

## TEACHING SPEAKING THROUGH THE COMMUNICATIVE APPROACH

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### ABSTRACT

At present, in educational process there is a growing necessity for applying the approaches to teaching that focus on the development of motivation, self-reliance in students, skills to find the needed information without assistance, make hypotheses, draw conclusions and inferences. And special attention in modern education is paid to teaching pupils to communicate with other people, exchange opinions on a particular subject, participate in discussions, find arguments to build a chain of logical reasoning, as well as the ability to determine for themselves the optimum position in relations with others. Therefore, the principal of the main tasks of the teacher of foreign language today is the organization of learning activities in such a way as the students to form needs and abilities in fulfilling creative transformation of educational material in order to acquire new knowledge by doing their own research. The aim of this study is to evaluate the effectiveness of system-activity approach to teaching speaking in foreign language classes.

The main methods of research were the method of analysis of theoretical sources; monitoring, test learning in the classes of a foreign language on the basis of system-activity approach; analysis and synthesis of data obtained. The use of system-activity approach to foreign language training enabled to optimize the process of mastering foreign language communication skills and make it more effective.

**Keywords:** foreign language teaching, educational system, system-activity approach, competence, communicative approach.

## İLETİŞİME İLİŞKİN YÖNTEM İLE KONUŞMACAK ÖĞRETİME ÖĞRETİME ÖĞRETİM

### ÖZ

Günümüzde eğitim sürecinde motivasyonun geliştirilmesi, öğrencilerin kendine güvenmesi, gerekli bilgiyi yardım almadan bulma, hipotez yapma, sonuç çıkarabilme ve çıkarsama becerilerine odaklanan öğretim yaklaşımlarının uygulanması için gittikçe artan bir zorunluluk bulunmaktadır. Modern eğitime özel dikkat, öğrencilere diğer insanlarla iletişim kurmak, belli bir konudaki görüş alışverişinde bulunmak, tartışmalara katılmak, mantıksal akıl yürütme zinciri oluşturmak için argümanlar bulmak ve kendilerine en uygun konumu belirleme becerisine ödenmektedir. Başkalarıyla olan ilişkilerinde. Bu nedenle, bugün yabancı dil öğretiminin ana görevlerinin başında, öğrencilerin kendi yaptıklarını yaparak yeni bilgi edinmek için eğitim materyalinin yaratıcı dönüşümünü yerine getirme gereksinimlerini ve yeteneklerini oluşturacakları şekilde öğrenme etkinlikleri düzenlemesidir. Araştırma. Bu çalışmanın amacı, yabancı dil sınıflarında öğretim öğretiminde sistem-etkinlik yaklaşımının etkinliğini değerlendirmektir.

Araştırmanın ana yöntemleri, teorik kaynakların analizi metodu; Sistem aktivite yaklaşımına dayalı olarak yabancı dilde sınıflarda izleme, izleme, test öğrenme; Elde edilen verilerin analizi ve sentezi. Yabancı dil eğitimine sistem-aktivite yaklaşımının kullanılması, yabancı dil iletişim becerilerini edinme sürecini optimize etmeyi ve daha etkili olmasını sağladı.

**Anahtar Kelimeler:** yabancı dil öğretimi, eğitim sistemi, sistem-etkinlik yaklaşımı, yeterlilik, iletişimsel yaklaşım.

### LITERATURE REVIEW

The studies by domestic (Galskova N. D., Zimnyaya I. A., Pomazkov V. V., Yulaeva A. K.) and foreign (Biggs J., Cohen L., Manionet L. & Morrison K., Joyce B., Calhoun E. & Hopkins) scholars in the field of theory and methodology of language teaching show that speaking is an important productive type of speech activity, and mastering it as a full means of communication in a foreign language is one of the main practical purposes of communication.

Sharing the opinions of scientists, we can say that speaking as a productive form of speech activity determines the ability to independently find the needed information, start, hold and keep up a conversation, participate in discussions, find arguments, express a point of view, interact with others playing various social roles, carry out regulatory activities of self-observation, self-control, self-appraisal in the process of communicative activity in a foreign language.

According to domestic methodologists, foreign speaking is a complex integrated skill that presents specific speech activity, and is characterized by a number of specific features: motivation, activity and self-reliance of the speaker, goal-directedness, connection with thinking, situational conditionality [Galskova N. D., 2004].

Foreign language teaching is a very difficult task, especially in the conditions of the development of modern society that requires the creation of a unique many-sided personality. Economic and cultural development of the country depends directly on the ability of the educational system to constantly self-improve in the preparation of high-skilled professionals [Mukhametzianova L. R., Bezuglova O. A., Kuznetsova A. A., 2015]. Therefore, the main task of the teachers of a foreign language is the selection of methods, techniques, technologies and approaches to language teaching and their improvement or complete revision.

Thus, the aim of teaching speaking in a foreign language is to develop the students' abilities in accordance with their real needs and interests to carry out oral speech communication in a variety of socio-conditioned situations. This means that the students should be able to: communicate in a direct dialogue, understand and respond (verbal and non-verbal) to the oral utterances of the partner (including the informant of the target language) in communication within the spheres, subjects and situations assigned by the program for each type of school; speak logically about themselves and the world around them, about the read, seen, heard, while expressing his attitude to the acquired information or subject [Galskova N. D., 2006].

The tasks of the teacher of a foreign language is in activation of activity of each student in the process of learning, making a situation for their creative activity. This implies not only a high level of language skills, but also the formation in students of specific skills, such as communication skills, lack of language barrier, knowledge of the rules of etiquette, broad world outlook. The teacher should expand the horizons of the discipline, thinking about the development of the personal talents of the student, the need to build universal educational skills, otherwise he will not be able to achieve success at higher levels of education [Nagimov N. I., Tarasova F. K., 2015].

The study of age characteristics, interests and inclinations, educational opportunities of students, as well as analysis of prospects for developing these opportunities should serve as a starting point to improve the traditional methods of teaching speaking and a better understanding of innovative teaching methods of this type of speech activity.

At the level of basic general education, students are characterized by an increased communicability, orientation towards independent educational search, setting educational purposes, mastering learning activities, acquisition and self-control and evaluation activities. They must acquire the ability to be engaged in a dialogue in order to exchange information, induce the interlocutor to perform any actions or activities in connection with the presentation of the communicative situation. Achieving this goal is not possible without solving the tasks such as replication training (stimulus and response), the development of one of the replicas into coherent utterance, as well as the ability to speak about the facts and events with text support and without it, situation or seeing imagery, using the basic types of speech communication (description narration, message). The above listed skills in aggregate constitute a psychological component of the instructional content of teaching foreign language speaking.

The analysis of teaching materials on the topic under investigation reveals the features of system-activity approach to language teaching through the development of the sequence of learning task, modeling of the processes. The use of various sources of information involves the organization of educational cooperation at various levels (teacher-student, student-student, student-group). Within the framework of system-activity approach a student who is the object of teaching becomes a full-fledged subject of the educational process. The main task of the teacher of foreign language today is to maximize the mental activity of students at all stages of a lesson. The teacher should ensure collaboration with the students, aimed at developing the ability to learn independently. It is the teacher-student cooperation that is the core of methodological conception of a modern lesson of foreign language.

Based on the above, as a modern pedagogical technologies for realization of the system-activity approach to teaching foreign language, especially to teaching speaking, we refer to the technology of development of critical thinking of learners, which involves the work on the development of the system of mental strategies and communicative qualities to effectively interact independently and consciously; the project-based learning technology that allows to promote the development of cognitive skills of students, such as the ability to independently construct their knowledge and navigate in the information space, the development of critical thinking, the ability to work with information; cooperation-based learning technology (work in small groups), which suggests the involvement of students into activity with personal responsibility for the actions of others and their own actions and is also characterized by making independent decision of learning tasks, joint learning and cognitive and creative activity of students [Belentsov S. I., 2003].

Having applied and analyzed the implementation of system-activity approach to teaching speaking, we came to the conclusion that educational cooperation in the classes of foreign language according to the system-activity approach is the ability to plan own action with consideration for partner's actions to understand the relativity of opinions, obtain the missing information through questions, discussions, performing various tasks, displaying self-criticism and goodwill to the assessment of the overall action.

### TEST TRAINING BASED ON SYSTEM-ACTIVITY APPROACH

Compiling a series of lessons of foreign language speaking on the basis of system-activity approach was preceded by studying methodical literature on the investigated topic, choosing a group of students, as well as conducting diagnostics of the level of formation of speaking skills of the students according to the criteria of efficiency of application of system-activity approach to teaching speaking in foreign language classes.

The experiment involved the students of two sub-groups of the first year of studying with 31 people in number ( subgroup 1 - 15 people; subgroup 2 - 16 people). The article presents data only of subgroup1. The results obtained of subgroups 2 differ to a little degree.

We have elicited several levels of formation of students' speaking skills in a foreign language on the basis of the following criteria:

1. The ability to communicative partnership, the ability to interact with others.
2. The development of cognitive academic research activities.
3. Fulfillment of regulatory actions of planning activities, self-control, self-appraisal in the process of communicative activity.
4. Lexical and grammatical correctness of speech. Communicative feasibility of lexical and grammatical presentation of speech.
5. Phonetic presentation of speech (pronunciation of individual sounds, intonation correctness of building a sentence, putting stress).

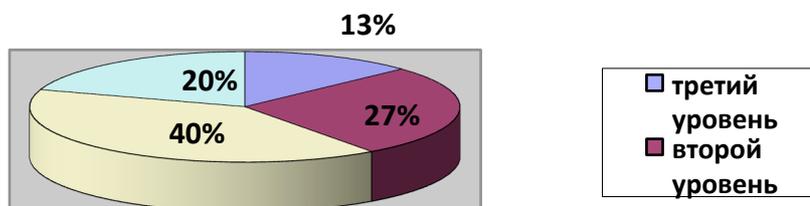
**Table 1.** Speaking Skills Criteria

	Third level - 5 grades	Second level – 3 grades.	First level – 1 grade.	Zero level – 0 grades.
1.	There is no problems in listening comprehension;the student can hold a dialogue correctly; react spontaneously tochange of language behavior of the interlocutor; dialogue consists of – 4-5 replies, monologue - 10-12 phrases	Good level of listening comprehension; sometimes the student asks to repeat a phrase or a question; not always manages to spontaneously react to tochange of language behavior of the interlocutors; the length of the dialogue – 3-4 phrases, monologue - 8-10 phrases	The students demonstrates common understanding of the questions and readiness to take part in a conversation ; sometimes the student is inconsequential in his reasoning; he is reluctant to take part in brainstorming ; the length of his dialogic speaking is 2-3 phrases, monologic -	Low level of listening comprehension; the student does not operate with set phrases and word combinations to full extent; he ignores viewpoints of his partner in conversation or learning activity; the length of dialogic speaking is 1-2 phrases, monologic - 4-6 phrases

			6-8 phrases	
2.	The student is able to sum up, generalize and fix core and minor information; familiar with information and is quick to find any information	The student is able to take in the information to have been just read or listened to, but he cannot always grasp this information to full extend and is not familiar with the information	The student finds it difficult to seek for the needed information; has problems with emphasizing, summarizing the key and minor information	The student is not able acquire information; has low developed skills of verbal planning
3.	The student is able to control process and the results of his own activity, interact with the adults and peers in learning activity	The student is not able to fully control the process and the results of his work, adequately appraise the results of the activity	The student is not able to organize his activity to the full; set, keep and follow the goal in learning activity; evaluate place and significance of learning activity	The student is not able to organize his activity, evaluate place and significance of learning activity
4.	It comes easy and fluently to the student to expresses his thoughts; he uses wide range of vocabulary demonstrating the lack of lexical difficulties when expressing the thoughts	50% of the sentences are correct; grammar mistakes are rare, and this does not raise difficulties in communicating	The student's errors impede a conversation, but do not unmake it; only 25% of the phrases are correct; the student uses only restricted vocabulary	He possesses minimum vocabulary, but cannot use it appropriately in speech
5.	Speech is expressive and clear; the student uses adequately rhythm and melodic patterns of a foreign language	There occur variations from the pronouncing norms in the student's speech, in principle, he can use rhythmic, speech melody	An attempt to correctly pronounce and intone is observed, but there is interference of his native language in his speech	The student's pronunciation is influenced by his native language, which complicates understanding

Thus, the following results were obtained before the test lessons of teaching foreign language speaking to students on the basis of system-activity approach:

**Diagram1.** Speaking Skills Diagnostic Results



third level

second level

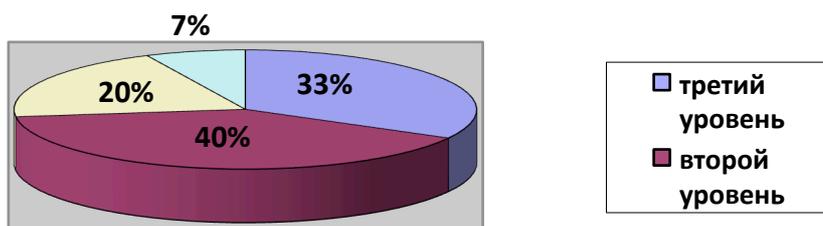
These diagnostic results show that the level of formation of foreign language speaking skills of the students is not high enough.

When teaching speaking at the lesson of foreign language on the basis of system-activity approach, we relied on the principles of communicative orientation, differentiation and integration, psychological comfort, activities, where possible, used available innovative methods and techniques of work. A series of lessons was of an advanced level of complexity problem and search character.

It should be noted that the dominant type of an exercise at the lesson was communicative, namely responsive including the reaction of students to the statement or question; situational, including teaching and speech and problem situations, as close to real-life situations, with age characteristics of students taking into account, which certainly motivates students to educational activity and increases their activity; initiative, including role-play dialogues; discursive, including educational discussion and commenting; composition, including oral utterances of students relying on the material (text, plan, topic). We also organized group, pair, individual forms of activity of students at the lesson. The dominant form of activity was a group one aimed at creating conditions for cooperation and interaction between the students. The project work that students perform in groups using verbal and nonverbal skills [Shayakhmetova L.Kh., Mukhametzyanova L.R., 2015]. At the same time, it was motivating for the students to learning activity.

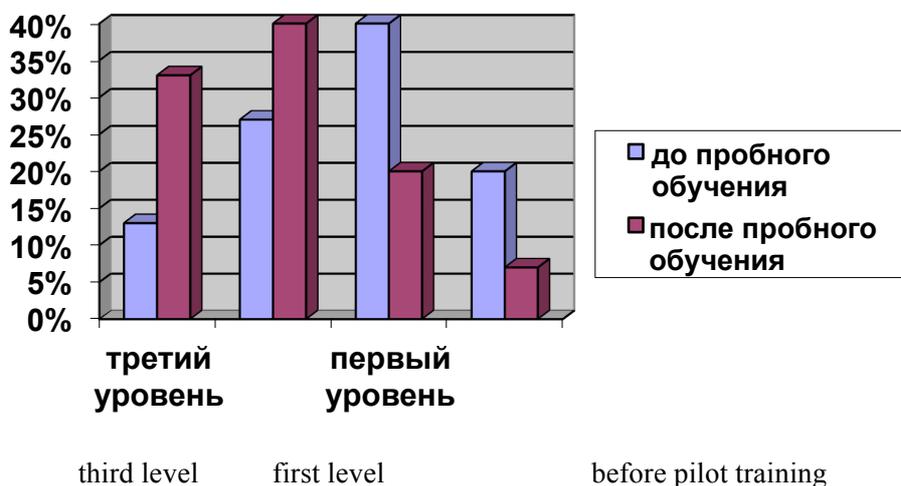
At the end of the test training, we re-diagnosed the level of speaking skills of the students according to the criteria of effectiveness of system-activity approach to teaching speaking at the lesson of foreign language.

**Diagram 2. Skills Re-Diagnostic Results**



As part of the speaking skills of re-diagnosing on the basis of system-activity approach the level of mastery by the students of this type of speech activity increased.

**Diagram 3. Comparative Analysis of Speaking Skills**



after pilot training

It follows from the above that with the use of system-activity approach, the learners with the first and zero levels of speaking skills was significantly less, and the number of the students with the third and second levels of speaking skills increased.

### **CONCLUSION**

The study has enabled us to establish that the basic principles of system-activity approach to teaching foreign speaking are the principles of action, activity, continuity, integrity, psychological comfort, variability, creativity, communicative orientation.

Application and analysis of realization of system-activity approach to teaching foreign language speaking at the lesson in high school has led to the conclusion that owing to introduction of FSES of a new generation, necessary becomes preparation of the teacher to a fundamentally new system of teaching. A key position of the teacher during the lesson of foreign language is to organize the conditions that initiate the learners to action and learning serves as a collaboration – teachers-students co-operation on acquisition of knowledge, as well as formation of universal educational actions.

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