

# PEDAGOGY AND EDUCATION

## Development of students' communicative skills in English lessons

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**Abstract.** The development of students' communicative skills in English lessons is a fundamental aspect of modern language education. This theme focuses on enhancing learners' ability to use English effectively in real-life contexts through the integration of speaking, listening, reading, and writing skills. Emphasis is placed on communicative approaches such as task-based learning, collaborative activities, role-playing, and discussions, which encourage active language use and interaction. The annotation explores methodological strategies, the role of the teacher, the use of authentic materials, and the importance of a supportive classroom environment. It also considers challenges such as learner motivation, language anxiety, and differing proficiency levels, offering practical solutions to foster confident and competent communicators in English. This article is devoted to the study of ways to develop students' communicative skills in English lessons. The authors consider the use of games and game situations in the lesson to be the most successful solution for developing the communicative skills of students of different levels. The authors also cover the types of speech activity: listening, reading, etc., which contribute to the development of advanced students' communicative skills.

**Keywords:** game, game situations, communication skills, foreign language, English lessons.

In the modern conditions of development of our society, the role of human activity, his ability to organize his activities increases. In this regard, the problem of developing communicative skills is especially relevant, since their high level creates a certain basis for students in the future.

**The aim of the study:** to investigate the need to develop communication skills in written and oral speech in English lessons.

The problem of developing the communicative skills of schoolchildren over a long period in the process of learning English deserves special attention. In modern conditions, teaching English implies the formation of communicative competence, i.e. the ability and readiness to carry out foreign-language intercultural and interpersonal communication with native speakers. In addition, to ensure

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that students are introduced to the culture of the countries of the studied language, awareness of the culture of their own country, as well as the ability to present it, the inclusion of schoolchildren in the dialogue of cultures. There is a need for a communicative approach to learning. In modern conditions, a person with a good command of English is in demand.

It is important to create conditions when children learn to listen to each other, are able to adequately assess their answer and want to learn new things. Different forms of work in the classroom are used: individual, paired, group.

For example, the use of games and game situations in the classroom reveals the abilities of children, their individuality, increases the motivation of students to study a foreign language, helps to create a friendly atmosphere in the classroom, and develops communication skills. Games allow for an individual approach to students. Collective games develop the ability to work in a group, find the necessary forms of cooperation. According to the nature of the game methodology, games are divided into: subject, plot, role-playing, business, imitation and dramatization games. *Most games have four main features:*

- 1) free developmental activity;
- 2) creative, significantly improvised, very active character;
- 3) emotional elation, rivalry, competition;
- 4) the presence of direct and indirect rules reflecting the content of the game.

The task of a modern teacher is to direct students to master the ability to find the necessary information and apply it most effectively to solve the tasks.

I set myself the goal of exploring the need to develop communicative skills in written and oral speech in English lessons. I believe that communicative competence is multicomponent.

The problem of oral speech in a foreign language is rightfully considered one of the cardinal in the methodology of teaching a foreign language and is characterized by an increasingly deeper penetration into the essence of speech activity and the reflection of its basic patterns and functions in the educational process.

At the initial stage of education, language should, first of all, be considered as a means of developing the child's personality, taking into account motives, interests and

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abilities.

Through communication and activity in the language and through activity with the language, the child develops, is educated, learns about the world and himself, i.e. acquires the spiritual wealth that the process of foreign language education can give the child.

Taking this into account, as well as the fact that methods reflecting the personality-oriented nature of foreign language education, must meet the following requirements:

- create an atmosphere in which the student feels comfortable and free; stimulate the interests of the student, develop in him the desire to practically use a foreign language, as well as the need to learn;

- affect the personality of the student as a whole, involve his emotions, feelings and sensations in the educational process, relate to his real needs, stimulate his speech and creative abilities;

- create situations in which the teacher is not the central figure;

- the student must realize that learning a foreign language is more related to his personality and interests than to the methods and teaching aids set by the teacher, one of the forms of our work with junior school students has become the creation and implementation of entertainment for senior preschool children studying English at a preschool educational institution located near the school. The main goal of such activities is to create an atmosphere of cooperation for the development of a sense of belonging and friendly relations between children, and to cultivate the need to take part in communication in English.

The next type of speech activity is listening. The development of this type of speech activity involves the formation of skills in perceiving and understanding speech by ear, and promotes the ability to separate the main information from the secondary. In English lessons, listening with visual support, for example, printed texts and videos, helps to better perceive and remember information, as they arouse greater interest in it.

Reading as a type of speech activity is divided into the following types: introductory, study, viewing/search reading. Teaching reading helps to highlight key facts, separate the main information from the secondary, reveal cause-and-effect relationships between facts, understand arguments, and find information of interest.

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Teaching written speech is also very important. It is associated with improving the skills of coherent, logical, and stylistically appropriate design of statements in writing. The ability to express thoughts in writing also involves the development of skills in creating various types and genres of written messages.

Monologue speech deserves special attention, which involves messages containing the most important information on a topic, problem, a brief transfer of the content of the information received, the ability to clearly and distinctly express one's thoughts, reason about facts, events, giving examples, arguments, drawing conclusions.

Dialogue speech is characterized by participation in a discussion/conversation on a familiar topic, expressing one's attitude to the interlocutor's statement, one's opinion on the topic under discussion, the ability to spontaneously and tactfully respond to the interlocutor's remarks. It should be noted that the construction of dialogues is based on the previously given models with certain standard phrases on each topic.

Practical needs of teaching foreign languages determine the priority of certain methods. At present, in the methodology of teaching foreign languages, preference is given to:

- structure-oriented methods aimed at developing certain pronunciation skills, selection of lexical material, grammatical design of the statement;
- communication-oriented methods aimed at developing the ability to adequately express thoughts in a specific language.

A non-traditional form of communication can be considered role-playing, which is implemented in a role-playing game. However, role-playing communication is organized in accordance with the developed plot and requires developed social skills. Therefore, role-playing games in English lessons often include elements of social training (communication exercises). Here are examples of such tasks, most often found in literature:

- **line-up** (students try to line up in a row as quickly as possible in accordance with the proposed feature);
- **strip-story** (each student gets his phrase and tries to quickly take the appropriate place in the "story");
- **smile** (students approach each other and exchange remarks with an obligatory smile);
- **merry-go-round** (schoolchildren form an outer and inner

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circle and, moving in a circle, exchange remarks);

– **contact** (participants approach each other and start a conversation);

– **king words** (students say any pleasant words to the interlocutor);

– **reflection** (participants try to imagine what other schoolchildren think of them);

– **listening** (students listen carefully to their partner, nodding in agreement and expressing agreement with him), etc.

To implement non-traditional methods of communicative communication in the classroom, it is necessary to have a clear idea of the communicative organization of an English lesson.

**Conclusion.** Experience proves that the use of non-traditional approaches to conducting lessons in the educational process is interconnected, first of all, with the definition of the structure and content of the educational and cognitive activity of the student. It is necessary to plan the lesson so that the student has the opportunity to independently search for the accumulation of new knowledge, in solving problematic issues. Children should be taught to communicate with each other in the lesson, listen to the interlocutor, help him, allow children to prompt if the one who is speaking cannot find the necessary word. And also create such conditions so that students try to speak more, and do not wait for a "salary" in the form of a grade.

The final result of the student's activity is an indicator of the correct activity of the teacher.

To light a spark of interest in the eyes of a child, to make learning feasible and joyful is a difficult task for every teacher.

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