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## FORMATION OF LEVEL-BASED COMMUNICATIVE COMPETENCE IN STUDENTS USING A PROBLEM-CREATIVE APPROACH

### Abstract

The cultivation of level-specific communicative competence in students during Russian language classes through the adoption of a problem-solving and creative approach remains a vital focus in modern education. This strategy encourages enhancing critical thinking, creativity, and problem-solving abilities – indispensable skills in today's rapidly evolving environment. One of the primary challenges faced by contemporary education is the need to boost students' learning motivation, a critical element in shaping future professionals. Developing effective learning processes is closely tied to fostering level-specific communicative competence. This article explores the challenges associated with building level-specific communicative competence in students by incorporating a problem-solving and creative methodology into Russian language instruction. The research methods applied in this study involve an in-depth analysis of current pedagogical and psychological literature. The investigation employed a case-study approach that integrated problem-solving tasks into the curriculum. Lessons were designed with innovative techniques, such as multimodal and interactive learning strategies, emphasizing developing communication skills relevant to professional contexts. The study's findings highlight that students' cognitive interest in the subject and improving interpersonal relationships are among the most significant motivators. Integrating theoretical knowledge with practical applications under the problem-solving and creative approach stimulated

cognitive and social engagement. This integration resulted in better comprehension of educational material, heightened interest in Russian, and improved subject mastery. Addressing students' personal needs emerged as a pivotal factor in sustaining motivation. Implementing advanced methods, including multimodal strategies and intensive training programs, enhanced students' self-confidence, active participation, and learning readiness. In summary, utilizing a problem-solving and creative approach in Russian language classes fosters the growth of level-specific communicative competence, enhancing students' learning motivation and academic preparation. Incorporating innovative technologies creates a more student-focused educational environment, improving the learning process's quality and humanization.

**Keywords:** social aspects of motivation, communicative needs, interactive teaching methods, humanization of the educational process, sustained interest in the subject.

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## ПРОБЛЕМАЛЫҚ-ШЫҒАРМАШЫЛЫҚ КӨЗҚАРАС НЕГІЗІНДЕ ОҚУШЫЛАРДЫҢ ДЕҢГЕЙЛІК КОММУНИКАТИВТІК ҚҰЗЫРЕТТІЛІГІН ҚАЛЫПТАСТЫРУ

*Аңдатпа*

Оқушылардың деңгейлік коммуникативтік құзыреттілігін дамыту – қазіргі білім беру үдерісінің маңызды міндеттерінің бірі. Орыс тілі сабақтарында проблемалық-шығармашылық тәсілді қолдану осы мақсатқа жетуге ықпал етеді. Бұл тәсіл сыни ойлауды, шығармашылық қабілеттерді және тапсырмаларды шешу дағдыларын қалыптастыруға көмектеседі, бұл тез өзгеретін әлем жағдайында ерекше маңызға ие. Қазіргі білім беру жүйесінің басты міндеттерінің бірі – оқуға деген уәждемені арттыру, бұл болашақ мамандарды даярлау барысында маңызды рөл атқарады. Тиімді оқыту коммуникативтік дағдыларды әртүрлі деңгейде дамытумен тығыз байланысты. Бұл мақалада орыс тілін оқыту барысында проблемалық-шығармашылық тәсілді қолдану арқылы оқушылардың коммуникативтік құзыреттілігін қалыптастыру мәселесі зерттеледі. Зерттеу әдістері – жұмыс барысында педагогика және психология саласындағы заманауи ғылыми-әдістемелік дереккөздерге талдау жасалды. Сондай-ақ, оқу үдерісіне проблемалық-шығармашылық тапсырмаларды енгізуге бағытталған кейс-стади әдісі қолданылды. Сабақтар инновациялық технологияларды пайдалану негізінде құрылды, оның ішінде мультимодальды әдістер мен интерактивті оқыту түрлері қолданылды. Негізгі назар кәсіби бағытталған коммуникативтік құзыреттілікті дамытуға аударылды. Зерттеу нәтижелері көрсеткендей, оқушылар үшін ең маңызды уәждемелік факторлар пәнге деген танымдық қызығушылық пен тұлғааралық қарым-қатынасты жақсарту болды. Теориялық және практикалық білімді біріктіретін проблемалық-шығармашылық тәсіл танымдық және әлеуметтік уәждемені белсендірді. Бұл оқу материалын тиімді меңгеруге, орыс тіліне деген қызығушылықты арттыруға және пәнге дайындығының сапасын жақсартуға ықпал етті. Оқушылардың жеке қажеттіліктерін ескеру – мотивацияның негізгі факторы. Мультимодальды тәсілдер мен қарқынды оқыту бағдарламалары сияқты инновациялық әдістерді қолдану оқушылардың өз күштеріне деген сенімділігін арттырып, оқу белсенділігі мен дайындығын жоғарылатады. Қорытынды – орыс тілі сабақтарында проблемалық-шығармашылық тәсілді қолдану оқушылардың деңгейлік коммуникативтік құзыреттілігін дамытуға ықпал етеді, бұл олардың оқу мотивациясын күшейтіп, сабаққа дайындығын жақсартады. Инновациялық технологиялар оқу үдерісін тұлғаға бағытталған етіп, оның тиімділігі мен гуманизациясын арттырады.

**Түйін сөздер:** мотивацияның әлеуметтік аспектілері, коммуникативті қажеттілік, интерактивті оқыту әдістері, оқу процесін ізгілендіру, пәнге тұрақты қызығушылық.

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## ФОРМИРОВАНИЕ УРОВНЕВОЙ КОММУНИКАТИВНОЙ КОМПЕТЕНЦИИ УЧАЩИХСЯ НА ОСНОВЕ ПРОБЛЕМНО-ТВОРЧЕСКОГО ПОДХОДА

### Аннотация

Развитие уровневой коммуникативной компетенции учащихся на занятиях по русскому языку с применением проблемно-творческого подхода представляет собой важную задачу современного образовательного процесса. Такой подход способствует формированию критического мышления, творческих способностей и навыков решения задач, что приобретает особую значимость в условиях быстрого изменения окружающего мира. Одной из ключевых задач современной системы образования является повышение мотивации к обучению, что имеет большое значение при подготовке будущих специалистов. Эффективное обучение тесно связано с развитием коммуникативных навыков на различных уровнях. Данная статья посвящена исследованию проблемы формирования такой компетенции у учащихся путем использования проблемно-творческого подхода в процессе преподавания русского языка. Методы работы – основой исследования стал анализ современных научных и методических источников в области педагогики и психологии. В работе использован подход кейс-стади, ориентированный на внедрение проблемно-творческих задач в учебный процесс. Учебные занятия строились с использованием инновационных технологий, включая мультимодальные методы и интерактивные формы обучения, с акцентом на развитие профессионально ориентированной коммуникативной компетенции. Результаты исследования показали, что наиболее значимыми мотивами для учащихся являются познавательный интерес к предмету и улучшение межличностных взаимодействий. Проблемно-творческий подход, включающий интеграцию теоретических и практических знаний, активизировал познавательную и социальную мотивацию. Это способствовало более эффективному освоению учебного материала, укреплению интереса к русскому языку и повышению качества подготовки к предмету. Ключевым фактором мотивации является учет личных потребностей учащихся. Применение инновационных методов, таких как мультимодальные подходы и программы интенсивного обучения, способствует формированию уверенности в своих силах, повышению активности и готовности к учебе. Выводы – применение проблемно-творческого подхода на уроках русского языка способствует формированию уровневой коммуникативной компетенции учащихся, что усиливает их мотивацию к обучению и лучшей подготовке к урокам. Инновационные технологии делают учебный процесс более личностно ориентированным, повышая его эффективность и гуманизацию.

**Ключевые слова:** социальные аспекты мотивации, коммуникативная потребность, интерактивные методы обучения, гуманизация процесса обучения, устойчивый интерес к предмету.

**Introduction.** Many years of teaching experience demonstrate that traditional teaching methods are often ineffective for forming and developing the necessary knowledge, skills, and abilities in the Russian language. An insufficient level of motivation usually characterizes the learning process. As a tool for communication and developing relevant skills, the subject does not always contribute to forming communicative competence in students, particularly Kazakhs. They often do not realize the social significance of the material being studied, leading to decreased motivation.

In this aspect, a motive is an object that meets a specific need, which encourages activity, reflecting the subject's consciousness [1, p.105]. One of the main goals of Russian language lessons is to teach reading, an essential means of forming students' communicative competence and personal development [2, p.51].

Reading is central to language learning since students receive new information, develop the ability to analyze and generalize, improve communication skills, and express their thoughts [3, p. 249]. However, reading is losing popularity in modern digital technologies, giving way to the superficial perception of information, which negatively affects students' literacy and critical thinking skills, according to I. Li, to overcome this problem, it is necessary to use a problem-creative approach to create situations that stimulate interest in reading.

This approach involves using texts that reflect students' vital needs and include them in active comprehension [4, p.30]. We agree with the scientist's opinion since problematic questions and search tasks offered by the teacher form in students the desire to interact with the text, making the reading process more conscious and exciting. The purpose of classes using a problem-creative approach is to develop positive motivation and form a level of communicative competence, which includes the ability to understand, interpret, and discuss what has been read [5].

From this perspective, M.Arabova describes an innovative teaching method, the VOR model (Challenge - Comprehension - Reflection), which maintains students' interest at all lesson stages. The Challenge stage uses creative tasks related to the student's experiences, such as writing essays, creating stories, or discussing current issues [6, p.1191]. This helps students feel the significance of the material being studied and engages them in an active learning process.

Group work also contributes to developing communication skills since discussing the text in a group encourages students to express their thoughts, argue their points of view, and interact with others [7, p. 488]. The inclusion of an emotional component, as practice shows, significantly increases the level of motivation and helps students more deeply understand the content of the text.

B.Khaksimjonovna appeals to the fact that the problem-creative approach allows students to form an interest in reading and develop communication skills, ensuring the practical mastery of the Russian language [8].

Thus, creating conditions for personality-oriented and emotionally rich learning contributes to the development of positive motives necessary for successful learning and the formation of professional skills in the future.

The current practice of teaching Russian in Kazakhstan has several shortcomings, including a formal approach to studying level units of language, the abstract nature of the language material, mechanical memorization, and insufficient communicative focus [9, p.141]. Technologies that emphasize the importance of the problem-creative approach are rarely used. In addition, teaching does not sufficiently consider the interaction of two key factors: the teacher's activity (organization of the process, methods, experience) and the student's personality (his needs, interests, and goals).

The question arises: How can we interest students in learning Russian and motivate them to speak it? It is essential to create conditions for the formation of positive learning motivation. This is possible by abandoning the authoritarian teaching style, changing the approaches of the teacher and student, as well as by activating the problem-creative approach. The desire for success, self-confidence, and the desire to achieve specific results are fundamental. Success, incredibly tangible and gradual, is an essential factor supporting motivation. Its absence, on the contrary, leads to its extinction.

As A.Barbaryan noted, the formation of students' level of communicative competence in Russian language lessons should be based on the problem-creative approach. At the same time, it is essential to consider students' real-life conditions and current problems [10, p.49]. This allows the learning objectives to be consistent with their life needs.

Introducing a problem-based creative approach and innovative technologies, such as interactive interaction methods, enhances motivation's effectiveness. They allow for the creation of intensive, active, and multifaceted interaction between participants in the educational process, contributing to the formation of positive motivation for learning the Russian language.

Introducing a problem-based creative approach opens up new opportunities for presenting educational material, consolidation, and generalization. An innovative approach, changing the style of knowledge presentation, creates conditions for their problem-based creative mastering, which contributes to the development of knowledge and skills and students' creative potential.

This approach to learning is aimed at humanizing the process, rejecting formalism and authoritarianism, and focusing on the student's personality.

According to Sh.Khalikova, forming students' level of communicative competence in Russian language lessons using a problem-based creative approach is crucial to developing language skills and personal value orientations.

A person with language skills is a bearer of cultural values, emphasizing the importance of integrating language and culture into the educational process [11, p.1277]. Modern youth in Kazakhstan are in active socialization when they begin to choose social and cultural values consciously.

However, difficulties in making independent choices often accompany transitional adolescence. At this moment, they need to learn the cultural and linguistic experience that humanity has accumulated over the centuries. This creates a need to develop methodological approaches that promote language learning and the formation of value orientations that will contribute to developing their cultural identity.

Unfortunately, the modern process of learning Russian often does not meet the needs of students to understand social values through language. Most educational materials do not contain systematic exercises using a problem-creative approach. This creates obstacles to the formation of students' awareness of the importance of language as a tool for transmitting cultural and social values.

This article focuses on developing communicative competence in Russian language lessons through a problem-creative approach. This approach allows for the combination of language learning and the formation of students' value orientations.

Objectives of the article:

1. To substantiate the relevance of integrating language learning and the formation of value orientations in the educational process.
2. To reveal students' value formation mechanisms through a problem-creative approach.
3. To present a case study using a methodological system that includes specially developed didactic materials and to demonstrate its effectiveness through the results of a practical experiment.

Working questions:

1. What pedagogical and psychological aspects are most significant for forming students' motivation?
2. How does the problem-creative approach contribute to developing communicative competence?
3. What results were achieved within the framework of the case study, confirming the effectiveness of the proposed methodological system with the introduction of the problem-creative approach?

The problem-solving and creative approach in Russian language instruction significantly enhances students' communicative competence, fostering critical thinking, creativity, and problem-solving skills essential in a rapidly evolving educational environment.

*Basic provisions.* The research confirms that integrating theoretical knowledge with practical applications within a problem-solving framework increases students' motivation, engagement, and overall academic performance in Russian language learning.

Innovative teaching methods, including multimodal strategies and interactive learning techniques, contribute to the humanization of the educational process, making it more student-centered and effective in forming communicative competence.

Case study results demonstrate that addressing students' personal needs and incorporating problem-solving tasks into the curriculum lead to improved comprehension, increased interest in the Russian language, and enhanced interpersonal communication skills.

The adoption of advanced teaching techniques, such as intensive training programs and digital learning tools, boosts students' confidence, participation, and readiness for learning, highlighting the importance of continuous methodological innovation in language education.

**Materials and methods.** Developing students' communicative competence in Russian language lessons is an essential aspect of modern education that requires innovative approaches. The problem-based creative approach chosen as the basis for the study allows for an effective combination of theoretical knowledge with practical skills, which contributes to a deeper understanding of the material by students.

The methodological basis of the study included key elements necessary to achieve the stated goals. The case study method focused on Kazakhstani educational institutions that have implemented an updated methodology for teaching the Russian language, which made it possible to study the use of the

problem-based creative approach in detail. Semi-structured interviews were conducted to study students' perceptions of the new methodology.

The study involved two groups of students from the Kazakh National Women's Pedagogical University, which ensured a diversity of opinions and views. The analysis used various scientific literature on linguistics, psychology, pedagogy, and philosophy. This multifaceted approach provided a holistic understanding of the formation of communicative competence, including linguistic aspects, as well as the value orientations of students.

The study was conducted based on two educational institutions: the theoretical justification was carried out at the Kazakh National Research Technical University, named after K.I. Satpayev, where a theoretical analysis of the problem-creative approach was carried out.

Practical application was implemented at the Kazakh National Women's Pedagogical University, where the methodology was introduced to assess its effectiveness and tested on a focus group including 48 first-year students of the Pedagogy specialty (30 women and 18 men). In the third stage, the results were consolidated to create a systematic approach to forming a linguistic personality by modern educational standards.

Key elements of the methodology included the development of teaching materials and the creation of an experimentally tested system using the unique properties of local history texts to form students' value orientations. The criteria for selecting materials were defined, and a gradual system of exercises for developing language, linguistic, and communicative competencies was developed. Introducing innovative lesson formats, including field trips and project-based activities, created an immersive and collaborative environment for developing communication skills and forming students' moral and cultural values.

The study also contributed to developing curricula, textbooks, and specialized courses to improve the quality of Russian language teaching in schools. Integrating modern teaching methods and adapting materials to the needs of students ensured the development of language competence and value orientations, which is essential for the harmonious development of the individual.

The step-by-step, interdisciplinary approach used in this study meets the complex requirements of modern education. It emphasizes the importance of innovative, student-oriented methods for achieving not only language competence but also the formation of values necessary for comprehensive development and successful social integration.

**Results.** Forming students' communicative competence in Russian language lessons is an essential task in modern education. The introduction of a problem-creative approach to the learning process allows for significantly increased efficiency in the acquisition of language skills and the development of critical thinking in students.

As part of the research, a teaching system based on a problem-creative approach was organized, which allowed conditions for students' active involvement in the learning process. The proposed system's efficiency was assessed through a questionnaire in which 48 first-year students participated. Focus groups were formed from students participating in the initial experiment, which ensured the correctness of the comparison of results.

The content of the final experiment was maintained at a level similar to the ascertaining stage and included methods of questionnaire, survey, and testing. At the same time, the training was conducted in strict accordance with the requirements of officially approved programs in the Russian language. This ensured not only the formation of language skills but also the development of students' ability to independently solve problems and a creative approach to the material being studied (Table 1).

Table 1. Semi-structured interview for students studying Russian with the introduction of a problem-based creative approach

|                                       |   |
|---------------------------------------|---|
| Introduction                          | How did you learn about this method's implementation in the educational process?<br>What is your general motivation for learning Russian?   |
| Perception of the methodology         | How do you rate the problem-based creative approach in teaching? What do you like and what don't you like about it?<br>What specific tasks or projects implemented within the framework of this method do you remember the most? Why?                       |
| Communicative competence              | Have you seen any improvements in your communicative competence after implementing this method? Can you give examples?<br>What aspects of your communicative competence have you developed most actively (oral speech, written speech, listening, reading)? |
| Group work and interaction            | How do you perceive working in groups? Did it contribute to your development as a communicative person?<br>What were your impressions of interacting with classmates within project activities?   |
| Problem situations                    | Have you encountered any difficulties in the process of learning using this method? If so, how did you overcome them?<br>How do you feel about solving problematic tasks in the learning process? Was it useful for you?                                    |
| Final assessments and recommendations | How do you rate the overall effectiveness of the methodology you implemented for your teaching? What do you think could be improved?<br>What advice would you give teachers to make the learning process more effective?                                    |
| Conclusion                            | Would you like to add anything else about introducing a problem-based creative approach to teaching Russian?  |

Source: authors' development

The analysis of the students' responses allowed us to trace the dynamics of the student's speech development and the degree of formation of their communicative competence and value orientations in Russian language lessons with the introduction of a problem-based creative approach (Table 2).

Table 2. Survey results

|  |  |
|--|--|
| Introduction                                       | Among the 48 students who participated in the study, 35% learned about the method in seminars, 25% in elective classes, and 40% through the curriculum (Figure 1a).  |
| The general motivation for learning Russian        | 54% of students stated that their motivation was to communicate with native speakers, 30% wanted to understand Russian culture and literature, and 16% planned to use the language in their professional activities.   |
| Perception of the methodology                      | 72% of students rated the problem-based creative approach positively, noting the activation of thinking, while 28% noted difficulties with tasks that required a lot of time.  |
| Memorable tasks                                    | 45% of students singled out the project to create a video about cultural traditions as the most memorable, 30% noted other creative tasks, and 25% could not single out specific projects.   |
| Communicative competence                           | 67% of students noted improved communicative competence, and 33% did not notice significant changes. Of the examples given by students, 50% indicated successful presentations. 60% of students reported improvement in speaking, 20% in writing, 15% in listening, and 5% in reading (Figure 1b). |
| Development of aspects of communicative competence | 80% of students rated group helpful work, and 20% noted difficulty adapting to teamwork.   |
| Group work and interaction                         | 78% of students expressed positive impressions of the interaction, and 22% indicated that sometimes there were communication difficulties.   |
| Impressions from interaction with classmates       | 55% of students encountered difficulties, 25% overcame them with teachers' help, and 30% with the help of classmates.  |
| Problem situations                                 | 70% of students believe that solving problem tasks develops critical thinking, and 30% did not see much benefit.   |
| Attitude to solving problem tasks                  | 66% of students rated the methodology as effective, and 34% suggested reducing the number of complex tasks.  |
| Final assessments and recommendations              | 40% of students advised spending more time analyzing complex topics, and 60% - provided additional resources for independent study.  |

|                    |   |
|--------------------|---|
| Advice to teachers | 90% of students agree that problem-based learning improves learning, and 10% desire to see it applied in other subjects.                                |
| Conclusion         | Among the 48 students who participated in the study, 35% learned about the method in seminars, 25% in elective classes, and 40% through the curriculum. |

Source: authors' development

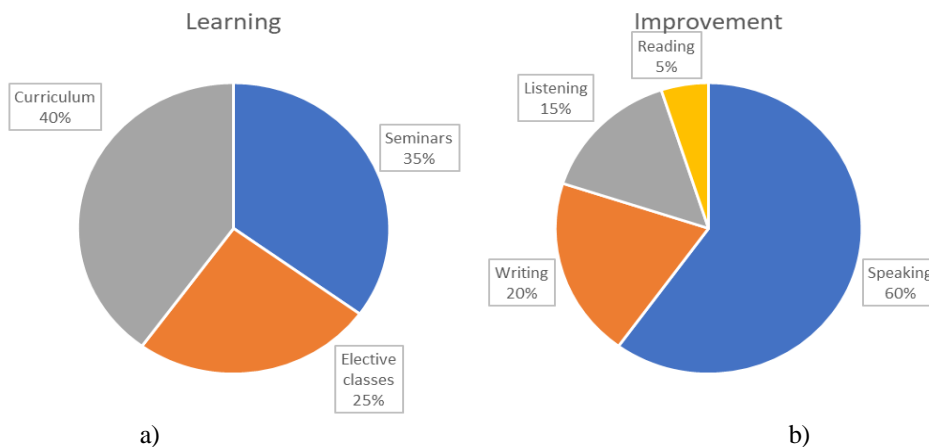


Figure 1. Survey results: a) learning method, b) improvement

Source: authors' development

Forming students' communicative competence in Russian language lessons is an essential task in modern education. In the context of the problem-creative approach, the study's results showed that effective development of this competence is possible with a specialized methodological system that meets the current requirements of the educational process.

The study's main methodological conclusions emphasize the need to integrate interrelated components: goals, objectives, content, methods, and means of teaching. The developed methodological system includes both federal and regional elements of language education, allowing local history texts to form students' value orientations.

Using the conceptual principle of text selection contributes to a deep disclosure of the value meaning of key concepts, which is the basis for forming students' value ideas. Exercises based on local history materials not only develop communication skills but also contribute to the successful socialization of students, creating an active life position in them.

Value-oriented learning based on modern pedagogical approaches creates conditions for harmonious education and the development of speech skills. In this context, the use of museum forms of education also provides unique opportunities for solving educational problems and expands the horizons of the educational process.

A problem-creative approach is essential for forming students' level of communicative competence in Russian language lessons. This method allows students to integrate personal emotional experience into working with the text, promoting deep analysis and comprehension of what they read. The teacher should awaken and maintain interest in reading, stimulating students to search for knowledge independently.

At the comprehension stage, asking questions that encourage reflection is essential. Various tasks activate work with the text, helping students freely express their thoughts and communicate effectively. The teacher supports students' ideas and helps reveal the text's meaning, which develops their analytical thinking.

The process's key elements involve active interaction with the text, such as question writing and quotation analysis. At the reflection stage, students interpret what they have read using strategies that help analyze the text from different points of view. Assessing the text personally motivates students to return to the material and search for additional information.

Thus, reading becomes not only a way of gaining knowledge but also a process of forming individual meaning. The problem-creative approach makes reading motivated and effective, contributing to developing communicative competence. In the modern conditions of higher education, the development of creativity in students is becoming especially relevant.

To achieve this goal, it is necessary to diagnose students' creative potential and create conditions for its implementation. The program "Pedagogy of Creative Personality Development" aims at active cooperation between teachers and students, which contributes to developing both creative abilities and communication skills necessary for successful socialization and professional activity of young people. Introducing a problem-based creative approach to learning Russian is an essential and effective tool for both the humanitarian education of high school students and university courses on the methodology of teaching Russian. This emphasizes the universality and significance of this approach in modern educational practices.

**Discussion.** Changes in education from the end of the 20th to the beginning of the 21st century have led to a shift in emphasis on the free development of the individual, his/her creative initiative, independence, competitiveness, and mobility. This requires the education system to prepare graduates who can adapt to changing life situations, think critically, and effectively apply the knowledge they have acquired. In this context, forming a level of communicative competence through a problem-creative approach becomes a key task since language is an important means of socialization and communication. The teacher of Russian language and literature plays an important role in the development of these skills, combining the teaching of language norms with the formation of students' ability to self-expression, analysis, and argumentation.

As part of the discussion of the key issues of the article, which pedagogical and psychological aspects are most significant for the formation of students' value orientations, the results of the work showed that the formation of value orientations requires the integration of personality-oriented and socio-cultural approaches. Pedagogical aspects include using methods that focus on the role of language as a tool for understanding the world and expressing cultural values. In this aspect, scientists emphasize psychological elements related to developing independence, motivation, and student's ability to self-analyze through real-life cases and creative tasks [12, p. 285].

Revealing the second question about how the problem-creative approach contributes to developing the level of communicative competence, the results showed that the problem-creative approach allows integrating the study of the theoretical foundations of language with the solution of practical problems related to real-life situations. Classes create conditions in which students learn to identify problems, develop strategies for solving them, critically analyze information, and apply the knowledge gained in communication.

In this context, I.Aleksashina, O.Abdulaeva, and Yu.Kiselev gives an example of how, when analyzing literary works, students participate in discussions, develop arguments, and learn to express their opinions [13]. The last question concerns the results achieved within the case study. Within the framework of a practical experiment based on the problem-creative approach, an improvement in students' speech skills and their ability to think critically and argue was revealed.

Students demonstrated a deeper understanding of language norms, learned to avoid common speech errors, and developed skills in analyzing and synthesizing information. In a similar work, I.Revenko et al. demonstrate that classes with elements of interdisciplinary integration, including discussion of literary works, allowed students to develop stable communication skills necessary for successful adaptation to the social environment [14, p. 140].

The formation of students' level of communicative competence in Russian language lessons through a problem-based creative approach contributes to acquiring language knowledge and developing students' personalities [15]. This allows us to connect learning with life needs, prepare students for independent solutions to complex problems, and ensure their successful socialization. The level of communicative competence becomes a key factor in their self-realization and effectiveness of interaction in society.

In the modern educational process, the key role is played by developing students' communicative competence, which is impossible without introducing a problem-based creative approach to teaching. This approach allows students to actively involve themselves in the educational process and contribute to the formation of their creative activity, which, in turn, affects their communication abilities.

As indicated in professional literature, creative activity is a type of human activity that results in a novel product of social significance. In developing communicative competence, it is essential to consider that creative work may not always manifest in creating entirely new ideas but in the ability to see familiar things from a new angle and find non-standard solutions in communicating with others.

A subjective approach to creativity, which focuses on a person's inner world, allows students not only to extract new knowledge from the outside world but also to comprehend and rethink their inner experience, which is extremely important for developing their communication skills [16, p. 410]. Indeed, a successful solution to communication problems requires students to adapt, find a common language with different people, and build a dialogue based on mutual understanding.

A problem-based creative approach to learning creates conditions for active interaction between students and the teacher. It is important that the learning environment is organized so that students can freely discuss problems, express their ideas, and find collective solutions [17, p. 380]. This requires not only high qualifications from the teacher but also the ability to create an atmosphere of trust and support, which contributes to a deeper assimilation of the material and the development of communication skills.

Various methods and techniques are used to promote creative activity as part of the educational process, such as group discussions, project work, and brainstorming. These methods allow students not only to exchange opinions but also to learn to argue their point of view, which is important for the formation of their communicative competence [18, p. 132].

In addition, attention to individual and collective forms of methodological work with teachers, such as training and master classes, also plays a vital role in training specialists who can effectively develop the creative abilities of students. In communication and joint work, teachers can share experiences and find new approaches and solutions, directly affecting the quality of education and the development of students' communication skills.

Thus, forming communicative competence using the problem-creative approach is a complex and multifaceted process that requires integrating various methods and strategies to actively involve students in the educational process and develop their creative activity. Ultimately, this contributes not only to students' personal growth but also to their successful socialization in modern society.

**Conclusions.** The formation of students' level of communicative competence in Russian language lessons using a problem-based creative approach is a relevant task in modern education. The problem-based creative approach promotes the development of critical thinking, creativity, and problem-solving skills, which is especially important in a rapidly changing world. It creates an enjoyable and meaningful educational environment that enhances students' learning motivation.

The main motives for students are cognitive interest and the desire to improve interpersonal interactions, which activates cognitive and social motivation, contributing to deep assimilation of educational material and strengthening interest in the subject. Considering the personal needs of students is a key factor in increasing their motivation.

Innovative methods, such as multimodal approaches and interactive forms of learning, contribute to the formation of self-confidence and increase activity and readiness for learning. The problem-based creative approach and innovative technologies make the educational process more individually oriented, contributing to the humanization of learning and increasing its effectiveness.

The development of level communicative competence should consider cultural values, emphasizing the importance of integrating language learning with the development of personal value orientations, which is especially important for the youth of Kazakhstan in the socialization process.

The results of the case study confirm the effectiveness of the proposed methodological system, including specially developed didactic materials, which demonstrates that such methods can be

successfully applied to improve the quality of Russian language teaching. Existing approaches to teaching require modernization, including more active use of the problem-creative approach and innovative technologies, which will increase the motivation and quality of teaching. Reading is essential for developing students' communicative competence and personality development, contributing to acquiring new information and improving communication skills.

However, in the context of digitalization, reading is losing popularity, which negatively affects the level of literacy and critical thinking of students. Using the problem-creative approach in teaching helps create situations that stimulate interest in reading, involving students in active understanding of the text. Group work develops communication skills and increases motivation, and the VOR (Challenge - Understanding - Reflection) model maintains students' interest at all lesson stages. The study showed that introducing a problem-based creative approach to teaching Russian helps improve students' communicative competence and develop critical thinking.

Using a case study allowed us to study the introduction of the new approach in detail and evaluate its effectiveness. The main elements of the methodology are the development of teaching materials and a gradual system of exercises for the development of language and communicative competence.

The problem-based creative approach to teaching Russian is universal and relevant for various levels of education, contributing to the formation of value guidelines and the harmonious development of students' personalities.

Introducing a problem-based creative approach creates conditions for the active involvement of students in the educational process and the development of their communicative and creative abilities, which affects their future successful socialization and professional activity.

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