

SECTION 21. Pedagogy. Psychology. Innovations in the field of education.**Umurzakova Aigerym Galimtayevna**

master student,

Eurasian National University named after L.Gumilev, Kazakstan

aigera_umurzakova@mail.ru**THE USE OF COMMUNICATIVE APPROACH IN TEACHING SPEAKING**

***Abstract:** The present research gives consideration to the use of communicative approach in teaching speaking for the development of foreign language communicative competence. The author gives information on communicative approach and offers its classroom implementation.*

***Key words:** communicative approach, communicative competence, speaking.*

Any language can be acquired if one develops four basic skills in that language i.e. listening, speaking, reading and writing. Listening and speaking are interactive processes that directly affect each other. Speaking is an expressive language skill in which the speaker uses verbal symbols to communicate, while listening is a receptive language skill, which involves the interpretation of those symbols into meaning. Writing is also expressive language skill in which the writer uses written symbols to communicate, while reading is a receptive language skill which involves the interpretation of those symbols into meaning.

Listening and speaking and also reading and writing were viewed as separate subjects within the school curriculum and usually were taught as a number of discrete skills; however, the 1980s and early 1990s have brought another perceptive. Listening and speaking and also reading and writing are now considered interactive and taught as one communicative process. Interactive process of reading and writing skill, seen in the class, is very less. One can find more interactive process of listening and speaking skill in any type of class. ‘Machure M’ in his book named as ‘Oracy-current trends in Context’ (1988) termed this process as “oracy” means ‘oral communication’ or “oral language”. It includes both listening and speaking [1, p.21].

Willbrand M. L. and Riecke R.D. in their book named as ‘Teaching oral communication in Elementary schools’ (1983) defined ‘Oral Communication’ as the process of interacting through heard and spoken messages in a variety of situations. And instruction which integrates the teaching of listening and speaking over various situations has been termed “the communicative approach to language teaching.”

Although no single methodology has been described for the communicative approach, several characteristics are summarized as follow: communicative approach stimulate “real life”, communicative experiences.

Froese V. in his book named as ‘Introduction to whole language teaching and learning’ (1991) mentioned this characteristics of communicative approach. Learners should conduct an interview because they actually need information. In role playing process, the purpose is to learn how to formulate appropriate questions. But here, as Froese V. noted these activities should not only stimulate real life experiences but, whenever possible, should actually be real life experiences.

As pupils use language to learn in various subject areas, it becomes necessary for them to communicate with peers in large and small groups as well as with the teacher.

Collaborative talk can occur between peers in quite an informal way or in more formal cooperative learning groups.

Listening and speaking skills as vehicles for learning across all subjects' areas.

Barnes D. in his book named as "Oral language and learning" (1990) described that listening and speaking become valuable not only as isolated skills or groups of skills, but as vehicles for learning across all subject areas. Oral communication should be integrated with other areas of instruction [2, p.248].

Classroom Implementation

Little research has been done to indicate how the above characteristics might best be used in the classroom.

1. Fundamentally it is important to establish an appropriate physical and psychological atmosphere in the classroom.

Instructors must be dedicated to the belief that oral communication is an important for learning and be willing to arrange classroom furniture so that talk between pupils in large and small groups is convenient. The psychological atmosphere should be one in which pupils feel comfortable and take increasing responsibility for their learning.

2. Coakley and Wolvin in their book named "Listening in the educational environment" (1991) have suggested specific ways in which teachers effectively model listening in the classroom, so that they could follow communicative approach. These include the following:

- a. Providing a wait time for students to answer;
- b. Engaging in attending behaviors such as eye contact and responsive facial expression;
- c. Giving students undivided attention when they are speaking;
- d. Providing a supportive climate by being approachable;
- e. Not interrupting students;
- f. Withholding judgments until students have finished speaking and giving prompt and thoughtful responses to students' questions [3, p.36].

3. Robinson S. in his book named as "Oral language Developing pragmatic skills and communicative competence" (1988) has suggested that instructors can model the use of various speaking skills within appropriate classroom settings so that they should follow communicative approach. Important conversational skills include turn taking imitation strategies maintenance strategies and termination strategies. Coakley and Wolvin (1991) have viewed one of instructor's roles as that of presenter, and with that role such practices as speaking clearly with adequate volume and engaging listeners by means of appropriate nonverbal behavior can be modeled.

4. Many authors have suggested creative activities for involving pupils in various kinds of talking experiences. Drama, role-playing, puppetry, debate, formal reporting and small and large group discussions have been covered in language arts text books.

5. There are two types of communicative activities that can be implemented in the class. One controlled communicative activities and the other, free communicative activities. Controlled communicative activities include situations creation, guessing games, information gap exercises, exchange of personal information etc. and free communicative activities include pair work and group work, eliciting, role play etc.

6. To follow communicative approach in the class, one should use workouts. Workouts are language learning and language using activities, which enhance the learner's overall acquisition process, providing by the teacher with variety of ways through which to make this process engaging and rewarding. Samples of such workouts are presented here under different categories.

6. 1. Operations/ Transformations enable learners to focus on semantic-grammatical features, which are necessary when aiming at accuracy in language use. All learners require such predictable and controlled workouts at times if their goal is to achieve accuracy in

language production an interpretation. For example element of language are added, deleted, substituted, recorded, or combined; alternative language elements are presented so that learners must make a choice.

6.2. Warm-ups/Relaxes are motivational workouts, which add an element of enjoyment and personal involvement. They can be used at various points during the examinations, especially when a relief of tension or a change of pace is called for. For example, games, songs, physical activities, puzzle.

6.3. Information-Centered Tasks enable learners to use the language naturally while being fully engrossed in fact gathering activities. For example, share-and-tell in the classroom, gathering information outside the classroom, treasure hunts outside the classroom, interviews with peer and others.

6.4. Theatre Games encompass all activity types, which simulate reality within the classroom situation. These workouts are especially important since they enable the language session to broaden its context beyond the four walls of the classroom. For example, improvisation (creating a scene based on a given setting or situation); role playing (assuming the role of someone else, or playing oneself in a typical situation); play enacting; story telling.

6.5. Mediations/interventions are workouts, which enable learners to experience bridging information gaps while using the target language. For example, interacting with another or others based on incomplete information; interacting with others to change their opinions; talking one's way out of difficult situation.

6.6. Group Dynamics and Experiential Tasks are group activities which create opportunity for sharing personal feelings and emotions among learners. For example, small groups or pairs solve problems or discuss issues, which center on topics of personal concern, sharing of self and feelings rather than general subject matter topics external to self.

6.7. Problem-Solving Tasks involve learners in making decisions about issues while using the target language, enabling them to focus on the features of the activity rather than on language usage. In this type of activity, learners are involved in a "whole-task" process. For example, small group discussions around topical, political or local issues; posing a concrete problem about which the group must come to a consensus, make recommendations, and arrive a policy statement [4, p.57].

6.8. While similarly "whole-task" focused, workouts which involve transferring and reconstruction information emphasize cognitive uses of language. For example, following a language stimulus, often a regarding passage: transferring information from text to a graphic display such as a chart; filling in forms; providing language to complete visual display such as a cartoon or photograph; making judgment about people's motives and intentions; putting sentence elements in sequence (the strip story.)

In conclusion, communicative language teaching focuses on language as a medium of communication. We use language to get things done. It recognizes that there is something that we need to find out, or something that we want to say and communicate and it takes that as the reason why we speak language, why we want to communicate with others. For this reason communicative language teaching concentrates in fulfilling specific language functions or tasks, for example such as greeting, introducing yourself, you may want to express likes and dislikes, you might want to enquire about somebody's hobbies, interests, you might want to find directions to some places. They are actually very concrete things that you want to do with language.

Bibliography

1. W. Littlewood - *Communicative Language Teaching*. Cambridge University Press, (1981).
2. I. Anitchkov, V. Saakyants - *Methods of teaching English*. Moscow, 1966.
3. F. Dubin and M. Margol - *It's Time To Talk: Communication activities for learning English as a new language*. Englewood Cliffs, New Jersey, (1977).
4. K. Johnson and K. Morrow - *Communication in the Classroom*. London: Longman, (1981).