

The development of social intelligence in students during the lessons of the Kazakh language through educational dialogue

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Abstract

In this article, detailed opinions of classroom teachers in Kazakh language teaching to improve spoken speaking teaching are sought. 'Dialogue speech' was defined by the creator of the concept as speaking, interaction and communication. The dialogue method used in teaching Kazakh language as a lesson is to determine the effectiveness of students' social skills. One of the most effective ways to improve speaking skills in mother tongue teaching is rightfully dialogue. The importance of dialogic speech as a form of communication is justified by the necessity of human interaction. This research determines the views of university students on social responsibility studies. Qualitative method was used in the research. This study was created with 82 classroom teachers in the fall semester of 2021–2022. The questions were prepared and applied in the form of semi-structured interview questions. The data obtained from the research were analysed descriptively. The study group of the research consists of 82 classroom teachers working in public schools. As a result of the results obtained from the research, it is stated that teaching with dialogue is effective on students.

Keywords: Kazakh, language teaching, teacher, dialogue, teaching, classroom teacher, development;

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1. Introduction

The current educational situation demands that the child actively find new solutions to complex social problems. As early education sets the educational standards of the federal government, children should be encouraged to study social issues, history, culture and religion. Students in school enter a space of higher spiritual values not only of the Russian people, but also of other Russian peoples and the whole world. Children are members of communities with representatives of different ethnicities, religions and national cultures. First of all, the social status of children has changed. To be accepted, a high school student must adjust to the new school and social environment. This is in the context of developing the role of education. It allows younger students to reveal their individuality and talents (Garcia Laborda, Vecan, & Sauciuc, 2020; Kuimova, Burleigh, Uzunboyly, & Bazhenov, 2018). The tendency of modern pedagogy to humanise the educational process causes real problems in creating the best conditions for the personal development and self-determination of individual children. This problem is particularly relevant for children of primary school age because the latest psychological and pedagogical studies have shown that at this age the process of personal development and self-determination becomes more complex. The lack of motor-volitional control is based on the identification of problems with the formation of age and family, delay in establishing social relationships. The state of education in the modern school requires the child to actively solve the complex problems of the new language, the ability of students to cooperate with each other and the teacher to teach the researched subject. The degree of consolidation of language skills contributes not only to the effectiveness of learning but also to the socialisation and development of students in general. It is important for the student to communicate with adults and peers at a high level. This creates the conditions for a new relationship between student and fellow teacher (Blase & Blase, 2000; Kunanbayeva & Zhylytyrova, 2016; Uzunboyly & Genc, 2017).

According to the professional standard 'Teacher' in the education system of the Republic of Kazakhstan on 8 June 2017, pedagogical activity is not someone's direct influence; so what about their interaction. Accordingly, in this standard, the socio-communicative function is highlighted according to the interaction with the knowledge, skills and abilities of the teacher and is determined together with all the stakeholders in the professional community and the education system. In short, what should a teacher have, the basics of professional psychological communication; forms and methods of cooperation in the professional community, including the network society; forms and methods of interaction with various social groups and external actors in education; the basics of professional management; ways of working in a team and professional cooperation within educational policy (Mussaa & Niyazova, 2017; Valencia-Robles & García-Laborda, 2022). It is the organisation if the teachers are grabbing their own skills; independently builds its activities on the basis of knowledge of professional and professional foundations. Again, if we look at the pedagogical communication skills of teachers, he uses teamwork and professional cooperation methods in cooperation with colleagues framework of educational organisation policy; independently launching innovative ideas that unite education stakeholders. It is necessary to have all these skills in order to

apply these knowledge, abilities and skills in the pedagogical field successfully (Dauletbekova, Berkinbayeva, Meirbekova, Yelubayeva, & Shalabayeva, 2020).

It should be noted that Russian-speaking university students are interested in Kazakh language learning and approach, the chosen methods and techniques never compete with each other, there is an appropriate teaching philosophy and the strictest hierarchy. The relativistic approach is based on assumptions about the nature of teaching and learning, while the method is a general framework for the preservation of tradition and linguistic material, no part of it is self-contradictory and everything depends on the chosen approach. To be more specific, some form of fraud, strategy or model is used to achieve an existing goal. Art should be combined with method and therefore approach. The content of the information requires updates from the teacher to organise activities, and the school must provide a humane approach to children by introducing interactive technologies that allow the development of each student's individual skills and creativity (Hamane & Guetatlia, 2022; Zhubanova, Berkinbayeva, & Meirbekova, 2018). While making full use of instructional design, the modern teacher will have different tools to coordinate different pedagogical approaches. In addition, the audiovisual tool, which is among the healthy skills, will allow the application of all visual sounds in its formulation and will ensure the learning of healthy skills and innate knowledge. To develop a working process that will contribute to language formation in learning, listening and speaking (Anatolievna & Vladislavovna, 2015; Fenyi & Sapaty, 2022; Putra & Dwirandra, 2019).

For the new foundations of language technologies, not limited to teaching and general development of students, thinking, summarising, memorising, imagining, representing etc. It aims to include such psychocognitive features as the importance of teaching Kazakh, including creating words with new technologies: revealing the inner secrets of the language, recognising it as a 'living' phenomenon – provides an independent exploration of the conditions of knowledge. Language learning with new technologies puts it at the centre of not only complementary thinking but also language exploration, with a focus on language skills and finding opportunities for language enrichment (Gipal, Carrillo, & Mallonga, 2022). Culture is promoted before trade. The site is interesting and makes me understand the subject. Characteristics of the author in the use of words and appropriate expressions. It provides every opportunity for them to discover their creative talents (Nurbekova, Odanova, Sabdenova, Adilbekova, & Osmanova, 2018). Build and develop abstract and independent thinking. At the same time, it provides opportunities to know the spiritual abilities of each person, to build humanity and the foundations of a healthy lifestyle, to increase the intelligence of each person, to create the conditions for his development. In language learning, more general research has used expert learners. Researcher reported that bilingual children showed greater flexibility in learning strategies than monolingual children. His research on selective attention found that bilinguals performed significantly better on tasks that required high levels of selective attention. Most work in third language acquisition focuses on transferring some phonetic, morphological, lexical and syntactic aspects to a near or related language; translation effects in topologically different or genetically finite languages; and global influence of second and previous linguistic experience on universal grammar and occipital modulation (Kunanbayeva & Zhylytyrova, 2016; Sankhayeva, Shkutina, Mirza, Nikolayeva, & Shraimanova, 2021; Valieva, Sagimbayeva, Kurmanayeva, & Tazhitova, 2019).

The main direction of teaching Kazakh language is the goal of forming students' speaking skills and native language skills. The main purpose of the local language teacher in this is to create a culture of speech related to teaching and the laws of speech, i.e., behaviour on speech. Kazakh lessons are important in choosing this content that enhances learning by encouraging students to communicate and speak. All this requires the systematic application of functional and communicative features as a method of teaching the Kazakh language (Abitova, Suleimenova, & Turgunov, 2021; Berkinbayeva, Bugybayeva, Shukhratovna, & Dauletbekova, 2020; Elmira et al., 2021).

Today, when we look at the dialogue studies, we see that it is the main subject of the majority of the researches. Communicative linguistics existing in the field of dialogue should only be in the form of knowledge of a second language. Speaking culture is very important in teaching the mother tongue. The culture of speaking in the mother tongue is an existing fact. And the provision of this culture is provided by language. Unfortunately, the behaviours observed in some young people today are that they do not want to speak in their mother tongue and they use words from languages other than their mother tongue in their speech. As a result, language pollution occurs. Speech is the fundamental sign of human consciousness. Language and humanity are one phenomenon. Thus, the teaching of the language, which is effective in cultural and social factors, is very important (Lee, Kralik, & Jeong, 2018). The interaction between language and language occurs based on people, language and society. Language is conveyed not only about current situations but also about the past and future. You can also report situations that can be spoken, invisible, inaudible or intangible. Thus, language has a communicative and representative function. In order to take full advantage of this communication tool, we need to learn the complex system (Gökdağ & Sari, 2021; Heidari & Parvaresh, 2021).

In the year 2022 the study of social intelligence in social sciences is only increasing, for example, Lee et al. (2018) analyse the general architecture of social intelligence in the human mind and brain in their research. Brown et al. (2019) and Brown, Heck, and Chabris (2021) developed the social forms test (SST) for the study of social intelligence. SST uses neurobiologically based social animations and clinical. For research, this test can be used alone or in combination with other tests. Job, Kirsch, Inard, Arnold, and Auvray (2021) investigated the relationship between individual differences in spatial perception and social intelligence. The authors concluded that a strong aspect of natural spatiality is associated with social intelligence (Zimmerman, 2018). The review of advances in cognitive and computing approaches, arguments the progress. In artificial intelligence, they provide useful tools for creating social interactions. The authors of these cases believe they combined to promote better social intelligence (Katou, Budhwar, & Patel, 2021). If we look at the studies, it is seen that language learning and social intelligence are similar to each other. Social intelligence and language concepts are a whole on creativity. These skills are gained by teaching the language (Kunanbayeva & Zhylytyrova, 2016).

1.1. Research purpose

Language teaching is a very important element. It is very important to teach language in social life in society. Many methods and techniques are used in teaching Kazakh language. One of these techniques is teaching with dialogue. Teaching with dialogue technique is very important in

socialisation. It is thought that teaching the four components of language through dialogue will be effective. For this reason, the findings of classroom teachers regarding the methods and techniques used in teaching Kazakh language are important. The educational process can be guided by the findings to be obtained from this study, which aims to determine the qualifications of teachers and the social achievements of students in language learning.

1.2. Purpose of the study and research questions

Based on the purpose, the following research questions are posed:

Question 1: What are the methods and techniques you use in teaching Kazakh?

Question 2: How do you do listening training?

Question 3: How do you do speaking training?

2. Method

In the research, qualitative interviews and content analysis techniques were used in order to determine the views of teaching through dialogue, one of the techniques used by the classroom teachers teaching Kazakh language in language teaching. The findings obtained from the research were supported by content analysis. The descriptive research approach was carried out with the interview method, one of the qualitative research methods. Hennink, Hutter, and Bailey (2020) stated that the focus of qualitative research is the research design that helps us understand participants' own perspectives and interpretations of a topic or situation.

2.1. Data collection tools

In order to reach the findings of this research, a semi-structured interview form consisting of open-ended questions and a demographic information form prepared by the researcher by taking opinions from experts in the field was used. The open-ended questions in the questionnaire were created using the literature. After the research questions were prepared, they were finalised by three experts and three open-ended interview questions were applied to the students.

2.2. Research group

Qualitative method was used in the research. This study was created with 82 classroom teachers in the 2021–2022 fall semester. The questions were prepared and applied in the form of semi-structured interview questions. The data obtained from the research were analysed descriptively. The study group of the research consisted of 82 classroom teachers working in public schools.

Table 1. Demographic information of the classroom teacher

		<i>f</i>
Gender	Girls	42

	Boys	40
	Total	82
Age	21–23	40
	23 and above	42
	Total	82

The study group of the research consists of 42 female and 40 male teachers. Considering the age range of the study group, 40 teachers were in the age range of 21–23 and 42 teachers were 23 and above.

3. Results

3.1. Findings on methods and techniques used in teaching Kazakh language

Table 2. Methods and techniques used in teaching Kazakh language

	<i>f</i>
Learning by doing	32
Expression	30
Drama	22
Team work	21
Brainstorming	20
Show off	20

Among the findings related to the methods and techniques used by classroom teachers in teaching Kazakh language, it is the technique of learning by experience and expression techniques. It was found that they used drama, group work, brainstorming and demonstration techniques.

Opinions of some of the participants are as follows:

‘Language learning is very important. I think that language cannot be learned with a single technique or method. I make use of many techniques when teaching language. I do not plan my activities by giving examples from the social environment when I choose these techniques’.

‘Show, tell, and do is the technique I often use. It's the same with role playing. The most effective way of using their communication in their social circles is related to their language proficiency. That's why I pay attention to these when choosing methods and techniques’.

3.2. Findings on listening education

Table 3. Listening training

	<i>f</i>
With visual and audio equipment	32
Appropriate for the level	20
Compatible with reality	12
Similar to other skills	10

When looking at the findings of classroom teachers about how listening skills should be in Kazakh language teaching, most teachers stated that it should be done with visual, auditory, tools and materials. Likewise, there are teachers who state that students should be suitable for their level. There are also teachers who state that there should be similar activities compatible with real life. Ten teachers stated that similar activities should be done with other teaching skills.

Opinions of some of the participants are as follows:

‘Listening education is carried out in schools with listening texts. I think listening skill is the most difficult skill area. This capacity is also the most difficult to measure. I believe that listening education should be considered together with all skill areas. I believe that listening education will develop through listening’.

‘I use computer-assisted one-on-one teaching technique in listening skill. I use dramatic and narrative technique in my grammar skills. In the dialogue texts, I replace the rules with the students. I'm trying to explain where and how he can reach a rule by making him talk’.

3.3. Findings on how speech training is done

Table 4. Speech training

	<i>F</i>
Question answer	32
Drama	30
Role playing	20
Speaking ring	10

When the teachers' findings on teaching speaking with the dialogue method in Kazakh language teaching were examined, they stated that they used the question and answer technique, they used the drama technique, they used the role-playing technique and they did activities by making speech rings.

Opinions of some of the participants are as follows:

'I do not use a single technique in the dialogue part while teaching. While creating the dialogues, I organise events that are equivalent to real life. It develops students socially. I use the question and answer technique in reading, the speaking ring technique in speaking, the development of opinion in listening, and the dictation and demonstration techniques in writing. I perform each skill with different techniques. This makes teaching effective'.

'Speaking skill is very important. The techniques I have used in teaching speaking are not a single one. I use multiple techniques. I often create conversation rings and make activities from daily life'.

4. Discussion and conclusion

We tried to satisfy our need to convey our feelings and thoughts through speaking and writing, and wanted them to be understood through listening and reading. In short, the concept of communication has emerged. Language teaching is very important in social life. Many methods and techniques are used in teaching Kazakh language. One of these techniques is teaching through dialogue. Teaching with dialogue technique is very important in socialisation. As a result of the findings obtained from this research, it can be said that teaching with dialogue used in Kazakh language teaching is effective. When looking at the effects of language learning on students, Dialogue is a kind of specifically targeted, interacting and interacting with two people from a certain point of view, number of factors that can be classified as written form, monologue, dialogue, polylogue, functional speech, styles and functionality types and are effective in students' language learning (Berkinbayeva et al., 2020).

When the results of the findings regarding the methods and techniques used by the classroom teachers in teaching Kazakh language were examined, it was concluded that they used many methods and techniques. It has been determined that they use learning by experience and expression techniques, drama, group work, brainstorming and demonstration techniques. Another result is that teachers pay attention to the compatibility of these chosen methods and techniques with social life.

Considering the results of the classroom teachers about how the listening skill should be in Kazakh teaching, most teachers stated that it should be done with visual, auditory, tools and materials. In the same way, there are teachers who state that the students should be suitable for their level. There are also teachers who stated that there should be similar activities compatible with real life. The result obtained from this finding can be said that speaking skill is very important in language teaching and it is necessary to provide these skills with the help of dialogues. Chomsky

(2010) revealed that every human being is born with a language ability. By using this existing ability, the person begins to use and speak language along with his biological and mental development in the natural process. Speaking is also at the heart of education and training activities. In order to express feelings, thoughts and impressions accurately, clearly and effectively, the principles learned through speech education must be used and must be transformed into behaviour. In this context, importance should be given to the education of speaking skills from primary education to higher education (Sağlam & Doğan, 2013).

Another result obtained from the findings of the research is that when the teachers' findings on teaching speaking with the dialogue method in Kazakh teaching were examined, they stated that they used the question-answer technique, they used the drama technique, they used the role-playing technique and they did activities by playing games speaking circles. It is seen that the selected methods and techniques are aimed at providing students' social skills gains.

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