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COMMUNICATIVE TECHNIQUES OF TEACHING A FOREIGN LANGUAGE.

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ABSTRACT:

The article examines the teaching of oral communication as one of the most pressing problems of modern methods. Communication in psychology is characterized as a set of social ties, a means of dynamic interaction between society and the individual, as a directly experienced reality. Teaching students to communicate in a foreign language in the context of the educational process is a rather difficult task. After all, natural speech is stimulated not by necessity, but by the need for real communication.

Usually, in foreign language lessons, individual or paired forms of work, represented by the monologue or dialogical speech of students, prevail. Communication is carried out mainly within the framework: teacher - student, teacher - class, student - student. However, in natural communicative situations, a person often encounters a polylogical form of communication than a dialogical one: we communicate with members of our family, with classmates, with friends in

training, competitions, in clubs of interest, etc. Therefore, teaching group interaction in a foreign language lesson should become a natural component of the educational process.

INTRODUCTION:

The group form of organizing educational work has a number of advantages: it helps to increase motivation for learning, teaches to objectively evaluate oneself and others, increases the student's business status in the team, and diversifies the lesson. Working in a group, students show verbal independence. They can help each other, successfully correct the statements of the interlocutors, even if the teacher does not give such an assignment. For group speech cooperation to be effective, it is necessary to purposefully teach students the technology of communication. The organization of group communication begins with the formation of speech groups.

Numerous studies of psychologists have proven that the optimal composition of a group is 4-5 people, united by a teacher in order to complete an educational task and having a common goal and functional structure. The composition of the group may vary depending on the nature of the assignment. In order to more rationally select the composition of the group for solving speech problems, the teacher must have an idea about the educational and non-educational interests of students, the level of their communication skills, emotionality, and social status. The level of foreign language training is not always the leading criterion for organizing a speech group.

MATERIALS AND METHODS:

Practice shows that the most successful are groups where their members complement each other: one is efficient but not emotional; the other has personal experience, but is poorly successful; the third knows little, but is interested in this issue. In a group, each student can express himself, make his own contribution to the common cause. The number of speech groups is determined by the type of group work and the task that is given to the students. Participation in speech communication presupposes possession of the motive of activity and the performance of a speech act in accordance with this motive. If all groups are to discuss the same problem, the teacher can communicate the purpose of the assignment after organizing the speech groups. For discussion of different problems, it is better to announce tasks before forming groups. Then students interested in the same topic can unite for joint creativity. [1]

For the initial stage of teaching foreign languages, the most effective forms of communication are dramatization and role play. Dramatization - performances in the form of scenes of stories, fairy tales, funny stories, as well as plot pictures. The task of the students is to translate the given theme and plot into an act of speech. English teachers can use a reading book, supplementary reading materials, and videos to organize these assignments. A role-playing game can represent an elementary communicative act (purchase, congratulations, acquaintance, etc.) and a complex communicative act consisting of a series of elementary ones (choosing a travel route - at a travel agency - at a railway ticket office). There may be role-playing games, the participants of which perform generalized social roles (librarian, salesman, passenger, etc.) that do not have personal characteristics and act in standard situations.

In addition, finally, it can be a role-playing game in which the participants play the roles of fictional characters with all the personal characteristics of a particular person (gender, age, marital status, personal qualities). This type assumes the presence of a certain number of characters and a problematic situation in which the participants act. Their task is to solve the problem. For example: "It's cold outside, it's snowing, and Anna, a sixth grader, is going for a walk without a warm scarf and gloves. The family members (grandfather, older brother and parents) try to convince her to dress warmly. "

An interesting form of group communication when teaching a foreign language at an advanced stage are games like "Brain Ring" or "Risk". Groups of learners work together to prepare answers to questions, make decisions, and communicate them. Questions are used that test the knowledge of culture, literature, traditions of English-speaking countries, general erudition,

linguistic outlook. For example: "What is the difference between American football and European football?" or "What cities and states in the United States have the same name", "What is the original meaning of the English word' hobby" ?

Another form of group communication, close to genuine communication, is a discussion game, during which questions that are relevant and interesting to students are discussed. Each student chooses a convenient role for himself and speaks on behalf of his character. Thus, the psychological barrier of fear of a language error is removed and the opportunity to express one's opinion is presented. The teacher takes on the role of an organizer, supports the discussion with clarifying remarks, leading questions, draws attention to the original opinions of the participants, controversial issues, and relieves the tension that arises.

Over time, the facilitator role can be transferred to one of the students. Any real-life problem can be the content of the discussion. These can be discussions on moral, ethical, social, political and other issues. For example, choosing a profession, plans for the future, relationships with parents, environmental protection, the role of women in society, and others. Students prepare with great interest to discuss such problems as "Problems of adolescents and youth", "School of the future - a teacher or a computer?", "An ideal family - fiction or reality?" etc. The moderator announces the topic of discussion, organizes the debate and makes a conclusion at the end of the discussion. Roles are optional. For example, when discussing the problem of relations with the elderly, students speak on behalf of the following characters: director of a veterans' home, social worker, psychologist, doctor, salesman, family members of the elderly. This type of group communication, as a discussion game, is highly motivated, arising from the importance of the issues discussed, and everyone's interest in finding possible correct solutions.

Discussion is considered a difficult form of work and requires the manifestation of many qualities of communicants, which are required to possess a sufficient level of speech competence, i.e. willingness to engage in real communication. With the help of special exercises, it is necessary to teach schoolchildren to request information, clarify the data obtained, enter into a conversation, involve others in it, adequately react emotionally to the replicas of communication partners, agree or disagree with the opinions of others. Exercises of this type stimulate the conditionally communicative, unprepared and partially initiative speech of students in a foreign language. However, these exercises alone cannot build discussion skills. It is necessary to teach schoolchildren to combine these remarks in natural speech, naturally developing communication. For this purpose, you can use the conversation at various stages of learning a foreign language. In conclusion, I would like to emphasize the need to use all types of group communication in the classroom, tk. they ensure the recreation in educational conditions of those situations that are relevant for the future foreign language communication of students. [6]

An important task is to familiarize schoolchildren with the cultural values of the people - the native speaker. For these purposes, the use of authentic materials (pictures, texts, sound recordings, etc.) is of great importance. Acquaintance with the life of English-speaking countries occurs mainly through the text and illustrations to it. The undoubted advantage of modern textbooks of the English language for secondary schools is the richness of their country-specific information. A significant place among the texts is occupied by such types as letters, advertisements, signs, questionnaires, menus.

All facts and information about different areas of reality in English-speaking countries were selected taking into account the age of the students and their interests. Mastering this material will allow students to better navigate in the country of the studied language in the event of a visit. Along with this, it is important to give students a visual idea of the life, traditions, linguistic realities of English-speaking countries. This goal can be served by educational videos, the use of which contributes to the implementation of the most important requirement of the communicative methodology "... to present the process of mastering a language as comprehension of a living foreign language reality ..." [7]

Moreover, the use of video recordings in the classroom contributes to the individualization of teaching and the development of motivation for the speech activity of students. When using videos

in foreign language lessons, two types of motivation develop: self-motivation, when the film is interesting in itself, and motivation, which is achieved by showing the student that he can understand the language he is learning. This brings satisfaction and gives confidence in one's own strengths and a desire for further improvement. It is necessary to strive to ensure that students receive satisfaction from the film through understanding the language, and not just through an interesting plot. Another advantage of the video is the power of impression and emotional impact on students. Therefore, the main attention should be directed to the formation of students' personal attitude to what they see. Successful achievement of this goal is possible with the systematic display of video films and with a methodically organized demonstration.

RESULTS AND DISCUSSION:

The use of a video film contributes to the development of various aspects of the mental activity of students. During the viewing in the classroom, an atmosphere of joint cognitive activity arises. Under these conditions, the inattentive student becomes attentive. In order to understand the content of the film, students need to make some effort. So involuntary attention turns into voluntary. And the intensity of attention affects the memorization process. The use of various channels of information flow (auditory, visual, motor perception) has a positive effect on the strength of capturing regional and linguistic material.

Thus, the psychological characteristics of the impact of educational videos on students (the ability to control the attention of each student and group audience, influence the volume of long-term memory and increase the strength of memorization, have an emotional impact on students and increase the motivation for learning) contribute to the intensification of the educational process and create favorable conditions for the formation of the communicative (linguistic and socio-cultural) competence of schoolchildren. The effectiveness of using a video film in teaching speech depends on not only the precise definition of its place in the teaching system, but also on how rationally the structure of the video lesson is organized, how the educational capabilities of the video film are coordinated with the learning objectives. In the structure of a video lesson for teaching oral speech, four stages can be distinguished:

1) preparatory - the stage of preliminary removal of language and linguistic and cultural difficulties;

2) video perception - the development of information perception skills;

3) control of understanding of the main content; 4) development of language skills and speaking skills.

The fourth stage may be preceded by re-viewing the fragment. Practice shows that video animations are especially effective at the initial stage of teaching a foreign language. Their use allows developing the speech activity of schoolchildren, as well as increasing the speech activity of learning. Disney's cartoons have a great emotional impact on students. It is no coincidence that both children and adults watch them with great interest. It is also methodologically important that the interest in cartoons does not wane with repeated views. This helps maintain attention to the repeatedly presented material and ensures effective perception. The undoubted advantages of animated videos are:

1) authenticity;

2) informative richness;

3) concentration of linguistic means;

4) emotional impact on trainees, etc.

The effectiveness of the use of video films depends on the rational organization of classes. In the structure of the video lesson, the following stages can be distinguished:

1. Pre-demonstration work, including linguistic and cultural commentary, understanding attitude. For example, before watching the film "The Jungle Book" students are given brief information about R. Kipling and his work.

2. Demonstration of the film.

3. Testing understanding of the content using questions.

4. Activation of language material with the help of assignments.

a) Dividing the film into main episodes.

b) Work with the soundtrack of the film by episodes with the task of repeating the lines of the heroes.

c) Determining to whom the lines spoken by the teacher belong and to which episode they relate.

d) Role-playing game: distribution of roles, viewing episodes of the film in order to pronounce the lines in sync with your hero. Dramatization of dialogues and individual scenes.

5. Retelling the content orally and in writing. Exercises after viewing are designed not only to consolidate, but also to expand the material. The final part of the assignment should be the speech activity of students, when all students become participants in verbal communication during the role-playing game. Therefore, you need the fullest possible understanding of the cartoon. It is achieved with the help of video replays, where each mini-segment of the film is carefully worked out. Thus, the methodologically grounded, systematic use of animations in teaching English to schoolchildren of any age contributes to the creation of a sustainable interest in learning a foreign language and improving the skills of students. Summarizing the above, it can be argued that educational video courses and animations open up ample opportunities for active work in the process of developing speech skills and abilities of students and make the educational process of mastering a foreign language attractive for schoolchildren at all stages of learning. [2]

CONCLUSION:

Most school subjects are presented in mass professions as knowledge, without which professional activity would be difficult. Almost everyone thinks that they have mastered mathematics, physics, geography and other subjects at school to one degree or another, but they speak out very carefully about a foreign language. And literally a few believe that after completing schooling, they know the language. It is bitter to realize that no declarations of practical knowledge of a foreign language, reproduced a thousand fold in state programs, cannot provide anything of the kind in a mass school. The main reasons for this situation include the following:

• lack of a linguistic environment, when teaching a foreign language speech activity is carried out in artificial conditions;

• lack of elaboration of some methodological issues that are directly related to the new learning environment. The main of them is the question of the formation of motivation, i.e. a positive attitude of schoolchildren to a foreign language as an academic subject. Students without motivation to learn simply do not exist. Any cognitive activity of students along with operational components (knowledge, skills and abilities) includes motivational ones (motive, interest, attitude).

Motivational components determine for students the significance of what they learn and assimilate. His attitude to educational activity, its content, methods of implementation and the results of the activity. Motivation is a source of activity and orientation of the personality towards objects and phenomena of reality, as a result of which activity arises. To achieve this goal, in addition to desire, one needs "an object that, responding to the need, would be the stimulus of activity, would give it a certain specific direction", i.e. a motive is needed.

In other words, "a motive is an" objectified need, "but the objects of this need may be different. For example, one student has foreign language knowledge as a subject of need, while another has the promised reward for good grades. External and internal motives differ depending on the connection of motives with the content of the performed activity. In the first case, the motive that prompts the student to activity is internal both in relation to his personality and in relation to learning. In the second case, when a student learns for rewards, in relation to the personality, the motive is internal. And in relation to educational activity, it is external. External motives that lie outside of educational activity can be both positive and negative. Positive motives are due to a sense of duty to their loved ones, the idea of learning as a road to mastering the great values of culture, to getting an education. Negative motives are caused by threat, punishment, reprimand, censure, poor assessment, awareness of their unequal position among their peers. As a negative motive, one can

also consider the authoritarian form of the teacher's treatment of the student, his dry and imperative tone.

At present, the formation of cognitive motivation is necessary, since it gives students a special personal meaning, due to which the study of a subject acquires an independent value for it. Cognitive motivation is based on "disinterested thirst for knowledge", "uncontrollable desire to learn everything new and new". With this motivation, the student copes with difficulties with great ease. And difficulties appear in learning the language already in junior courses. According to experimental data, 60-70% of students lose interest in this subject in senior courses. At this time, a number of psychological barriers arise in the field of motivation: lack of faith in successful mastering of a foreign language, low self-esteem of their abilities, unclear goals of using a foreign language in future professional activities.

The primary condition for the formation of communicative competence and increasing interest in the subject "Foreign language" is the formation of communicative motivation.

• It is necessary to control and evaluate the initial, current and final attitude to a foreign language as a subject in general;

• Graduate learning goals and systematically introduce them to students;

• Regularly acquaint students with teaching methods of teaching.

But, as practice shows, the most effective means of developing positive motivation is the inclusion of competitive intellectual activity. These are role-playing games, and participation in various project activities, debates, quizzes, game moments in foreign language lessons. The game carries a big positive moment in the formation of communicative motivation, because at the heart of any communication is the solution of a problem that is discussed in a life situation. The situation is the basis of communication, and the communication process is a continuous, dynamic series of situations replacing each other. In order for the student to feel comfortable in real life, the teacher must simulate such communication situations. In this case, it is advisable to use situational role-playing games in foreign language lessons.

Another effective means of generating positive motivation is visibility. But visibility should not be seen only as a simple demonstration of a particular subject. The concept of "visibility" is inseparable from the concept of "thinking", both of these processes are interrelated. In teaching, it is very important to teach the child to think, because linguistic phenomena are subject to consolidation, and not the objects about which we speak in one language or another. Expressing a thought in his native language, the student directs attention to what to say, in what sequence. This is done on an automatic basis. Speaking in a foreign language, the student pays attention to the selection of language means. In this case, a mental content is formed in him, and it is precisely "thought that is the subject of speaking as a type of speech activity". It is the mental content that stimulates the expression.

At the disposal of a creatively working teacher, there are large reserves to stimulate students' interest in mastering a foreign language and to improve the quality of teaching this subject, taking into account modern methodological trends, the effectiveness of which has been confirmed by practice. In a foreign language lesson, modern music, songs can sound, modern texts can be used, in which linguistic means and methods of forming and formulating thoughts are purposefully presented. This is the basis for generating your own statements. Speaking about the need for the formation of cognitive and communicative needs, it is necessary to emphasize that this is only one of the motives of activity in their complex totality, defined as motivation. A foreign language is a means of expressing thought, and thought is set in motion by motive, need. Therefore, a modern teacher must look for more and more new ways in his work, so that the motivated thought of students finds its own means of expression. [5]

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