Traits and Habits	5
3	Somatic Proverbs and Sayings	49
4	On Family Values	25
5	On Profession	6
6	On Society	10
7	On Religion	2
8	On Nature	73
9	On Types of Metals	4
10	On Domestic Animals	44
11	On Wild Animals	15

Proverbs and sayings possess three essential qualities: communicative, aesthetic, and cumulative. Firstly, proverbs and sayings are the most fertile and productive form of communicative expressions, used as a means of communication during the communication process. Secondly, as one of the most decorative tools of the Kazakh language, proverbs and sayings are widely used to animate the language of a text, convey certain situations to the reader, and influence them. Thirdly, proverbs and sayings encompass the worldviews, informational, and spiritual-cultural functions of language [10, p. 61]. By teaching proverbs and sayings, which preserve and reflect the philosophy of life and spiritual treasures of the people, to high school students, it becomes possible to instill the three aforementioned qualities of proverbs and sayings into the minds of the younger generation, thereby enhancing their communicative skills.

In linguistics, verbal communication through sound and written communication through letters are referred to as oral and written language communication. According to F.Sh. Orazbaeva and R.S. Rakhmetova in their work «Methods of Teaching the Kazakh Language», «oral communication is realized through speaking and listening skills, which represent the initial stage of communicative action, while written communication is realized through writing and reading skills» [11, p. 22]. Therefore, by teaching proverbs and sayings from M. Kashgari's work through speaking, listening, reading, and writing activities, students' communicative skills are developed.

Figure 2. Model of Teaching Proverbs and Sayings for Developing Communicative Skills





Based on the proverbs and sayings from the *Diwan Lughat al-Turk*, the development of students' communicative skills through speech activities was carried out using not only traditional teaching methods but also various modern techniques and technologies.

For instance, in order to develop the communicative skills of senior students, the proverbs and sayings from M. Kashgari's dictionary were taught using the following traditional teaching methods outlined below:

- Oral Teaching: In order to develop students' understanding and critical thinking, oral reading and speaking tasks related to proverbs and sayings were presented in the form of dialogues and debates.
- Memorization: In the speaking task, having students memorize proverbs and sayings and explain their meanings helped them internalize spiritual values.
- Explanation and Discussion: Through the methods of analysis and explanation, students identified the significance and relevance of proverbs and sayings as tools for spiritual and moral education.
- Practical Exercises: In order to develop students' communicative skills, situational reading and writing tasks were presented to help them apply proverbs and sayings in practice.
- Analysis of Written Materials: When reviewing research materials related to the proverbs and sayings in M. Kashgari's *Diwan Lughat al-Turk* from books and manuscripts, students' skills in analysis, research, and synthesis were enhanced.

These methods contributed to a deeper understanding of the meaning and significance of proverbs and sayings in M. Kashgari's dictionary, and their application in the students' daily lives. Since today's students are representatives of the modern era, various modern teaching technologies and innovative methods were widely used to enhance their interest in learning and to make the subject more accessible. In this context, we utilized the help of the global network.

The global network provides both students and teachers with access to any necessary information from anywhere in the world (materials on the history of the country, articles from newspapers and magazines, current world news, etc.). In the methodology of teaching the Kazakh language, web resources can be used to improve the quality of lessons and make them more engaging.

The teacher's task in developing students' communicative skills through proverbs and sayings from M. Kashgari's dictionary is to create conditions for students to perform practical tasks to enhance their linguistic competencies, while allowing each student to express their thoughts on the topic. To achieve high results in improving students' communicative skills, modern technologies such as «Podcast», «Artificial Intelligence», «TEDx», «Fail Conference», and «Comics» were widely applied. These modern technologies all help implement a person-centered approach to education, taking into account students' abilities, inclinations, and levels, ensuring differentiated teaching.

The «Podcast» technology is one of the Web 2.0 technologies, which refers to a special format for audio and video broadcasts published on the Internet. Podcasts allow users to listen to audio files and watch video programs at their convenience [12, p.28].

The main goal of using the podcast technology to develop communicative skills through M. Kashgari's proverbs and sayings is to encourage students to learn proverbs and word combinations commonly used in communication. Podcasts provide valuable opportunities for students to develop speaking skills in an improved environment that promotes both collaborative and independent learning. The number of teachers choosing to use the podcast method is increasing every day because it stimulates learning through creative technology and an open communication network. For example, in the Kazakh language textbook for 11th grade, compiled by methodologists T.N. Ermekova, G.M. Naimanbaeva, and B.M. Naimanbaev, there

are speaking and listening tasks based on podcast technology [13]. According to the tasks, the podcast technology was applied to proverbs and sayings: «Listen to the proverbs from M. Kashgari's 'Diwani Lughati't-Turk' (01.mp3) on the topic of proverbs. Pay attention to M. Kashgari's proverbs about knowledge and science, and share your thoughts on the topic 'The present era is the era of the knowledgeable.' Memorize the proverbs presented in the audio recording.» The goal of this task; to improve students' communicative skills, engage them in discussions, refresh their minds with spiritual and valuable oral heritage, and enhance their memory skills. By completing this task, students achieved the following results: their speaking skills developed, they became more inclined to apply proverbs and sayings in real life, and they developed more expressive and impactful speaking skills.

«Artificial Intelligence» technology is one of the newest and most advanced innovations in the educational process in the last few decades. T. Baker and L. Smith explain artificial intelligence not as an individual technology but as «computers that perform cognitive tasks related to human consciousness, such as learning and problem-solving» [14, p.10].

In the methodology of teaching M. Kashgari's proverbs, to develop high school students' communicative skills, we created and offered exercises based on artificial intelligence technology to improve both their spoken and written language skills.

#### Analytical Tasks Based on the Topic:

Task 1: Explain the meaning of M. Kashgari's proverb "Etiquette, virtue (art) is the foundation of language" (in Turkish: "Erdem başı til"). Using the words "etiquette," "virtue," and "language," create sentences with the help of artificial intelligence neural networks. Compare the sentences created by humans and by artificial intelligence.

Task 2: Uncover the deeper meaning of M. Kashgari's proverb about language: "What is tied with language, cannot be written with teeth" (in Turkish: "Tilin tüğmişni tişin jazmas") and draw a conclusion. Use the "YandexART" app of artificial intelligence to animate a video clip depicting M. Kashgari's proverb being spoken.

#### Predicted Imitation Tasks:

Task 1: Create your own version of M. Kashgari's proverb on knowledge: "If there is a sign, one will not stray from the path; if there is knowledge, one will not go wrong with words." Finish it in your own way. Use artificial intelligence to create an illustration on the theme "An Educated Kazakhstan."

#### Rhetorical Games to Create Situations:

Task 1:\* Prepare a quotation. Topic: "Can artificial intelligence replace spiritual heritage monuments?" (Argue your opinion using M. Kashgari's proverbs.)

#### Creative Tasks:\*

Task 1:\* Write an essay based on M. Kashgari's proverbs about labor: "He who strives in youth, will rejoice in old age" and "Without effort, there will be no success, without striving, there will be no achievement." Verify the correctness of the words in your essay using the Kazakh prototype of the "ChatGPT" application.

The purpose of these tasks; to enhance students' communicative skills, as well as to develop critical thinking and creative thinking skills based on the 4C teaching model; to rejuvenate their spiritual consciousness by analyzing proverbs, and to guide students in effectively using modern technologies for learning. By completing these tasks, students achieved the following outcomes: their communicative skills were improved; their cultural, literary, and national awareness expanded, and their creative abilities developed.

The «Comic» technology is a teaching method that uses a series of images to tell a story [15]. Using comic technology in Kazakh language lessons to teach M. Kashgari's proverbs not only helps develop grammatical and lexical skills, but also contributes to the formation of students' communicative skills, building their linguistic and cultural horizons. Comics cover a wide range of engaging moments, so using them for methodological purposes, similar to game

technologies, has a stimulating effect and motivates high school students to actively engage in speaking in a creative and playful way. For example, students were given the following speaking and writing tasks based on comic technology related to the topic:

Task 1: Create a series of images telling a story about friendship, based on M. Kashgari's proverb «A friend will make your surroundings paradise.» Analyze the actions of the characters in the comic. Divide into two groups and create a debate, using proverbs that describe good and bad friends.

Task 2: Create a dialogue based on the series of images provided. To enhance the text's storyline, incorporate M. Kashgari's proverbs that align with the theme..

These tasks were carried out using accessible online applications such as «Canva» and «Storyboard That» (<https://www.storyboardthat.com/ru/comic-maker>). The goal of these tasks; to improve students' linguistic competencies, develop their creative and critical thinking skills, and encourage collaborative work. By completing the tasks, students achieved the following outcomes: their communicative skills were enhanced, their vocabulary expanded, their creativity developed, and they learned to use proverbs appropriately in communication.

Thus, improving the communicative skills of 10th and 11th-grade students is a fundamental aspect of teaching the Kazakh language. In the educational process, the most effective form of communication—communicative structures like proverbs—played a key role in achieving the set objectives. By incorporating the proverbs from M. Kashgari's «Diwani Lughat al-Turk», a valuable written heritage of the Turkic peoples, and linking them to tasks related to speaking, listening, writing, and reading skills, students were able to develop their oral and written language abilities. Specifically, by optimally applying both traditional and innovative educational technologies when teaching M. Kashgari's proverbs, senior-grade students improved their linguistic competencies, increased their cultural and spiritual awareness, learned to substantiate their thoughts using proverbs, and became adept at using them in everyday communication. Additionally, they adapted to working with modern teaching technologies.

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### **Қатысымдық дағдыны қалыптастыратын М.Қашқари сөздігіндегі мақал-мәтелдер**

**Аңдатпа.** Түркі халықтарына тән ауызша және жазбаша әдебиет мұраларын бойына жинақтаған құнды мұра – жазба ескерткіштерде халықтың тұрмыс-тіршілігінен, ұлттық болмысынан, халықтың таным-түсінігінен, адамгершілік құндылықтарынан хабар беретін рухани мәдениет өзегі жинақталған. Рухани және мәдени ақпараттың негізгі сақтаушысына айналған коммуникативті оралымдардың негізгісі – мақал-мәтелдер. Кумулятивті, коммуникативті және эстетикалық қызмет аясын қамтитын мақал-мәтелдердің түркі халықтарына ортақ түрлері мағыналық топтар бойынша атақты ғұлама М.Қашқаридың «Диуани лұғат-ит-түрк» жазба ескерткішінде сақталған. Мақал-мәтелдер өздерінің табиғатына сәйкес қатысымдық қызметі арқылы оқыту мен тәрбиелеу үдерісінде оқушылардың айтылым дағдысын жетілдірудегі таптырмас құралға айналады. Мақал-мәтелдер тілдік қарым-қатынастың өнімді түрі ретінде санадағы ойдың жарыққа шығу барысында ойдың анық, әсерлі, мәнерлі, эмоционалды-экспрессивті түрде айтушының сөйлеудегі белгіленген мақсатына дөп түсуіне мұрындық болады. Осыған орай, аталмыш мақалада қатысымдық дағдыны жетілдірудің тілдік қарым-қатынас аясындағы үлкен мән-маңызы қарастырылып, түркі халықтарына ортақ мұра - «Диуани лұғат-ит-түрк» сөздігінде келтірілген мақал-мәтелдер арқылы қатысымдық дағдыны жетілдіру жолдары талданды. Жүргізілген зерттеулердің негізінде автор тарапынан түркі руханиятында маңызды орын алатын М.Қашқаридың жазба ескерткішінің тіл ғылымында атқаратын рөлі сипатталып, қатысым теориясының түрлі ғалымдар негіздеген тұжырымдарын келтіру арқылы терең мағынасы ашылып, қатысымдық дағдының қазіргі қоғамдағы коммуникациялық қызметтегі өзектілігі анықталды. Сондай-ақ, жоғары сынып оқушыларына қазақ тілін оқыту үдерісінде қолданылатын дәстүрлі және заманауи оқыту технологиялары талданып, аталған әдіс-тәсілдерді М.Қашқари мақал-мәтелдерін оқыту барысында сөйлесім әрекетіне негізделген тапсырмаларға кіріктіру әдістемесі ұсынылады, заманауи технологияларды мақал-мәтелдерге қатысты айтылым, тыңдалым, оқылым, жазылым тапсырмалары арқылы оқыту әдістемесіне



мысалдар келтіріледі.

**Түйін сөздер:** тілдік қатынас, қатысымдық дағды, сөйлесім әрекеті, жазба ескерткіштер, мақал-мәтелдер, инновациялық технологиялар.

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### **Пословицы и поговорки в словаре М. Кашгари, формирующие коммуникативные навыки**

**Аннотация.** Пословицы и поговорки, являющиеся важной частью духовного наследия, отражают быт, национальную идентичность, мировоззрение и нравственные ценности народов, а также служат культурным ядром, собранным в письменных памятниках, которые объединяют устное и письменное литературное наследие тюркских народов. Пословицы и поговорки, ставшие основными носителями духовной и культурной информации, занимают важное место как коммуникативные выражения. В «Диване лугат ат-турк» великого ученого Махмуда Кашгари сохранились пословицы и поговорки, общие для тюркских народов, распределенные по смысловым группам и выполняющие кумулятивную, коммуникативную и эстетическую функции. Пословицы и поговорки, благодаря своей природе, превращаются в незаменимое средство для развития навыков речи учащихся в процессе обучения и воспитания. Как продуктивный вид языкового общения, пословицы и поговорки способствуют тому, чтобы мысль, выраженная в сознании, выходила на свет в ясной, выразительной, эмоционально-экспрессивной форме, что помогает говорящему достичь своей цели в общении. В связи с этим в данной статье рассматривается значимость коммуникативных навыков в рамках языкового взаимодействия, а также анализируются способы их развития через пословицы и поговорки, приведенные в словаре «Диван лугат ат-турк», общем наследии тюркских народов. На основе проведенных исследований описана роль письменного памятника М. Кашгари в языкознании, раскрыта глубокая смысловая составляющая коммуникативной теории через положения различных ученых, а также определена актуальность коммуникативных навыков в современной коммуникации. Кроме того, были рассмотрены традиционные и современные технологии обучения, используемые в процессе преподавания казахского языка старшеклассникам. В статье предложена методика интеграции пословиц и поговорок из словаря М. Кашгари в задания, основанные на речевой деятельности, а также приведены примеры применения современных технологий через задания на говорение, аудирование, чтение и письмо, связанные с пословицами и поговорками.

**Ключевые слова:** языковое общение, коммуникативные навыки, речевая деятельность, письменные памятники, пословицы и поговорки, инновационные технологии..

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