

B.T. Kulbayeva¹, Y.O. Kamesheva¹

¹Pavlodar Pedagogical University
Republic of Kazakhstan, Pavlodar
e-mail: kbaglan62@mail.ru

SPEECH SITUATIONS IN COMMUNICATIVE LANGUAGE TEACHING

The relevance and importance of formation of communicative skills of English as a foreign language learners are examined in this article. It is shown that the successful application of speech situations as one of the effective means of increasing the communicative orientation of the lesson forms the basis of a communicative approach in teaching a foreign language, develops spontaneous and unprepared speech for natural, meaningful and effective communication. The types of speech situations, components, conditions, stages of working with speech situations are also considered. The examples, recommendations for creating a speech situation in teaching a foreign language are given.

Keywords: communication, speech situation, communicative approach, spontaneous speech, unprepared speech, learning process.

В. Т. Құлбаева¹, Ю. О. Камешева¹

¹Павлодар педагогикалық университеті
Қазақстан Республикасы, г.Павлодар
e-mail: kbaglan62@mail.ru

Тілді коммуникативті оқытудағы сөйлеу жағдайлары

Бұл мақалада ағылшын тілін шет тілі ретінде оқитын студенттердің коммуникативтік дағдыларын қалыптастырудың өзектілігі мен маңыздылығы қарастырылады. Сабақтың коммуникативтік бағытын арттырудың тиімді құралдарының бірі ретінде сөйлеу жағдайларын табысты қолдану шет тілін оқытуда коммуникативтік тәсілдің негізін қалыптастырады, табиғи, мазмұндық және тиімді коммуникация үшін өздігінен және дайын емес сөйлеуді дамытады. Сондай-ақ сөйлеу жағдайларының түрлері, компоненттері, шарттары, сөйлеу жағдайларымен жұмыс істеу кезеңдері қарастырылады. Шет тілін оқытуда сөйлеу жағдайын құру бойынша мысалдар мен ұсыныстар келтіріледі.

Түйінді сөздер: коммуникация, сөйлеу жағдайы, коммуникативтік көзқарас, өздігінен сөйлеу, дайын емес сөйлеу, оқыту процесі.

В.Т. Кульбаева¹, Ю.О. Камешева¹

¹Павлодарский педагогический университет
Республика Казахстан, г.Павлодар
e-mail: kbaglan62@mail.ru

Речевые ситуации в коммуникативном обучении языку

В данной статье рассматриваются актуальность и значимость формирования коммуникативных навыков у студентов, изучающих английский язык как иностранный язык. Показано, что успешное применение речевых ситуаций как одно из эффективных средств повышения коммуникативной направленности урока формирует основу коммуникативного подхода в обучении иностранному языку, развивает спонтанную и неподготовленную речь для естественной, содержательной и эффективной коммуникации. Также рассматриваются типы речевых ситуаций, компоненты, условия, этапы работы с речевыми ситуациями, приводятся примеры и рекомендации по созданию речевой ситуации при обучении иностранному языку.

Ключевые слова: коммуникация, речевая ситуация, коммуникативный подход, спонтанная речь, неподготовленная речь, процесс обучения.

Introduction.

These latter days in the methodological literature there is an increased interest in

issues related to the development of unprepared natural speech of students in foreign languages, and, in particular, to

speech situations as a means of its development.

According to the modern methodology of foreign language education and the updated educational content in the Republic of Kazakhstan, the main approach in teaching a foreign language is a communicative approach, also called communicative language teaching (CLT), which is the most influential language teaching methodology in many countries around the world. CLT is an approach to language teaching that emphasizes interaction as both the means and the ultimate goal of study. According to CLT, the goal of language education is the ability to communicate in the target language.

Main part.

It is known that it is not enough for English as a foreign language (EFL) learners to be good only at knowledge of grammar rules and a good vocabulary. Necessity of formation of communicative skills, including the development of spontaneous and unprepared speech for natural, meaningful and effective communication is one of the most important elements for the successful mastering of English language.

A literature analysis shows that the importance of situations, gestures and actions when presenting new language material was emphasized as early as the 19th century by Felix Gouin. His ideas were reproduced in such methodological systems and approaches as “situational language teaching” and “the oral approach”. Currently situational education is considered to be one of the most effective and modern methods of teaching foreign language communication.

In different real-life situations through speaking students can share their ideas and thoughts, experience and opinion with other people. Such situation could be interesting and exciting. Based on this, EFL teachers may create in classrooms the same situations in which students will want to participate and speak. Any speech situation is an effective way of improving and developing communicative skills in a variety of life circumstances. The successful application of

such speech situations as a part of CLT makes the learning process more interesting and productive for both students and teachers in English lessons.

Advanced methodologists in the field of teaching a foreign language have long emphasized the need to introduce and consolidate language material in natural, visual, lively and interesting situations. To a large extent, the merit of M. West and A.S. Hornby lies in the fact that the modern methodology of teaching a foreign language increasingly recognizes the importance of situationality. So, Hornby says: “Language is needed in certain situations, so situations should be the starting point for learning. All new words and constructions should be demonstrated to students in situations or contexts that clearly show their meaning.” [1, 98]

In order to use speech situations as an effective means of developing students’ speech in a foreign language, it is necessary, first of all, to clearly understand the essence of the concepts “speech situation”. V.L. Skalkin and G.A. Rubinstein claim that “a speech situation can only be called a situation of reality that causes a particular speech reaction.” [2, 25] The speech situation is the most important aspect of real communication, in which personally significant conditions and circumstances are created that prompt speech activity, determine the content and language of the statements.

As for Kazakhstani methodologists, the researcher K.E. Moldabayeva suggested such statement, that “the most effective teaching of oral communication is to create situations in the lessons” [3, 121]. It is noticed that the researcher supports the idea that speech situations form the basis of a communicative approach in teaching a foreign language. Consequently, their use significantly accelerates the process of students mastering new and consolidating the material they have learned.

Unfortunately, within the framework of the educational process, it is not possible to guide students through all possible real-life

communication situations. Therefore, unprepared foreign language speech should be formed through learning speech situations that simulate real speech foreign language communication. The speech situation presented at the lesson is a learning speech one, within the framework of which the teaching of foreign language activity is built.

Speech situations in the language classroom can be two types: real and imaginary. Real situations refer to common everyday episodes or moments in the classroom. Such situations already contain motivation for communication, and thus contribute to the development of communicative skills in the foreign language. It is possible to determine such real situations that frequently occur in the classroom: student's birthday, coming late, getting ill, sudden change of weather (snow, rain, strong wind), holidays, common everyday problems (e.g. the pen won't write, the computer doesn't work).

As for imaginary situations, such communication situations represent a conversational practice where participants can exercise their communicative skills taking different social roles. Examples of such situations might include a discussion between a seller and a customer, a conversation between groupmates, a talk between a mother and a son about his studies, etc. It is the best means to simulate real-life communication practices. Encompassing various types of speech behavior and social roles, they enrich the learners' social experience: both the speaker and the listener are active participants.

Three main components can be identified within teaching speech situations:

1. Content: comprises the information about the conditions and participants of speech interaction. The teacher describes the time and the place of the situation and gives parts to the students. This information can be presented orally or on cards.

2. Motivation, aim (speech stimulus). Speech stimulus causes the need for expression. It conveys the speakers' attitudes

and reflects their position, which determines the focus of speech and often its organization.

3. Creation of atmosphere for communication (speech reactions). Collaborative speech interaction always pursues a definite goal to inform, to influence one's partner, to express an emotional reaction, etc. 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. [4, 73]

The lack of use of educational speech situations in the lesson is a big omission. Speech situations in the lesson can be created in the following ways: by referring to real life facts, relationships, using visual aids, text, or verbal descriptions. Based on this, it is noted that speech situations require great effort when planning a lesson. However, the effort pays off, because, having become interested, students imperceptibly master the learning material.

A speech situation can be illustrated by the following case:

Speech situation

Description:

«You are in a newly built district of a large city looking for your friend's house. The houses around seem to you very much alike. Ask a passerby to help you».

Key words:

Pardon me...

Excuse me..

My friend's address is...

Five-story building

I'm a new settler myself

Try the second house on your left

On the ... floor

Top floor

Ground floor

Front door

Thank you for your help

Grammar:

Present Simple, prepositions, modals

New words:

Passerby – a person who walks by

something on a street or road.

On the outskirts of town – on the edge of town

A block of flats – a building with a number of flats in it

Downstairs – on a lower level of a building

Upstairs – on a higher level of a building

Lift – the machine that takes people up or down a floor.

This speech situation contributes to the development of unprepared speech, since the description and conditions of the situation are close to natural, which students can really encounter in real life. Students also practice the use of certain grammar, new and previously studied vocabulary in the process of speaking. Students practice asking questions, asking passers-by for help, describing the location, and expressing gratitude for the help. Students also practiced speaking the correct address and numerals.

Working with speech situations is realized in several stages:

1. The preparatory stage: the stage of studying set expressions and a speech pattern (demonstration and semantization). New vocabulary can be presented without translation – with the help of visual aids, which is definitely a great advantage. During this stage each element of a speech pattern is analyzed separately. The teacher comments on the grammatical and phonetic peculiarities of each element.

2. The main stage: the stage of producing a speech situation. The speech pattern is used in the definite speech situation which is prompted with the help of visual aids, leading questions, and question-and-answer exercises. Automatization of the speech pattern usage skill is achieved through learners' repetitive performance of numerous speaking exercises aimed at eliciting students' expression in the foreign language.

3. The concluding stage: the stage of free usage of a speech pattern in new communication situations. Having expanded their vocabulary and having mastered the definite speech pattern, the students can

communicate actively in new situations within the topic studied. The students can express their ideas freely in a chain of sentences or can be involved in face-to-face interaction in pairs or in small groups. [5, 125]

Using speech situations in practice, it is worth paying attention to some recommendations for creating a speech situation in teaching a foreign language:

1) a speech situation should be an adequate, real communication situation in which lexical and grammatical material mastered by students is used.

2) a speech situation should be extremely clear and interesting to students.

3) creating favorable conditions.

4) the friendly attitude of partners to each other, when each of them is interested in the communication.

5) a speech situation should stimulate the motivation of learning, arouse students' interest in the task and a desire to participate and perform it well.

6) a speech situation should cause students a certain emotional state, which is possible if the situation is completely clear to students and if it is presented with interest, with enthusiasm.

The description of the situation should be short and focused, loading the attention of students with additional information, details should be omitted. When compiling situational exercises, the principle of a gradual transition from less difficult to more complex should also be taken into account. Before requiring students to stage situations, they need to be introduced to situation patterns.

Also, the success of teaching foreign language communication largely depends on the individual age characteristics of students. Individualization of the learning process is closely related to the situation: many individual characteristics of students are reflected in the situation as its components, because through communication we express purely individual thoughts, feelings and experiences. Life experience, interests,

desires, inclinations, worldview, emotions and feelings, the status of the individual in the collective – all these properties can serve as a source of motivation for students to communicate.

In addition to age characteristics, it is necessary to take into account the socio-cultural differences of students: place of residence (city or rural area), nationality. It is also necessary to remember the change in the value orientations of generations. Each generation has its own habits and preferences, loves its books, films, songs, admires its heroes. It affects the content of what students most often speak in their native language. For example, the most popular topics of communication among high school students today are fashion, sports stars, video games, social media, cinema, music artists, relationships with family members, peers, and teachers.

Knowledge of such psychological age characteristics of students can help the teacher in the selection of speech situations and the distribution of roles of positive and negative characters. For example, an analysis of the characteristics of communication in adolescence leads to the conclusion that it is necessary to put the student in front of such problems that he has to solve in life and which correspond to his desire for self-affirmation, self-expression.

The teacher should select such learning and speech situations, working with which students could express their own judgments, compare different points of view, give arguments, and discuss. The use of sound films will help students master the dynamic model of speech communication (gestures, facial expressions, intonation). In addition, students observe life situations that allow actors to perform speech acts in a sociocultural context at a specific time in a certain space.

Such an important aspect as taking into

account individual abilities, psychological age characteristics and sociocultural differences of students in the design of speech situations will help the teacher greatly simplify the process of learning foreign language communication and avoid many difficulties. In addition, the use of learning speech situations that are different in structure and content makes the process of learning to communicate in a foreign language more interesting and enjoyable for students, which will positively affect their motivation to learn foreign languages in general.

Conclusion.

Summarizing all the above stated, it can be argued that according to the research plan the definitions, types, conditions, components of speech situations were studied. The stages of working with speech situations were described. Some self-created examples of learning speech situations and their descriptions were provided. A speech situation is a complex phenomenon but since it is considered a unit of communication it becomes essential to employ different kinds of speech situations in the process of foreign language teaching.

As a whole, speech situations encourage students to communicate, help them express their point of view in a foreign language, remember previously learned material better. Educational speech situations are a limitless combination of various structural elements that are selected depending on the learning objectives. With the help of them, students improve their speech communication skills in accordance with the norms of behavior and speech etiquette, learn to use adequate speech means.

The practice of learning speech situations makes the EFL learning process not only interesting for students, but also productive, being an incentive and motivation to learn English or foreign languages as a whole.

References

1. Hornby A.S. The Situational Approach in Language Teaching (I). – ELT Journal, Volume IV, Issue 4. – 1950. – p. 98.

2. Skalkin V.L., Rubinstein G.A. Speech situations as a means of developing unprepared speech. – Foreign languages at school. – 1966. – No. 4. – p.25.
3. Moldabayeva K.E. Oral speech. Its role and place in teaching a foreign language. – Bilim education. – 2009. – No.: 4. – p.121.
4. Yekibayeva N. A., Baikanova A. Ch. Situational communication in teaching English as a foreign language. – Science Review. – 2017. – 7(7), Vol.4. – p.73-74.
5. Drozdova O. Situational Communication in Teaching. – Procedia – Social and Behavioral Sciences 215. – 2015. – p.118-126

Кульбаева Баглан Тасбулатовна

Лауазымы: Филология ғылымдарының кандидаты, шетел тілдері кафедрасының доценті, Павлодар педагогикалық университеті

Пошталық мекен-жайы: 140000, Қазақстан Республикасы, Павлодар қ., Катаев көшесі, 85

Ұялы. тел: +7 701 305 14 82

E-mail: kbaglan62@mail.ru

Камешева Юлия Олеговна

Лауазымы: Павлодар педагогикалық университетінің Жоғары гуманитарлық мектебінің «шет тілі: екі шет тілі» білім беру бағдарламасының магистранты

Пошталық мекен-жайы: 140000, Қазақстан Республикасы, Павлодар қ., Камзин көшесі, 364

Ұялы. тел: +7 777 940 10 10

E-mail: 1051831@mail.ru

Кульбаева Баглан Тасбулатовна

Должность: кандидат филологических наук, доцент кафедры иностранных языков, Павлодарский педагогический университет

Почтовый адрес: 140000, Республика Казахстан, г. Павлодар, ул. Катаева, 5

Сот. тел: +7 701 305 14 82

E-mail: kbaglan62@mail.ru

Камешева Юлия Олеговна

Должность: Магистрант образовательной программы «иностраннный язык: два иностранных языка» Высшей школы гуманитарных наук Павлодарского педагогического университета

Почтовый адрес: 140000, Республика Казахстан, г. Павлодар, ул. Камзина, 364

Сот. тел: +7 777 940 10 10

E-mail: 1051831@mail.ru

Kulbayeva Baglan Tasbulatovna

Position: Candidate of Philology, Associate Professor of the Department of Foreign Languages, Pavlodar state university

Mailing address: 140000, Republic of Kazakhstan, Pavlodar, Katayev St., 5

Mob.phone: +7 701 305 14 82

E-mail: kbaglan62@mail.ru

Kamesheva Yuliya Olegovna

Position: Master's student of the educational program "foreign language: two foreign languages" of the higher school of humanities of Pavlodar pedagogical university

Mailing address: 140000, Republic of Kazakhstan, Pavlodar, Kamzin St., 364

Mob.phone: + 7 777 940 10 10

E-mail: 1051831@mail.ru