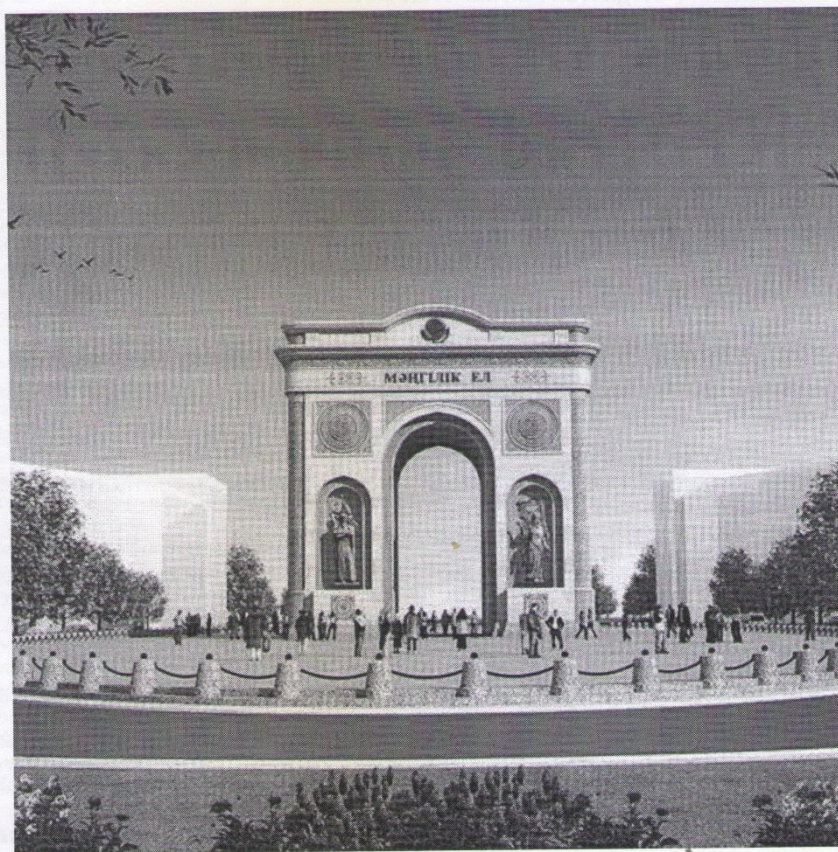


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DEVELOPMENT OF SPEAKING SKILLS FOR STUDENTS WITHIN THE COMMUNICATIVE APPROACH IN FOREIGN LANGUAGE TEACHING

Түйін. Бұл мақалада кәсіби бағытталған ағылшын тілін үйренудің маңызды аспектілерінің бірі ретінде студенттердің сөйлеу дағдысын дамытуға сюжеттік-рөлдік ойындар арқылы көмектесу туралы мәселе қарастырылады.

Сөйлеу дағдысын қалыптастыру үшін сюжеттік-рөлдік ойынның маңызы мен оның белгілі талаптары, студенттің жолын жеңілдету, тексерілген әдіс ретінде әрі мақсатқа тез, нәтижелі жету үшін нұсқаулықтың маңызы келтіріліп, ондағы сюжеттік-рөлдік ойынды 9 қадам арқылы жүргізуге болатынына кишігірім әдістерді осы мақалада көрсеттік. Мақсатқа жетуге психологиялық, педагогикалық, әдістемелік әдебиеттер мен бақылаулар талдау қолданған. Сондай-ақ мақалада сюжеттік-рөлдік ойын әдісін қолданудың ерекшеліктері көрсетіледі. Шет тілдерін оқытудың көрсетілген әдістері: шет тілін үйренуге деген қызығушылық пен жалпы қызығушылықты қалыптастыруға; коммуникативті тәжірибе жинау; ақпаратпен жұмыс жасауда шығармашылық ойлау мен дағдыны дамыту; топта жұмыс істеу дағдыларын дамыту болып табылады.

Түйінді сөздер: коммуникативті құзыреттілік, сөйлеу дағдылары, шет тілі, рөлдік ойын, мақсатқа жету.

Резюме. В статье рассматривается вопрос о помощи ролевых игр как одному из наиболее важных аспектов изучения профессионально-ориентированного английского языка в развитии речевых навыков у студентов. Специалисты XXI века, обладающего такими речевыми компетенциями как дискутировать, обосновывать, доказывать, делать выводы путем обобщения. Раскрываются сюжетно-ролевые игры, их роли в формировании коммуникативных навыков, и конкретные требования для проведения в классе. Достижению цели способствуют анализ психолого-педагогические, методические литературы и наблюдение. Автор раскрывает особенности использования сюжетно-ролевых игр, и пошаговую инструкцию как проверенный способ для достижения поставленной цели. Также приводит пример использования на уроке английского языка сюжетно-ролевых игр с помощью 9 пошаговую инструкцию. Данный метод обучения иностранным языком способствует: формированию интереса к изучению иностранного языка и общего интереса к учебе; приобретению коммуникативного опыта; развитию творческого мышления и навыков работы с информацией; развитию навыков работы в группе.

Ключевые слова: коммуникативная компетентность, разговорные навыки, иностранный язык, ролевая игра, достижение цели.

Summary. The article considers the question of helping of role-playing games as one of the most important aspects of studying professionally-oriented English in the development of speech skills among students, specialists of the 21st century who have such speech competencies as discuss, justify, prove, draw conclusions and generalize. The role-playing game, their role in the formation of communication skills, and the specific requirements for conducting in the classroom are revealed. The achievement of the goal is facilitated by the analysis of psychological, pedagogical, methodical literature and observation. The author reveals the features of the use of role-playing game, and step-by-step instructions as a proven way to achieve the goal. She also gave an example of using a role-playing game in an English lesson using 9 step-by-step instructions. This method of teaching foreign languages contribute to: the formation of interest in learning a foreign language and a general interest in learning; gaining communicative experience; the development of creative thinking and skills in working with information; developing teamwork skills.

Key words: communicative competence, speaking skills, foreign language, role-play, achieving the goal.

At the present stage of development of our country and forming the relationship with others, our teaching system is going through favorable conditions for learning foreign languages and for the productive use in communication. Successful knowledge of foreign languages gives to students new features such as superb continue studying abroad, strengthening international relations. But, in order to achieve these opportunities, we must delve into the study of a foreign language. Namely, to develop communicative competence, which provides a

future perspective. As is well known, the problem of the formation of communicative competence in the studied language is one of the main goals of teaching a foreign language in a language university. It should be noted that in the vast majority of cases, communication training is reduced to focusing on the formation of speaking skills. According to the main provisions of the communicative approach, the formation of speaking skills should be integrated into the overall process of teaching a foreign language and should have the ultimate goal of developing the ability to use the language being studied for communicative purposes [David Riddell, 2012, p 140]. It means that communicative competence determines the possibility of fulfilling the upbringing, educational and developmental function of the subject – a foreign language. And in order to achieve the desired results on the way to achieving the ultimate and main goal of learning – the formation of communicative competence, it is important to rationally and correctly teach students a foreign language. It is necessary to organize effective training, as a result of which students really comprehend the studied phenomena of the language, and speech at a level accessible to their age, will be able to consciously use the knowledge gained in their speech practice and thereby improve their speech. If we will be able to organize language learning on the basis of the analysis of speech, speech activity, then we will create conditions for students to comprehend the speech itself, containing language elements. This will bridge the artificial gap between language work and speech. Therefore, it is very important to proceed from the structure of speech activity and its content. Choosing the forms and methods of training, allowing students to reveal their creativity, the teacher opens new opportunities for them. It's very important to consider all factors including psychological, as students overcome a certain psychological barrier, learn to communicate, interact in a foreign language environment.

From the point of view of psycholinguistics, speech includes the following components that ensure the implementation of communication: motive – goal – means – condition [Leontyev A. N, 1983, p 320]. This means that in teaching communication in a foreign language, it is necessary, first of all, to create a motive, that is, to put students in such conditions that they have a need, a need to engage in communication. And for this there should be a goal: to learn something, to communicate something, to induce someone to action. For example, on the topic «My pet», as the teacher, ask to the students to bring photographs or drawings of pets and allow them to tell about it. In other words, when organizing teaching foreign language, care should be taken to ensure that for students it is motivated and determined by the solution of certain communicative tasks, the achievement of which determines the goal. The next component of speech activity is the conditions in which it occurs. To do this, necessary to create communication situations, that is, specially created conditions for the implementation of speech actions in a foreign language. The educational-speech situation allows to ensure personal participation of everyone in listening and using the spent material in a controlled educational conversation. And if the answers and speeches of students are personal, then the work is carried out in a «communicative» manner. Existing teaching materials in the German language provide huge opportunities for the formation of communicative competence at different levels of study. It has been tested in practice that if the guys are involved in an interesting conversation or game, then simple training in using grammatical forms or practicing the use of new words becomes motivated for them. And the most powerful motivating factor is innovative ways of organizing training, one of which is role-playing. A role-playing game is a methodological technique in which a student must freely improvise within the framework of a given situation, acting as one of its participants [Ryndina Yu. V., 2013, p 467-468]. Yu. V. Ryndina notes that «taking a part of role, students «survive» in various problem situations that they may face in life, demonstrating a full solution to a foreign language communicative competence of a certain solution to the problem. Thus, the main goal of the role-playing game is to form the ability of students to realize their ideas and projects of varying degrees of complexity. It allows you to get rid of mental patterns; teaches to articulate your thoughts in a foreign language; hones many public qualities of an individual: independence, initiative, originality, creativity, desire to express one's own truth» [Ryndina Yu. V., 2013, p 467-468].

The young scientists of the XXI century who N. A. Berezina and M. V. Fominykh distinguish the following methodological advantages of role-playing game:

1. The role-playing allows the various forms of experience, structures, and a large amount of lexical material can be introduced.
2. Role play can exceed the capabilities of any pair and group activities, to train students in the ability to speak on any topic. At the time of the game, the guys get the necessary experience in various situations.
3. Some people often learn English in order to prepare for a certain role in life (work abroad, travel). Thus, for them, role play becomes a very important dress rehearsal for real life.

4. Role play supplies shy, insecure students with a «mask» that they can hide behind.
5. The pleasure of playing. As soon as students begin to understand what is required of them, they are happy to give free rein to their imagination. And since they like this lesson, the learning material is learned much more effectively.
6. Role-playing game has a different types of of technologies.
7. All students take part in the game, interacting closely with each other, which helps to create a favorable climate in interpersonal relations between students and the teacher: collective creative activity.
8. Speech partners are determined in the game not only at the request of the teacher, but also arbitrarily.
9. Students have the opportunity to change roles, which allows to use the language material in full, improve skills in communicating in the language.
10. The lesson covers an atmosphere of interest and discipline: mental and physical activity; concentration and interest [Berezina N.A, Fominykh M.V., 2014, p 4].

Role-playing games are important for the student, primarily because in the course of the game the student tries on certain social roles. Also, according to the Gulaya T.M., Gerasimenko T.L the significance of role-playing can hardly be overestimated, since it contributes to the training of a competitive specialist of a new generation, able to work with an increasing and constantly updated information flow in various fields of knowledge and make extraordinary decisions, based on analytical, critical, creative, reflective thinking, to collaborate and build constructive relationships with other people [Gulaya T. M, Gerasimenko T.L., 2014, p 55]. In other words, role-playing is an exercise for mastering skills in interpersonal communication. It forms the ability of students to play the role of another person, to see themselves from the perspective of a communication partner. It guides students toward planning their own speech and interlocutor behavior, develops the ability to control their actions, to give an objective assessment of the actions of others. Therefore, the role-playing game performs an orienting function in the learning process. To effectively carry out role-playing games, it is necessary to remember the basic requirements for them, which include the need:

- appropriate preparation of both the content and the form that correspond to the level of training of students, the preparation of teaching material, handout;
- clear organization; explanation of the rules, distribution of roles, setting goals, setting time limit for demonstration;
- determining the role of the teacher in the process of role-playing: assistant, observer, participant.
- acceptance and approval of the game by students on the basis of their interests and the type of groups, as there are creative groups that are characterized by a high level of imagination and creativity, who are able to independently prepare for the game and there are groups that need to be stirred up and prepared for role-playing activities;
- creating a benevolent creative environment through the competent distribution of roles, taking into account the preparation of students and their personal qualities;
- creating conditions for the maximum use of speech material, providing cards with the role and preparation time from several minutes to several hours of home preparation, depending on the complexity of the game, the level of training of students, the gradual and constant introduction conversation fillers that make speech more natural, explaining the stylistic features language and their proper use;
- organization of feedback at the end of the game by summing up with an indication of positive and negative points, determining the level of satisfaction through a survey of participants. [Gulaya T. M, Gerasimenko T.L., 2014, 55p].

The next component of speech activity is the conditions in which it occurs. To do this, you need to create communication situations, that is, specially created conditions for the implementation of speech actions in a foreign language. Ready-made step-by-step instruction will help students achieve success much faster and more efficiently. Instructions – in any statement designed to «highlight the sequence of actions within the event, determine the method and rules» of their implementation. [Ovchinnikova L. G., 2009, p69]. This is an understandable sequence of actions due to reasons or a pattern of actions to achieve a specific result. The instruction does not accept deviations from the sequence of actions. The specific instructions are so proven actions that can be applied in real life without a doubt. They are understandable, simple, consistent, not in doubt and achievable.

To achieve the promised result must apply in role-playing games. Thus, the **novelty** ensures the 9 steps (instruction) using in role play which the students can apply and follow to them. A ready-made template (in-

struction) will help the student monitor the situation and at the same time develop conversational speech in a quick time. The method was applied among the underground students of first grade during the English language at the Kazakh State Women's Pedagogical University. The research showed significant results in communicative competence. Such as the: helped students achieve success much faster and more efficiently; helped to be ready imitating in various situation; helped to increase the critical thinking; and of course to helped to develop speaking skill.

For students who have a basic knowledge of English in a higher educational institution.

Situation No 1. Your friend wants to get married. You think he is too young. Your task is advice. What to do in this situation.

2 students go on the board. The first student's role a young man who wants to get married. The second student's role is friend who does not think that it is not good idea. So, they should follow the 9 steps that the teacher demonstrates during the conversation.

Step – 1. Hello/Greeting.

Step – 2. State the situation/problem or issue. To explain the situation. As I mentioned at the beginning, the role of the first student is a man who wants to get married. His goal is to explain this situation to his friend.

Step – 3. A couple of questions about the situation. In this case, the friend who wants to married begins to ask a question to his friend to fully understand the situation. Questions like why did this happen? Did I understand correctly? will be asked so that should provide more information for supporting the conversation.

Step – 4. Answering his questions...

Answer the questions. In this case, the friend who wants to get married should provide arguments why he had such a situation, that is, the idea of getting married.

Step – 5. Give the advice with reasons. The friend who thinks that marriage is not a good idea should give advice that it is not a good idea.

Step – 6. Ask questions about the advice. In this case, the friend who wants to married should ask about the advice.

Step – 7. Answer the questions about the advice. The friend who thinks that marriage is not good idea should explain why does he think so?

Step – 8. Thanks and explain your decision.

Step – 9. Goodbye. And now, the friend who wants to married should thank to his friend for advising and supporting plan of his future and say the goodbye. It is part 8 and 9.

Properly prepared and conducted game gives very high results. From the above example, we can conclude that role-playing games require students and teachers to be creative and critical. Role-playing games not only builds communication skills, but also critical thinking skills, starting with obtaining information and ending with decision-making and the development of one's own reasonable position. A step-by-step instruction directs the student in the right direction and gives the opportunity to properly compose a dialogue. This case is just one example, teachers can provide different cases according to the same instructions.

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