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IMPROVING INTERACTIVE SKILLS OF LEARNERS IN L2

Abstract: Lots of population is at present willing to communicate in different languages but it is not easy to communicate in Russian language because we firstly need to have initial vocabulary and grammar knowledge. Furthermore, there should be paid much attention to phonetic rules to follow in order to express thoughts correctly while communicating. Russian language is a second language for us that give great opportunity for learners to be employed in different domains of life in the future. Moreover, this paper highlights views of scholars and variety of techniques to improve communicative competence of learners.

Key words: Russian language learners, engineering students, terminology, communicative competence.
Language: English
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Introduction

Learning Russian language is long-learning and complex process to fully acquire and be competent with. This language is considered as a second one for daily use. Additionally, speech interaction is essential among engineering students in order to extend horizons of knowledge, that's why we have to accomplish variety of activities such as role-play, and brainstorming, Cluster scheme, and others, which enable the students to gain much knowledge for communicative structure. Comprehension lexical and grammatical topic promotes learners to communicate in a second language. Active and interactive methods of teaching underlie the modern educational process and help to immerse engineering students in an active communication. According to the analysis of the views of scholars, learning occurs in the process of speech activity: the learner retains new material through personal experience in communication and reproduces it afterwards in speech. In addition, learning of second language inevitably brings us into contact with a new world in which, although their world 'in principle' is similar to our own world (in its elementary dimensions of living) and they do rather the same things as we do, people construct their environment differently and social behavior according to different conventions"[5]. Therefore, it is crucial to model real-life speech situations and provide the context for second language speaking in the classroom. The most important aspect to keep in mind when running SL courses is that the course content should consist of material that the learner can authentically use outside class[2]. We have made an experiment on the issues of improving communicative competence focused on what to use, which methods of learning is important, which techniques to use. Experiment based on a survey with the engineering students from the Faculty of Technical Engineering, Karshi Engineering-Economic institute, Karshi, Uzbekistan. Population was twenty.

Communicative events

As 'communicative events' Munby [4] listed in the course description included reading articles, documents, periodicals, textbooks related to students' fields of study, writing descriptions and reports, conversing in the target disciplines, and giving oral presentations on topics related to the profession. The purpose of the course was clearly to support the need for professional Russian language.

Involving students into situational speech interaction supports the achievement of important *psychological objectives:*

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- Increases the willingness of students to come in contact with each other and with the teacher, thus creating conditions for partnerships and breaking down personal barriers to communication.
- Enables students challenged by the new linguistic context to integrate more easily into the new social environment. And besides, *methodological objectives*:
- Ensures the natural need to revise the language material constantly.
- Improves the skill of selecting the appropriate speech material and thus contributes to the development of spontaneous communication.
  - To create communicative environment
  - To make a dialogue among students
  - To set a task for students to make a speech

Communicative competence

Classification of the purpose of communication into two domains, that is, work and professional study [3] is not always the case. Many communicative events are practiced to help transition from study to work situations such as writing reports[1]. The setting of communication might be a workplace location or a classroom in an educational institution. Alternatively, the setting could be a meeting, seminar or conference room. In these various settings, engineering students may find themselves playing different roles, either that of a student, or of an engineer. Interactions in work situations can occur with head experts, engineers, and employees. In study situations, communicative events can happen with teachers, instructors of professional courses, teaching assistants, senior students, and classmates in L2. It can also be concluded that the attitudinal tone of communication is likely to be formal, academic, professional and not trivial. Moreover, one of the following approaches is situation- based approach. The situation-based approach not only makes it possible to elicit the learners' foreign language expression, but also to develop their socio-cultural competence" an understanding of the social context in which language is used: the roles of the participants, the information they share, and the function of the interaction"[7]. Besides, a situation can be understood as "an appropriate environment for a given piece of language" [8]; as one of the forms of social interaction between learners which creates the context for authentic communication or as 'a scenario' which learners can change according to their communication goals and needs. However, Passov [6] stated that a situation is "the system of interaction", "the unit of communication, its molecule"; "a combination of verbal and nonverbal prerequisites necessary and adequate for a speech act".

Learners are expected to manifest their speech reaction through a number of speaking turns. The speech reaction to a large extent is determined by the conditions of the situation, although sometimes it can be assigned by the teacher. However, problem-solving and conditional situations can be effective in preparing students for spontaneous communication. Any speech situation is a micro-topic and helps to develop skills of second language expression in a variety of life circumstances.

Research methods

Communication in L2 is essential to acquire specific field terminology and to improve interaction skills and following phonetic rules of how to pronounce correctly while interacting with someone. Besides, we also have to know grammatical coherence in the sentences we utter in the dialogues. Consequently, we carried out a survey which based on interview with engineering students, consisting of different questions concerning improving communicative skills of learners. The respondents were twenty from the Faculty of Technical Engineering, Karshi Engineering-Economic institute, Karshi, Uzbekistan. Questionnaire was close-ended.

Findings
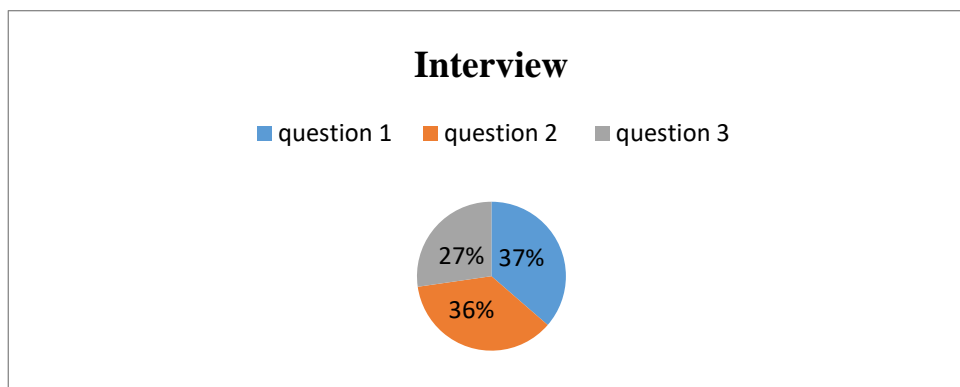
Picture 1.

1. Eight of respondents expressed their ideas that Cluster scheme improves our prior knowledge and experience in communication (80%)

2. Five of engineering students were surely answered that communication in L2 is necessary for us to fully competent with and visual aids are able to help us to be highly competent as it increase our knowledge in listening, terminology, and grammar, particularly sentence construction (70%).

3. Seven of respondents gave their views that they could acquire L2 through written context (60%).

Conclusion

In language learning is more motivating learners today than ever before. Before communication in one language, a learner should possess grammar, phonetic rules and sufficient vocabulary to use in speech. Communication is not easy in L2, requires us more involvement in following structure of sentences. If engineering students have their communicative skill improved, they have to practice in class with teacher and students. However, within class, a language cannot be studied well enough; we need to pursue speaking interaction out of classes too. Besides, teachers have to use different techniques such as role-play, brainstorming, and making a dialogue among students. Moreover, teaching L2 to engineering students requires us more relevant approach, specific method. Engineering students study Russian through professional based authentic context in order to acquire terminology.

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