



Developing Speaking Skills at School Through Communicative Activities

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Abstract: The article is devoted to the study of the communicative method that is used in English classes; effective methods of forming students' creative abilities are established. The peculiarities of using the communicative method are analysed. The main principles that can mobilize the educational process are considered. The article examines the forms of learning that influence the formation and development of students' communication skills in English classes.

Key words: education, English language, communicative method, the principles of dialogue, discussion, communicative exercises.

A foreign language is one of the subjects of school education that causes an ambiguous attitude: on the one hand, everyone understands that in the modern world you can not do without knowledge of a foreign language, the number of hours in the basic curriculum coincides with the hours allocated to learning Russian, on the other hand, the result often leaves much to be desired. It is immediately concluded that the school is not able to teach a foreign language. Is this really the case? Or at school, you can develop practical skills that can serve as a basis for further education, if you clearly understand the final results in the study of this subject by students and purposefully lead them to them. Practice shows that of all the skills provided by the program, the worst students master is spoken speech. The lack of conversational language acquisition is especially felt in the senior level of secondary schools, when students are required not only to ask questions and be able to answer them, but also to be able to conduct a conversation. A natural conversation usually includes not only questions, but also suggestions



that encourage you to perform actions, Express agreement or disagreement, explain the reason for refusal, and so on. In the absence of a language environment (which is the main reason for students' lack of acquisition of spoken language), it is quite difficult to form students' communicative competence. Creating situations of speech communication in the classroom contributes to this and meets the global goal of mastering a foreign language - familiarizing yourself with a different culture and participating in the dialogue of cultures. This goal is achieved by developing the ability to cross-cultural communication, i.e. the acquisition of communicative competence, which should be understood as internal readiness and ability to communicate.

The main purpose of teaching a foreign language to primary school students is to form their communicative competence, which provides for mastering the language as a means of communication, developing the ability to use it as a tool in the dialogue of cultures and civilizations of the modern world within the content defined by the current program for this degree of school education.

The communicative competence is the basis of the communicative method in learning foreign languages. The communicative approach to teaching foreign languages is based on the fact that the learning process is a model of communication. The development of the communicative approach has been studied by many Methodists. Among them should be named R. Langs (USA), who is the author of the idea of this approach, V. Littlewood (great Britain), G. E. Pifo (Germany), A. A. Leontiev, N. K. Sklyarenko (Ukraine) and others methodologists have made a significant contribution to the theory and practice of this method, developed and defined its basic principles, methods and forms of work.

The communicative method of learning English is aimed at it is on the possibility of communication. From the 4 directions on which any language



training is based (reading, writing, speaking and listening), more attention is paid to the last two. In the classroom, you will not hear particularly complex syntactic constructions or serious vocabulary.

However, it would be a mistake to assume that the communicative method of learning English exists only for easy conversation. Those who want to be a professional in their field or delve deeper into the subject, regularly read publications on their subject or literature in English. Having a large vocabulary, they can easily navigate the English text, but it costs them a lot of effort to maintain a conversation with a foreign colleague on the same topic.

The communicative method of learning English exists primarily to remove the fear of communication. A person who has a standard set of grammatical structures and a vocabulary of 600-1000 words can easily find a common language in a foreign country. However, there is another side of the coin: the presence of speech clichés and a poor vocabulary. Add to this a lot of grammatical errors, and you will understand that the only way to avoid sounding like a stupid conversationalist is to pay attention to partners, knowledge of etiquette and a constant desire to improve themselves, which is realized through its active use by the teacher during classes.

The communicative method of teaching speech activity consists of five principles:

- the principle of speech-thinking activity (provides a speech orientation of learning, which is possible only if there is mental activity of students and constant practical use of the language, which makes learning attractive to the student, because it ensures their mastery of the language, which is the main goal of learning);

- the principle of individualization in the leadership role of his personal aspect, since a person has his own individual attitude to the environment, then his speech skills are also individual ;

- the principle of functionality involves relying on a system of speech tools;

- the principle of situativeness encourages students to Express themselves more actively in the classroom, reproduces the communicative reality ;

- the principle of novelty provides the development of speech skills, in particular dynamism, the ability to paraphrase, combine different language constructions.

The main goal of this communicative method is to teach the student to speak the language fluently first, and then to think in it. To do this, you need to reproduce various situations in which the student can think, most often using communication exercises.

Communication exercises are defined as exercises that encourage students to engage in casual verbal communication. The following basic communication exercises can be distinguished:

1. Response exercises (in the format of questions and answers, replica exercises, conditional conversation)

2. Situational exercises (Supplement situations, problem situations, role-playing situations);

3. Reproductive exercises (translation, translation-translation, staging);

4. Descriptive exercises (description of elementary images, description of plot plots, description of real objects);

5. Discussion exercises (educational discussion) and many other similar exercises. Play activities also take an important place among the exercises.



The game form of tasks helps to develop students ' interest in English, develop stability of language skills. The main tasks that are implemented through communication exercises:

- development of students ' communicative competence;
- productive learning of educational material and development of its practical use;
- increasing students ' cognitive activity and motivation to learn English;
- formation of students ' critical thinking;
- enrichment of students ' social and communicative experience;

So, the communicative method is one of the most effective ways of teaching foreign languages at school, used today in the world.

From a brief overview of the theoretical and practical aspects of the problem, it becomes clear how complex and multifaceted is the use of communicative tasks in the process of learning English. Given that the main function of the language is communicative, the communicative method for learning a foreign language can be called the main, if not the most important.

At the same time, the training should not be aimed at learning grammar or vocabulary, but at learning communicative competence, that is, the ability to correctly use the language in appropriate real communicative situations. The training should be conducted using certain training exercises of the highest level in order to develop students ' communication skills in the conceptual curriculum by synthesizing grammatical and situational curricula. This is most appropriate for the organization of educational activities in the classroom, as it focuses on the communicative competence in learning a foreign language.

The fact is that speech skills and abilities are so complex, multidimensional phenomena, and the content and conditions of speech activity are so diverse that



there is a constant development of speech mechanisms for various indicators. The very formation of skills, if it is carried out in adequate conditions, that is, in those that by their main properties correspond to the conditions for their inclusion in a holistic activity, allows you to simultaneously lay the foundations for achieving the level of skills. After all, the acquisition of language means is not carried out as an isolated memorization of them, but as part of speech actions with an awareness of the content that they implement, and the conditions in which they can be used, i.e. simultaneously with mastering operations, there is a mastery of motivated, situational-conditioned speech actions.

As a conclusion, it is worth noting that the development of oral language skills in English lessons in secondary schools will be more successful if oral speech is considered as the main means of communication in a foreign language. When developing foreign language speaking skills, the psychological and age characteristics of students are taken into account; in English lessons, the developed set of communicative games and exercises given in the text is actively used for the development of foreign language speaking skills. The main provisions that the implementation of the theory of speech activity contributes to the effective development of foreign language speaking skills are substantiated. The communicative method is the main tool for effective development of foreign language speaking skills.



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