



## Research Article

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# Development of Grammatical Competence Based on the Binary Oppositions of Verbs

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### Abstract

*The presented article is devoted to the development of grammatical competence of Linguistic University students, which ensures, in accordance with the modern communicative-cognitive paradigm of anthropocentric education, the adequacy of understanding and generation of utterances during intercultural communication. In the article, from the point of view of an intercultural approach, the content of intercultural communicative competence is concretized as the goal of teaching a modern linguist; from the standpoint of lingua-didactics and cognitive linguistics, the features and conceptual content of grammatical competence, which is a means of intercultural communication, have been identified; the skills included in the grammatical competence are defined and classified; a methodological model in the development of grammatical competence has been developed and scientifically substantiated, involving the analysis of grammatical phenomena that, in combination with other linguistic means, form binary verbal oppositions of three contacting linguistic cultures.*

**Keywords:** ICC, grammatical competence, skills, intercultural approach, principles, methodological model, stages, techniques, activities, experiment

## 1. Introduction

Changing political, economic, and social conditions affect the requirements of society for the education system in general and the language education system in particular. Modern society needs mobile, creative specialists who speak several foreign languages. Transformations in various spheres of life are reflected in the constantly increasing requirements for the level of language training of specialists in the field of intercultural communication. Modern linguists should have the readiness and ability to fully interact with representatives of a different linguistic society. The intercultural paradigm in linguadidactics makes it necessary to reorient the system of linguistic education, modernize approaches in teaching and improve the tools, techniques and forms of educational activity.

In the field of linguistic research, an intensive study of the laws of interaction between language, cognition, culture and society continues. At the same time, the potential of intercultural language teaching in linguistic education is far from being exhausted. One of such unresolved issues is teaching of future linguists in grammatical means of communication.

Since the realities of today dictate the need to improve the process of teaching students grammatical means of intercultural communication, the development of grammatical skills in comparison with other issues of language teaching in a language university is becoming more relevant and is characterized by some inertia due to the influence of system-structural and functional traditions. As it was established, the process of teaching the grammatical side of foreign language speech has never been rethought from the standpoint of an intercultural approach that ensures the development of intercultural competence among students of the linguistic university. The role of the grammatical system of a foreign language and its fragments in the development of the global picture of the world in the minds of students and in their awareness of their own picture of the world has not been studied, the content of grammatical competence that provides identification and understanding of linguistic and cultural concepts formed by grammatical means of a foreign language, namely, based on the binary of verbal oppositions, has not been determined.

Thus, **the relevance of the article** is due to the need for the development of grammatical competence among students of the linguistic university, which, in accordance with the modern communicative-cognitive paradigm of anthropocentric education, ensures the adequacy of understanding and generating statements using binary verbal oppositions on the basis of intercultural communication.

**The purpose of the article** is to theoretically substantiate and practically develop a methodological model in the development of grammatical competence in future linguists based on binary verbal oppositions as a means of intercultural communication.

To achieve this purpose, it is necessary to solve the following **objectives**:

1. in accordance with the main provisions of the intercultural approach, to clarify the essence and determine the features of intercultural communicative competence, which is the purpose of teaching modern linguists;
2. from the standpoint of linguadidactics, to investigate grammatical competence as a means of intercultural communication; to identify the composition of grammatical competence;
3. to develop a methodological model in the development of grammatical competence using binary verbal oppositions in students of linguistic specialties.

## 2. Literature Review

The historical aspect of considering and comprehending any theoretical issue serves as a starting point for substantiating the latest trends. In this regard, in order to solve the purpose and objectives of this article, it is necessary to focus on the history of intercultural teaching as a conceptual basis of research in order to establish the reasons for its appearance, clarify its status in the system of language education, identify the current state of the intercultural approach in relation to the training

of graduates of the linguistic university.

Indeed, the achievements of the communicative method have had the greatest impact on the development of the main provisions of intercultural approach. It was this method, having accumulated the most progressive ideas of the past, transforming them from the standpoint of the latest social, political and economic conditions, prepared the basis for the emergence of the concept of intercultural learning. There is a change in priorities in teaching foreign languages: the dialogue of languages is transformed into a dialogue of cultures, which means recognition and consideration in teaching of the peculiarities of intercultural interaction.

Today, there are many works devoted to the study of the intercultural approach as an autonomous method in teaching languages. Here are examples of definitions of the intercultural approach.

**Table 1.** The definitions of the intercultural approach

Nº	Author	The essence of the author's position
1	G. A. Maslikova (1998)	The intercultural approach involves FLT through a dialogue of cultures, aimed at ensuring the implementation of mutual understanding between communicants representing different ethnic communities.
2	L. B. Yakushina (2001)	The intercultural approach is understood as a two-way multi-stage process that denotes the knowledge and cognition of another, and, consequently, of himself.
3	N. V. Filippova (2002)	The study of an intercultural approach from the standpoint of teaching nationally marked vocabulary based on literary texts. The study of the basic concepts of "culture", "intercultural communication", "stereotype", "one's own" and "someone else's".
4	G. V. Elizarova (2005)	The intercultural approach is based on the study of how the behavioral characteristics of carriers of different cultures, identified in the course of cross-cultural and socio-cultural studies, affect the interaction of individuals as carriers of these cultures.

At the same time, language systems serve as a means of verbalization of conceptual pictures of the world. This understanding of the intercultural approach determines the need to change the entire learning process. According to I. I. Khaleeva, "... teaching a secondary lingua-cognitive code, whether as part of a practical course of a new language culture acquisition involves a serious study and disclosure of the national-cultural specifics of the linguistic and cognitive mechanisms of consciousness of representatives of multilingual speech collectives" (I. I. Khaleeva 1996, p.5). In continuation of this thought, K. N. Khitrik concludes: "... the solution of the didactic task of forming a bilingual linguistic and bicognitive consciousness of a linguistic personality lies in the general direction of its improvement and development by means of a foreign language and culture" (K. N. Khitrik 2000, p. 57). To form such a personality, it is necessary to identify the specifics of **intercultural competence**, which is the goal of an intercultural approach to training participants in intercultural communication. The understanding of intercultural competence is aimed at a clear specification of the features of intercultural communication. We were able to identify several approaches to such concretization.

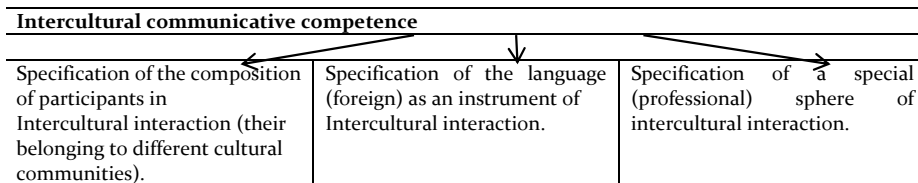
**The first approach** is related to the fact that this competence is necessary for those who participate in communication with representatives of other linguistic communities. "Intercultural competence in the narrow sense is the ability to fully and non-conflicting communication with people from different cultures (in the generally accepted sense of other countries or continents), and in the broad sense - to communicate with other people" (T. Baumer 2002, P. 76). This definition presents a more specific interpretation of the conditions of intercultural communication. The situation is being clarified - the interaction of representatives of different linguistic and cultural communities - without indicating, however, the language code as a tool for such interaction.

Analyzing this interpretation of intercultural competence, we cannot fail to notice that intercultural dialogue is possible even if the communicants do not speak each other's language. They can know about the customs and traditions of the country and enter into intercultural communication provided the presence of an intermediary - a translator as a mediator of cultures.

**The second approach** to the concretization of the essence of intercultural competence is related to the clarification of the language of intercultural interaction. This definition clearly expresses the author's desire to clarify that a foreign language is a means (and a necessary condition) of intercultural communication. A large group of scientists adheres to this position in the interpretation of intercultural competence (M. Byram 2006, S. S. Kunanbayeva 2010, D.B. Shayakhmetova, 2017, etc.). They represent Intercultural competence in the form of a complex of knowledge, skills, abilities in the field of a foreign language, directly (and not indirectly) applied in communication. Such concretization led to the fact that a new term appeared in lingua-didactics - **Intercultural communicative competence** (S.S.Kunanbayeva, 2010).

We believe that such a terminological clarification has a right to exist, especially when applied to the conditions of study at the linguistic university, where intercultural training is necessarily superimposed on communicative training.

**The next approach** to the concretization of intercultural competence is associated with the need to consider it in the context of professional activities of specialists. Intercultural competence is a particularly significant characteristic of a professional. This means that it is a parameter of the goal of professional training of specialists. This is what I. I. Khaleeva writes about: "We do not just teach a foreign language, but strive to ensure that "foreign" languages and culture, having also become "our own", would turn into an effective tool for the future profession" (I.I. Khaleeva, 1996). Based on this, it is necessary to come to the conclusion that intercultural competence should become a particularly important component of the personality of a graduate - a linguist, a specialist in the field of intercultural communication. For him, the presence of this competence is the main sign of his professional suitability and the main condition for competitiveness. So, we were able to identify **three approaches to the definition of intercultural competence**. This is summarized in (Fig. 1).



**Figure 1:** Approaches to the interpretation of Intercultural communicative competence

Based on all the above, we conclude that **Intercultural communicative competence** is the ability of a graduate to realize, understand and interpret the native and other pictures of the world in their interaction and build on this premise the process of foreign language communication with a representative of another linguistic society.

The structure of intercultural competence is associated with the allocation of more **specific competencies** in its composition. Their list varies from one author to another.

1. Van Ek (1986) included linguistic, sociolinguistic, discourse, strategic, socio-cultural and social competence;
2. M. Byram (1997) offered linguistic, sociolinguistic, discourse, intercultural;
3. Canale and Swain (1980) identified these four components of Intercultural competence: grammatical, sociolinguistic, discourse, strategic.
4. S.S.Kunanbayeva (2013) communicative, socio-cultural, lingua-cultural, conceptual, cognitive, reflective.

Thus, we see that all researchers are unanimous in the opinion that one of the key competencies

that make up the Intercultural communicative competence is **grammatical competence**. The interest in the phenomenon of “grammatical competence” appeared as a result of intensive study of Intercultural communicative competence in recent years. Until that time, the question of grammatical competence development was not raised, it was about teaching grammatical means of communication in accordance with one or another approach dominating in methodology.

R. P. Milrud and I. R. Maksimova (2000) define linguistic subcompetence as a willingness to use a foreign language as an instrument of speech-thinking activity, but they overlook, in our opinion, the key concepts of knowledge, skills, skills and experience of foreign language speech activity, without which the concept of competence will be incomplete. As we can see, all the listed definitions of grammatical competence do not fully reflect the basic definition of the concept of educational competence itself, given above, on the one hand, and on the other, interpret its structure and content differently. Perhaps this is precisely because the communicative language teaching approach in teaching the grammatical aspect of the language is gradually beginning to change. Scientists note the increasing role of cognition in the study of languages and their cultures. There is a special *communicative-cognitive approach*, within which grammatical competence begins to be rethought.

As we can see, the distinguishing feature of the author’s position is the analysis of deep cognitive processes that are activated when mastering grammatical material. In this case, there is no restriction only aspects of perception, recognition and memorization of grammatical material with the purpose of the subsequent operation of them. In addition, the author strengthens the communicative characteristic of grammatical competence and proves the need for broad intra- and interlanguage comparisons of grammatical phenomena.

So, the communicative-cognitive approach introduces special perspectives of consideration of grammatical competence, mainly focusing on specific mental operations (intellectual actions) that are necessary for its development. A sign of the development of these cognitive strategies is the correspondence of grammatical means to the speech task, as well as the absence of errors in communication.

Traditionally, the content of teaching grammatical means of communication in a language university includes the following components:

- knowledge of the grammatical system of the language and the rules for using this system;
- grammatical skills as automated actions for the selection and use of a grammatical structure adequate to a speech task and a communication situation;
- skills as a mastered way of performing a speech action using the formed grammatical skills and acquired knowledge.

We summarized the positions of scientists and presented them in the form of Table 2.

**Table 2.** Summary table of the component composition of grammatical competence

Source / Authors	Approach	Components		
		Knowledge	Skills	Other components
The Common European Framework of Reference for Languages (CEFR)	Communicative Language Teaching	grammar	speech	understand
I.V. Chernetskaya (2001)	Communicative Language Teaching	the system of knowledge about the grammatical structure of the language (theoretical component)	grammatical skills (language component); ability to use grammatical means in all types of speech activity, i.e. possession of expressive and receptive speech grammatical skills (speech component)	the student's ability and willingness to vary by various grammatical means in his speech activity during communication in order to convey a certain communicative content adequately to the sociocultural context of communication (sociolinguistic component)
Yu.A. Sitnov (2005)	Communicative - Cognitive approach	contrastive knowledge obtained on the basis of the comparative typology of the native and each of the target languages, as well as all the studied languages among themselves.	skill to use adequately grammatical knowledge in speech activity in various communication situations	Knowledge of grammatical concepts

Source / Authors	Approach	Components		
		Knowledge	Skills	Other components
L.K. Bobodzhanova (2008)	Cultural Contrast approach	grammar knowledge, skills, abilities that contribute to their further implementation in speech for the purpose of communication; knowledge, skills, abilities that contribute to the assimilation of socio-cultural norms and national-cultural specifics of speech behavior of representatives of different cultures.		
M.V. Lebedeva (2008)	Communicative - Cognitive approach	systematic knowledge of grammatical rules, vocabulary units and phonology that transform lexical units into meaningful utterance; knowledge of grammatical units, as well as means of expressing grammatical categories.	skills and abilities to adequately use grammatical phenomena in speech activity in various communication situations to solve communicative tasks.	Understanding ability

Taking into account the definition of intercultural (communicative) competence given above, and the content of teaching the grammatical side of speech, we propose to consider **grammatical competence** as *the ability and willingness of students to understand and create grammatically correct statements for the implementation of personally-significant speech activity in a variety of socially-determined situations*. It is based on grammatical knowledge, skills and abilities, as well as ways of working with them, which students should possess as subjects of communication and learning activities to master it.

### 3. Methods and Material

The system of teaching is “a set of the main components of the educational process that determine the selection of material for lessons, the forms of its presentation, methods and means of teaching, as well as ways of its organization” (A.N. Shchukin 2007, p. 301). It includes the following components: “approach, goals, objectives, content, process, principles, methods, organizational forms and teaching tools”.

Interpreting what has been said in relation to this study and to the subject of our consideration, we can state the following: the system of teaching we are creating is aimed at forming students’ grammatical competence. The goal determined the content of the training - the set of skills that should be formed in students. The intermediate results achieved in the course of the study allow us to assert that the three most important components of the system of teaching we are forming - *approach, goal, content* - have been studied. In this part of the work it is necessary to consider the principles, techniques, exercises necessary for the organization of the teaching process.

In defining the set of teaching principles that are the basis of our education system, we relied on numerous studies in the field of pedagogical science (V.V. Kraevsky, A.V. Khutorskoy 2007, N. D. Galskova, N.I. Gez 2006, A.N. Shchukin 2007).

At the moment, the most significant is the **student-centered learning principle** (Johnson, 2013; Jones, 2007; Wright, Gloria Brown, 2011; Hoidn, Sabine, 2017). According to this principle, the process of teaching languages at the linguistic university focuses on the student’s personality, on the development of his personal abilities, (personal talents).

The principle of student-centered learning in the development of grammatical competence is combined with the **principle of student autonomy**. The student does not just comprehend another cultural-linguistic phenomenon, he independently discovers the historically and nationally determined reasons for the difference between the conceptual systems of the two linguistic societies, and he does this, relying solely on his own experience and his own ideas. This requires not only awareness, not just understanding, but a kind of abstraction from the usual way of thinking in favor of understanding and comprehending a different picture of the world. The use of the principle of

autonomy ensures the development of educational and professional (linguistic) independence in identifying discrepancies between the systems of three languages and three conceptual pictures of the world. Students become able of independent work on grammatical phenomena, independent intercultural analysis, and the manifestation of autonomy in the process of studying the phenomena of another language and culture.

**The principle of problem-solving learning** in the context of the created teaching system involves the development of students' skills to solve cross-cultural tasks and problems. First of all, this principle is aimed at active rethinking of grammatical material by students from new intercultural positions. In the process of analyzing grammar constructions, the student, by solving the problem that has arisen, independently comprehends new information about the conceptual representations of native speakers. There is a revision of long-known data, and this contributes to the comprehension of a different reality.

The specificity of the skills formed in students determines the need to develop a special principle of teaching - **the principle of constant analysis from the standpoint of three cultures of grammatical phenomena**. According to this principle, students in the process of analysis, learn the subtleties of the binary of the category of time of the studied language, in the corresponding specific situation of intercultural communication. Students directly link linguistic and extra-linguistic reality (background knowledge, cultural and historical facts that led to the emergence of the modern use of the grammatical phenomenon). There is an enrichment of the student's linguistic and conceptual picture of the world, due to which he develops as a linguistic personality. He begins to see the world through the eyes of a native speaker, turns out to be able to accurately perceive (through the analysis of elements of three languages) the inner world of another person.

These principles are the basis for the development of the process of forming students' skills of perception, understanding and interpretation of concepts expressed by grammatical means. The description of this process involves the stages of the teaching process, each of which includes the techniques developed by us.

We called **the first stage indicative**. Its main purpose is to familiarize students with the concept of binary oppositions of verbs. As objectives at this stage, we provide:

- Development of students' indicative basis of activity: it is necessary to orient students in new analytical activities related to understanding, recognition and evaluation of the conceptual features of the three systems of world perception;
- assignment of students' knowledge in the field of binary verbal oppositions, methods of verbalization in three languages (Kazakh, Russian and English);
- stimulating interest in studying the conceptual picture of the world of another society and in realizing one's own picture of the world, increasing motivation for analytical, research activities, to discover a new language related to known facts.

As the knowledge that the student learns at this stage, it should be highlighted:

- knowledge about the categorization and division of the world in three cultures, about the differences in the representation and perception of the surrounding world by different peoples;
- knowledge about binary oppositions of verbs as fundamental in the system of knowledge about the world;
- knowledge about the differences in binary oppositions of verbs in the cultures of the Kazakh, Russian, English languages;
- knowledge of the historically and socially determined causes of discrepancies and similarities in the conceptualization of the binary oppositions of verbs in three linguistic cultures;
- knowledge about the differences in the category of verbs in the cultures of Kazakh, Russian, English;
- knowledge of ways of expressing binary oppositions of verbs in Kazakh, Russian, English.



To solve the problems of this stage, we offer a number of **techniques**.

#### 4. Demonstration and Analysis of Examples

Students have to analyze a number of examples that clearly demonstrate the similarity and at the same time the differences in perception, understanding and fixation of binary oppositions of verbs in Kazakh, Russian and English. The teacher suggests explaining the reasons for the use of binary oppositions in the category of Tense in Kazakh, Russian and English. Students strive to activate their knowledge in the field of the grammatical system of the English language, rely on previous experience of studying their native and Russian languages, try to answer problem-solving questions, demonstrate the development of skills in operating binary verbs in three languages. During the implementation of this method, students should develop an interest in rethinking the facts of language, in the study of culture-based, nationally determined phenomena “hidden” behind them. Students develop a convenient way to analyze the grammatical phenomena that they verbalize.

##### 4.1 Cross-cultural conversation

This conversation is organized and conducted by the teacher. It compensates the lack of knowledge revealed during the analysis of examples in the field of representations of different peoples about binary oppositions of verbs as ways of categorizing the world. The teacher explains to students the importance for intercultural communication of awareness of the ways of world perception and world understanding by representatives of different linguistic cultures, explains the importance of binary oppositions of verbs and shows the differences that exist in the languages of three peoples: Kazakhs, Russians and Englishmen. The conversation is accompanied by a demonstration of examples, showing illustrations.

##### 4.2 Cross-cultural commentary

This technique is aimed at teaching students to comment on the intercultural differences inherent in the ways of perception of binary verbs of Kazakhs, Russians and Englishmen. This commentary can serve as a source material for the teacher, and for students as a model for performing the activity of self-commenting on binary verbs at the second stage of the teaching process.

#### 5. Systematizing Survey

After the conversation, students are asked questions to determine the accuracy of understanding explanations and comments. Students are initiated towards independent reasoning, relying on their experience is encouraged, a creative and non-standard approach to problem-solving stated in questions is supported. At the same time, students’ interest in the importance and necessity of identifying similarities and differences in the systems of the three linguistic societies, in the analysis of grammatical phenomena as means of verbalizing verbal oppositions is fixed.

##### 5.1 The second stage of the teaching process is practical.

Its purpose is to form students’ skills of perception, understanding, interpretation of binary verbal oppositions in Kazakh, Russian and English. As objectives at this stage, we provide:

- consolidation of knowledge gained at the first stage of the teaching process.
- skills development of using this knowledge in the perception and understanding of the conceptual representations of the three peoples expressed by binary verbal oppositions of the Kazakh, Russian and English.

To solve these problems, **the activities devoted to comparative analysis of binary**



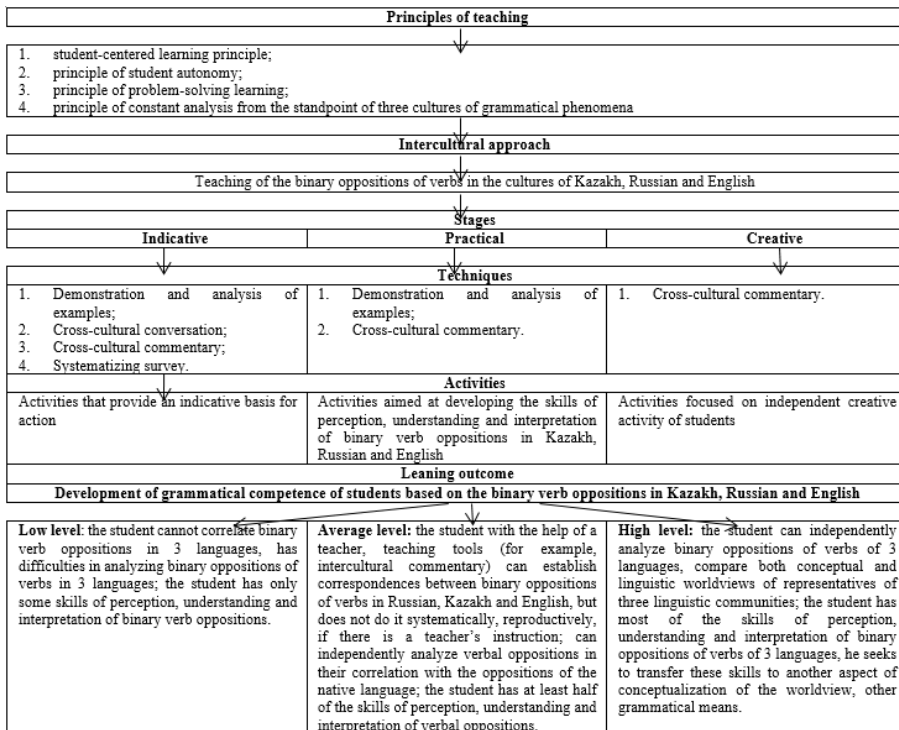
**oppositions of verbs** in the cultures of Kazakh, Russian and English are offered.

5.2 *The third stage of the teaching process is creative*

The purpose of this stage is to use the skills of perception, understanding and interpretation of binary verbal oppositions in three linguistic cultures in various situations of intercultural communication. This stage is filled with independent activity of students. They analyze binary verbs, and the results of the analysis are used **in problem-solving situations**, modeling, imitating the moments of communication between Russians, Kazakhs and Englishmen.

The implementation of the described stages of teaching, the use of techniques and activities determine the specifics of the created methodology in development of grammatical competence as a means of Intercultural communication. It is distinguished by the student-centered orientation of the entire teaching process, a friendly, respectful, collegial atmosphere in the classroom, during all educational activities and in extracurricular communication. When implementing an intercultural approach to teaching an important element is the readiness of both the teacher and the student to accept and understand someone else's vision of the world, the structure of the language and the grammatical design of speech, transmitted by the binary oppositions of the verbs of the Russian, Kazakh and English languages.

So, this section presents a methodology in development of grammatical competence as a means of intercultural communication. The elements included in the methodology represent a holistic linguadidactic model of teaching students. This methodology is shown schematically by us. This scheme gives a visual representation of the relationship of all components of the developed methodology (Fig.2).



**Figure 2:** Methodological model in the binary oppositions of verbs in the cultures of Kazakh, Russian and English

## 6. Results and Findings

In the previous chapter, we described the method of forming grammatical competence based on binary verb oppositions. The next step of our work, necessary for any research, is to determine in the experiment the correctness of the theoretical propositions put forward and the modeled methodology.

We have selected three academic groups of students (101, 102, 103) to conduct experimental teaching. The selected students study in the first year of a Pedagogical University (Abai University, Almaty) at the Faculty of Foreign Languages and study English as the first foreign language (a total number of students 29: 10 students in group 101, 9 students in group 102, 10 students in group 103).

**The levels of grammatical competence development** were determined in accordance with the complex of skills of perception, understanding and interpretation of binary verbs.

We have identified three levels of these skills development:

- **Low level:** the student cannot correlate binary verb oppositions in 3 languages, has difficulties in analyzing binary oppositions of verbs in 3 languages; the student has only some skills of perception, understanding and interpretation of binary verb oppositions;
- **Average level:** the student with the help of a teacher, teaching tools (for example, intercultural commentary) can establish correspondences between binary oppositions of verbs in Russian, Kazakh and English, but does not do it systematically, reproductively, if there is a teacher's instruction; can independently analyze verbal oppositions in their correlation with the oppositions of the native language; the student has at least half of the skills of perception, understanding and interpretation of verbal oppositions;
- **High level:** the student can independently analyze binary oppositions of verbs of 3 languages, compare both conceptual and linguistic worldviews of representatives of three linguistic communities; the student has most of the skills of perception, understanding and interpretation of binary oppositions of verbs of 3 languages, he seeks to transfer these skills to another aspect of conceptualization of the worldview, other grammatical means.

**The preparatory stage.** At the preparatory stage, we planned the upcoming experimental teaching, defined its purpose and objectives, and also developed a general hypothesis of experimental teaching.

At this stage, an introductory conversation was implemented with the students, which included explaining to the students the essence of the intercultural approach (the information presented in Literature Review of our work served as the material for this conversation), as well as the specifics of experiential teaching.

During **the diagnostic stage**, it was necessary to identify the initial skills of students in the field of identifying, understanding and interpreting binary verb oppositions expressed in three languages. As an additional task, we determined the identification of the level development of students' skills in mastering binary verbs, achieved by the time of the beginning of experimental teaching in all groups.

To solve these problems, a primary control test was compiled and proposed for implementation. 100% of students participated in the primary control test (PCT). The test consisted of three tasks. The first one provided for the selection of binary verbs from the list of suggested verbs (50 pairs of verbs). The second task was aimed at using binary verbs when describing a city plan. In the third task, it was necessary to analyze two poems. Students had to explain the perception of the surrounding reality by the authors and express it on the basis of binary oppositions of verbs.

Based on the results of the completion of the first two tasks by the students, we found that the level of skills development in operating with binary oppositions is quite high. The best results were shown by students of 101 groups - 90% of them successfully completed the tasks. In group 104, we found that 77.7% of students did not experience difficulties when operating with English verbs. We recorded the lowest percentage of assignments completed in group 103 - only 50% of students coped

with the first two assignments. With regard to these students, such results are explained by the low level of grammatical skills development achieved in one semester of studying English, as well as by the interfering influence of the native and foreign languages that were studied at school. Nevertheless, we note that by the second semester these students are also familiar with the basic binary verbs, with their meaning and functions.

The third task showed completely different results; when it was completed, the indicators for the groups as a whole leveled off. In groups 101 and 102, 1 student coped with the task, which was 10% in group 101 and 11.1% in group 102 (6.9% of the total number of students). In group 103, the task was not completed. It was noted that students were mostly limited to identifying binary verbs without explaining the reasons for their use. Binary verbs are explained by students based on the rule, according to the memorized scheme of system-structural and functional analysis without understanding the internal conceptual reasons for their use. This allowed us to state that from an intercultural perspective, students' skills are mostly not formed. In general, the primary control test revealed a low level of students' skills development of perception, understanding and interpretation of binary verbal oppositions expressed in English.

So, at the diagnostic stage, the following results were obtained. Students of 101 and 102 groups showed a fairly high level of knowledge of binary oppositions of verbs as elements of grammatical systems of native, Russian and English languages, on average - 80% of correct answers. This indicates the formed skill of operating with these grammatical phenomena. At the same time, the lack of understanding by students of culturally and conceptually conditioned reasons (factors) for the use of a binary verb in each specific situation has been established. Students were not able to conduct a detailed analysis of the use of binary verbs, they cannot interpret them, especially in a foreign language.

**The final stage.** At the end of the experimental teaching, we monitored the development of students' perception, understanding and interpretation of binary verbal oppositions of three languages. 100% of students participated in the final control test. The final control test (FCT) consisted of 2 tasks.

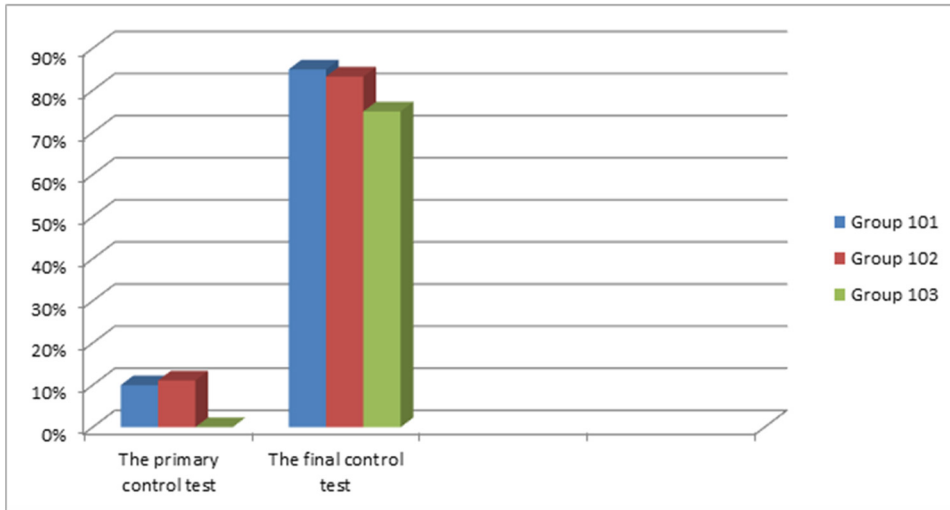
In the first task, students had to choose and justify the choice of one of three verbs suitable in meaning in the presented sentence. When performing this task, the following results were demonstrated: in group 101, 80% of students completed the task, in group 102 - 77.7% and in group 103 - 70%. We regard the data obtained as purely positive; they indicate that the absolute majority of students have formed a need to analyze the conceptual idea of the binary verbs of native speakers in comparison with their own ideas corresponding to the native picture of the world.

In the second task of the final control test, it was necessary to explain the meaning of binary verbs in the given expressions. The groups showed the following results: 101 - 90%, 102 - 88,8%, 103 - 80%. The completion of this task of the final control test shows a high level of skills development related to the perception, understanding and interpretation of binary oppositions of verbs verbalized by grammatical means of three languages.

The combined results of the two tasks of the final test section indicate that the methodological model we created ensured the development of grammatical competence of first-year students. Students have increased motivation, curiosity, inquisitiveness, perseverance in identifying the conceptual meanings of binary oppositions of verbs in Russian, Kazakh and English. The absolute majority of students demonstrated a clear readiness for the subsequent independent intercultural analysis of other grammatical phenomena. So, according to the results of experiment in all groups, we noted a high level of grammatical competence development. The results of the experiment are presented in Table 3.

**Table 3.** Results of control tests carried out during the experiment

	Group 101	Group 102	Group 103
The primary control test	10%	11,1%	0%
The final control test	85%	83,3%	75%



**Diagram 1:**

As follows from the table and diagram, the results of the primary control section indicate a low level of formation of the skills of analyzing binary oppositional verbs of Kazakh, Russian and English linguaculture. The final control test recorded a sharp increase in indicators in the field of Grammatical Competence development, typical for all the groups. This indicates that for students of all groups in the final control test, there is an obvious tendency towards interculturally correct understanding and use of binary oppositions of verbs expressed in three linguacultures.

## 7. Conclusion

The study is devoted to the problem of creating a methodological model of grammatical competence development, along with other competencies, ensuring the effectiveness of intercultural interaction of graduates of a language university - specialists in the field of intercultural communication. The results of the theoretical analysis, the practical implementation of the solution to the problem posed allow us to conclude the following.

In the course of the study, first of all, the status of the intercultural approach of teaching future linguists was concretized. This was necessary due to the ambiguous interpretation of the essence and role of this methodological direction in modern linguadidactics.

The goal of the intercultural approach is Intercultural communicative competence. The development of intercultural communicative competence should be associated with the idea of teaching students an individual perception, understanding and interpretation of binary verb oppositions that ensure the success of intercultural communication.

Perception, understanding and interpretation of binary verbal oppositions can be carried out by analyzing different linguistic means of their verbalization, including grammatical means. In this case, students develop a special grammatical competence, the role of which is to serve as a means of

intercultural communication, to promote the dialogue of cultures, the dialogue of conceptual spheres.

For the development of these skills, a special methodological model was created based on a set of principles (student-centered learning principle, principle of student autonomy, principle of problem-solving learning, principle of constant analysis from the standpoint of three cultures of grammatical phenomena) and including stages (Indicative, Practical and Creative), techniques (Demonstration and analysis of examples, Cross-cultural conversation, Cross-cultural commentary, Systematizing survey) and activities (Activities that provide an indicative basis for action, Activities aimed at developing the skills of perception, understanding and interpretation of binary verb oppositions in Kazakh, Russian and English, Activities focused on independent creative activity of students).

The effectiveness of the created methodological model in the development of grammatical competence was tested by us during experiment. The conducted two control test reflected the positive dynamics of the development of grammatical competence. This testifies to the quality of the created methodological model, its effectiveness in the development of the skills of perception, understanding and interpretation of binary verbal oppositions verbalized by grammatical means of three languages (Kazakh, Russian and English) in contact during intercultural communication.

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