

Алмазбек к. Н.
ОИӨК «Кыргызстан эл аралык университети»
Мугалим
Алимбекова Э.С.
ОИӨК «Кыргызстан эл аралык университети»
Ага мугалим
Алмазбек к. Н.
УНПК «Международный университет Кыргызстана»
Преподаватель
Алимбекова Э.С.
УНПК «Международный университет Кыргызстана»
Ст.преподаватель
Almazbek k. N.
ERPS “International university of Kyrgyzstan”
Teacher
Alimbekova E.S.
ERPS “International university of Kyrgyzstan”
Teacher

ОКУТУУНУН КОММУНИКАТИВДИК МЕТОДДОРУНУН ӨЗГӨЧӨЛҮКТӨРҮ
ОСОБЕННОСТИ КОММУНИКАТИВНЫХ МЕТОДОВ ОБУЧЕНИЯ
THE COMMUNICATIVE METHOD OF TEACHING SPEAKING

Аннотациясы: Бул макала англис тилинде сүйлөөнү окутуунун коммуникативдик методдорунун өзгөчөлүктөрү жөнүндө жазылган. Коммуникативдик тилди үйрөнүү метод эмес, ыкма катары каралат. Тил үйрөтүү жетимишинчи жана андан кийинки жылдарга ылайыктуу методологиянын чагылышы катары кабылданбай калды. Англис тилин окутуунун коммуникациялык методдору окууга гумандуу мамилени издегендерди кызыктырды. окутуу, мында интерактивдүү коммуникация процесстерине артыкчылык берилген. Англис тилин окутуунун коммуникативдик методдорунун өзгөчөлүктөрү котормо тилде өз ара аракеттенүү аркылуу баарлашууну үйрөтүүгө басым жасоо, окуу кырдаалына аутенттик тексттерди киргизүү ж.б. Англис тилин окутуунун коммуникативдик методдорунун негизги максаты коммуникативдик компетенттүүлүктү өнүктүрүү болуп саналат.

Негизги сөздөр: ыкма, сүйлөө, диалог, монолог, оозеки кеп.

Аннотация: Эта статья написана об особенностях коммуникативных методах обучения говорению на английском языке. Коммуникативное обучение языку лучше всего рассматривать как подход, а не как метод. Обучение языку больше не воспринималось как отражение методологии, подходящей для семидесятых и последующих лет. Коммуникативные методы обучения английскому языку обращался к тем, кто искал более гуманистический подход к обучению. преподавания, в котором приоритет отдавался интерактивным процессам коммуникации. Особенности коммуникативные методы обучения английскому языку является акцент на обучении общению посредством взаимодействия на изучаемом языке, введение аутентичных текстов в учебную ситуацию и

т.д. Основной целью коммуникативные методы обучения английскому языку является развитие коммуникативной компетенции.

Ключевые слова: метод, речь, диалог, монолог, устная речь.

Abstract: This article is devoted to the features of communicative methods of teaching English speaking. Communicative Language Teaching is best considered an approach rather than a method. Language Teaching was no longer felt to reflect a methodology appropriate for the seventies and beyond. CLT appealed to those who sought a more humanistic approach to teaching, one in which the interactive processes of communication received priority. CLT is the emphasis on learning to communicate through interaction in the target language, the introduction of authentic texts into the learning situation. Main aim of CLT is developing communicative competence.

Key words: method, speech, dialogue, monologue, oral speech.

Speaking is a productive type of speech activity through which (together with listening) oral verbal communication is carried out. The content of speaking is the expression of thoughts verbally. Speaking is based on pronunciation, lexical, grammar skills.

Dialogic speech is a form of speech in which there is a direct exchange of statements between two or more persons. The conditions in which dialogical speech proceeds are determined by a number of its features, which include: brevity of the utterance, widespread use of non-speech means of communication (facial expressions, gestures), a large role of intonation, a variety of special sentences of incomplete composition, the syntactic design of the utterance free of strict norms of book speech, the prevalence of simple sentences. The unit of teaching dialogic speech is dialogic unity (micro dialogue) - several replicas related in content and form [1].

Teaching dialogical speech is based on a sample given in the form of a dialogical text related to the situation in which communication takes place. The main stages of teaching dialogic speech in the lesson are:

- 1) presentation of the situation using verbal explanation or technical training tools;
- 2) presentation of the dialogue in sound and graphic form;
- 3) the assimilation of the language material of the dialogue;
- 4) the assimilation of communication methods of replicas in a dialogue;
- 5) reproduction of the dialogue;
- 6) expanding the capabilities of the dialogue-sample by changing the components of the situation.

When teaching dialogic speech, it is recommended to vary different types of dialogues and the forms of working with them: dialogue-conversation, dialogue-dramatization, conversation of students among themselves and with the teacher, pair and group. The main means of teaching dialogic speech are exercises. In the process of their implementation, skills are formed: request information, adequately respond to the interlocutor's remark, use dialogic speech stamps, combine remarks when constructing a dialogue, etc.

Monological speech is a form of speech addressed to one or a group of listeners (interlocutors), sometimes to oneself; in contrast to dialogic speech, it is characterized by its development, which is associated with the desire to broadly cover the topic of utterance, the presence of common structures, their grammatical form. Monological speech training takes place in three stages. At the first - language automatisms are developed. The development of skills for the quick and use of phonetic, lexical, grammatical materials without mistakes is based on associative speech, speech-utterance, choral and communicative speech. At the second stage, they are taught the selection of language tools that are appropriate for the purpose of communication. The focus is on the expression of content using adequate vocabulary-structural material. It develops the ability to curtail someone else's utterance and use predominantly speech material in the finished form. The third stage is aimed at developing initiative speech skills. The speaker's consciousness concentrates on the content of the statement.

Among the signs of monologue speech, continuity is also distinguished (the utterance is not limited to one phrase, but represents an extra-phrasal unity), sequence, logical speech, relative semantic completeness, communicative orientation of the utterance. Monologue speech is used for a variety of communicative purposes: to communicate information, to influence listeners through persuasion, to induce action or to prevent it. When determining the types of monologues speech for educational purposes, they proceed from the content of speech (description, message, story), degree of independence (reproduction of the memorized, retelling and independent utterance); degree of preparedness (prepared, partially prepared and unprepared speech). The story is the most complex type of monologue speech. It is characterized by a certain sequence of events, reflecting cause-effect relationships between them.

It is characterized by a certain sequence of events, reflecting cause-effect relationships between them. If the description develops in one plane and the sequence of the described phenomena in it does not matter, then the observance of the chronological sequence is mandatory in the story, otherwise the storyline of the story is violated. The main varieties of a prepared monologue - a lecture, a speech, a message, are usually prepared in advance.

According to statements of G. Turgunova about hidden and coded cultural information of signs, there should be some difficulties on the levels of connotation during communication.

The modern method of teaching the language should provide training in all types of speaking so that students can logically build their speech, which should be a complete spherical phrase, as well as so that foreign students can express their thoughts verbally in order to solve communication problems.

We identified four main types of difficulties that impede the successful mastery of oral speech in English:

1. "Psychological discomfort. Unlike reading, listening, and writing, speaking requires more emancipation to the audience in the present period of time. Students often experience psychological discomfort when trying to speak English, in the lesson, first of all, this is due to fear of mistakes, critical attitude of others, loss of their status or simply shyness before the attention that their speech may attract.
2. "Nothing to say". If students do not experience psychological discomfort, students often encounter a problem such as "nothing to say" - lack of thoughts on any problem. Therefore, students do not have a strong motivating motive that encourages them to use verbal expression, except for guilty feelings that oblige them to say something.
3. Low, unequal participation. Only one participant in the conversation can speak in order to be heard, which is why working in a large group provides a fairly short period of time for individual speaking. This difficulty is compounded when there is a tendency for individual students to prevail, while the rest of the students say either too little or not at all.
4. Use of the native language. In groups where all students or part of them speak the same language, there is a tendency to use it, because it is easier and there is a feeling of unnaturalness of speaking a foreign language to each other, and they also stand out less than others if they speak their own native language. "

However, domestic methodologists have a slightly different point of view on this subject. Rogova G.V., Rabinovich F.M., Sakharova T.E., in the methodological manual "Methods of teaching a foreign language in high school", focus on the formation of attitudes to communication, i.e. the problem of motivation of communicative function. The reason for the motivation of the communicative function is due to the situational nature. Also, the motive of activity realizes itself through the installation as a guiding, regulating, selective beginning of activity. Very often, as Russian methodologists emphasize, the reason is the violation of harmony in the system of relations. But, like foreign, domestic

methodologists emphasize the presence of a discrepancy in the level of information content "I know - I do not know."

Therefore, according to our methodologists, the main difficulties in teaching speaking should include motivational problems:

- students are embarrassed to speak a foreign language, afraid to make mistakes, be criticized;
- students do not understand the speech task;
- students do not have enough linguistic and speech means to solve the task;
- students are not involved in a collective discussion of the subject of the lesson for one reason or another;
- students do not withstand the required duration of communication in English.

We have developed the following ways to overcome problems in teaching speaking:

1. use group work; This allows students to speak without discomfort, because after discussing or completing a task, not all students respond, the teacher cannot correct mistakes in everyone's speech utterance. However, let the students speak with mistakes and with a mixture of their native language, when they cannot find the right word or do not know it, then a complete check of each student individually.
2. language level below the level of the language of tasks; The language in which the discussion takes place should be one level lower than the level at which the tasks are given, which is why students' speech becomes more fluent and without any obstacles.
3. make the right choice in the topic of the lesson and assignments for it, so that students have an interest;

Work with the dialogue is focused on mastering the trainee exemplary statements in a foreign language, training the communicative interaction of students, operating language material in dialogical speech, performing various transformations with the text of the dialogue, as well as developing skills for creating a dialogue.

Working with the dialog can be presented in the following exercises:

1. Listen to a dialogue without text with preliminary guidelines (content questions, true and false statements, keywords).
2. Listen to the dialogue using visual support.
3. Listen to individual cues to work out the correct pronunciation and intonation and read the dialogue.
4. Read the role dialogue.
5. Read the dialogue with the missing words, based on the descending hint.
6. Read the dialogue based on keywords.
7. Restore the dialogue based on words in the native language.
8. Transfer the dialogue from the sheet from the native language to the foreign one.
9. Fill in the blanks in the replicas of the dialog.
10. Expand the brackets in the replicas of the dialog.

The modern methodology of teaching foreign languages is based on the following principles of teaching oral speech.

- The principle of communicative orientation;
- The principle of modeling a typical communicative situation;
- The principle of communicative activity;
- The principle of intensive practice;
- The principle of phased speech skills; - principle of adequacy.

The communicative method requires a capable and communicative teacher. But communication, as you know, is a two-way process. No matter what communication skills the teacher possesses, he will not be able to achieve verbal partnership unless the students are also taught at least basic rules of communication in the lesson. You can't just count on what students will see, understand, get used to, etc. It is necessary to specifically show communication methods, explain their function, teach them

how to master them. Creating an atmosphere of communication in the lesson largely depends on the organization of the interlocutors, i.e. on what form of organization is used: individual, pair, group, choral or collective.

Literature

1. Бим И.Л. Теория и практика обучения английскому языку в средней школе – М., 1988.256с.
 2. Клычникова З.И. Психологические особенности обучения говорению на иностранном языке. – М., 1973. 156 с
 3. Комков М.Ф. Методика преподавания иностранных языков – Минск, 1979. с. 180-215
 4. Обучение говорению на иностранном языке: учебное пособие / Под ред. Е.И. Пассова, Е.С.Кузнецовой. – Воронеж: НОУ «Интерлингва», 2002. (Серия «Методика обучения иностран- ным языкам, № 11) С. 34-50с. Составители: Е.И. Пассов, Е.В. Голдина, Н.Е. Кузовлева.
 5. Тургунова Г.А. Интерпретация скрытой и закодированной культурной информации знакови проблемы их передачи (на материалах английского и кыргызского языков) // Наука, новые технологии и инновации Кыргызстана. № 12, 2020 г. стр 299 - 302
 6. Hymes, D. H. (1971). On communicative competence. Philadelphia: University of Pennsylvania Press.283 с.
 7. Bellanca S. KWL-strategies in communicative learning // Communicative language teaching, ed.Vikram K. Das. - Singapore: Regional English Language Center, 2004. – 154с.
- Волкотрубова А.В., Касымова А.С. Проблемы повышения качества образования в ВУЗах Кыргызской Республики // Вестник МУК. №2 (43). 2021 год, стр.78.