

Principles of Teaching English as an International Language

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Abstract: *The article demonstrates the problem of increasing the level of foreign language communicative competence of students through the use of interactive methods and forms of work in English lessons. The concept of "foreign language communicative competence" and its components (linguistic, speech and sociolinguistic) are considered, a brief analysis of the teaching materials "Spotlight 8" is given for the presence of an interactive form of work in it, the process of using some interactive forms and methods in an English lesson as part of an experimental work with students of grade 8, the results of experimental work are described.*

Keywords: *foreign language communicative competence, work in small groups, interactive methods, Brownian movement, ideological carousel, change position, aquarium.*

Introduction

In linguistics and methods of teaching foreign languages, the definition of foreign language communicative competence is given by such scientists as I. A. Zimnyaya, N. I. Gez, A. N. Shchukin, I. L. Bim, E. I. Passov, V. V. Safonov. In this work, we adhered to the definition of foreign language communicative competence proposed by Nadezhda Ivanovna Gez: "communicative competence is the ability of a person to understand and generate foreign language statements in a variety of socially determined situations, taking into account the linguistic and social rules that native speakers adhere to" [2, p. 933]. N. I. Gez identifies the following components of foreign language communicative competence: linguistic (language competence), pragmatic (speech competence), sociolinguistic. It is these three components of foreign language communicative competence that we evaluated and developed in experimental work with the class. Before conducting experimental work, we conducted a brief analysis of the Spotlight teaching materials for grade 8 for the presence of interactive forms and methods of work and came to the conclusion that the Spotlight textbook places more emphasis on pair work. Most interactive tasks have the following settings: tell your partner, discuss in pairs, compare with your partner. Some methodologists and psychologists, for example, I. A. Zimnyaya, E. V. Korotaeva and K. N. Volkov, note the low communicative potential of pair work, since students communicate only with each other [1, p. 156]. Pair work is only one side of interactive learning. Group speech exercises in the textbook are quite rare. Furthermore, lexical or grammatical skills do not always come into speech. For that reason, we decided to test in practice how effective group interactive forms and methods are in developing foreign language communicative competence, and try to diversify the textbook exercises, make them more interactive and bring them closer to real communication. We put forward the following hypothesis: the development of foreign language communicative competence of students will become more effective if interactive methods and forms

of work based on the interaction of students within a small group are more often used in foreign language lessons

Materials and Methods

At the ascertaining stage, we diagnosed the level of formation of foreign language communicative competence according to three criteria: linguistic, speech and sociolinguistic - and identified the experimental group. Students completed three blocks of tasks: "Grammar and vocabulary", "Types of speech activity", " Knowledge of sociolinguistics". The first block consisted of a lexical and grammatical test with answer options. The next block included tasks on reading, listening, building a monologue and dialogic utterance. The third block included 6 questions on the correlation of stimulus and response clichéd remarks. The average score for the language criterion was 4.13 in the experimental group and 4.31 in the control group. According to the speech criterion, the experimental group received 4.01 points, the control group - 4.24 points. According to the sociolinguistic criterion, the average score in the experimental group was 4.68, in the control group - 4.75. As we can see, according to the first two indicators (language and speech), the average score of the experimental group lagged significantly behind the average score in the control group. According to the sociolinguistic criterion, the gap between the groups was minimal. At the formative stage, we selected interactive methods and forms of work that logically fit into the textbook program: work in a small group, discussion, brainstorming, four corners, change position, Brownian movement, idea carousel, big circle, carousel, POPS formula, 1x2x4 method , aquarium. Experimental work took place during the first quarter on the material of two modules "Communication" and "Food and shops". We did not single out methods separately for the formation of language, speech and sociolinguistic skills, since all these skills and abilities are formed in the aggregate according to the methodological principle of integration and differentiation. Let us clarify some of the methods we used. Idea carousel. We used this method when practicing vocabulary on the topic "Character Traits". The following vocabulary was practiced: optimistic - pessimistic, shy - confident, selfish - generous, reliable, stubborn - flexible, sincere, sensitive, sociable, patient, easy-going, hard-working, humorous, bossy, sensible, irritable, creative. The students worked in groups of 4. They were asked to think about what character traits 257 an ideal friend, teacher, doctor, and parent should have. Each member of the group received a card with the corresponding person and wrote one adjective. Then the cards were passed in a clockwise direction in the group, and each member of the group added a new adjective to the new card. It was stipulated in advance that adjectives should not be repeated. The work ended when the card was returned to its owner. Thus, there were 4 adjectives on each card. At the next stage, the content of each card was discussed within the group, and the final list of adjectives was compiled. At the last stage, the groups presented their results. Such a task not only helped to consolidate vocabulary, but also helped the teacher to find out how his students want to see him. Carousel. This method helped us when working on a dialogic speech on the topic "Shopping". Based on the dialogue from the textbook on page 29, in which two friends discuss the purchase, place and price of the purchase. In order for students to quickly memorize dialogue lines and consciously prepare their own dialogue at home, we worked in a carousel. Students lined up in an outer and inner circle and formed pairs. Each couple received a card indicating the product, place of purchase and price. Changing in pairs clockwise and exchanging cards, students discussed different purchases with different partners using the lines from the model dialogue. Thus, by the end of the work on this method, most students have already reproduced the lines of the dialogue without looking at the textbook. Brownian motion

By using this method, we practiced the comparative and superlative degrees of adjectives. Students were asked to conduct a survey among classmates on the following questions: How old are you? How tall are you? What mobile phone do you have? How many languages do you speak? What time do you usually wake up? How far is your house from school? The students first answered these questions

themselves. In order to save time, students did not interview all but 4 students. Having collected the necessary information, the students presented the results of the survey in the form of three sentences in the comparative degree and three sentences in the superlative degree. For example, I am the oldest of us. My mobile phone is more expensive than his. He lives farther than I do. She speaks the most languages of us. This method helped to bring the grammatical skill into speech. Thus, we simultaneously consolidated the grammatical skill and developed the skills of listening and speaking. Also, this method is great for developing sociolinguistic subcompetence, as it helps to develop the ability to correctly request information, taking into account the situation of communication and the interlocutor. For example, we used this method to work out cliché phrases on the topic "Asking for/giving directions". In exercise 4 on page 28, a table was given with prepositions of place and phrases to indicate direction: just down the road, just round the corner, opposite, go straight, it's on your left/right, a five 258 minute walk from here and etc. Also, cliché phrases were given for the query: Is there a ... near here? / Where is the nearest ... / We've run out of ... etc. Of course, students also repeated phrases to thank and attract the attention of passers-by. At the stage of direct work using the Brownian movement method, each student received a list with three items that he needed to buy, and a map. The class was given a communicative task: imagine that you are in a new city for the first time and you urgently need to buy items from your list. Ask passers-by to show you the way on the map. For each subject, you can only ask one passerby. The students moved freely around the classroom, imagining that it was a city. Everyone was both in the role of a visitor and in the role of a passerby. Due to the change of partners and the frequent repetition of remarks, students quickly memorized lexical units. When performing such a task, the students improved all subcompetences: language, speech and sociolinguistic. The students were interested because the situation was close to real life. For that reason, they did everything consciously. Method "Aquarium".

Results and Discussion

This method is a performance where some students act out the situation, while the rest observe and analyze it. We used this method to practice adjectives and idioms on the topic "Body language". The given adjectives were practiced: nervous, furious, surprised, impatient, bored, unsure, worried, puzzled - the following idioms: palms sweat, scratch one's head, tap one's foot, bite one's lip, cross one's arms, shrug one's shoulders, clench one's teeth, raise one's eyebrows. Some students were selected as actors. They received a card with one or another adjective describing an emotional state and an idiom describing body language, and read the dialogue, depicting the emotional state and body language on the card. The rest watched and guessed what emotional state was guessed. But they did not just name an adjective, but justified their decision with an idiom. For example, I think Kolya is worried because he is biting his lip. The acting out took place in several rounds in order to work out all the lexical units, so many students were able to play the role of actors and experts. The dialogue can be on any topic, as the actors convey not the content of the dialogue, but the emotional state. Change position. There was a lesson on online shopping. The source for the reading and exercises is Spotlight 8 GIA Workouts. The students worked through the text on the pros and cons of online shopping, answered questions about the content of the text, completed exercises on grammar and word formation in the GIA format on the topic of the lesson. At the end of the lesson, in order to consolidate the material and bring it into speech, we used the "Change Position" method. The students worked in groups of 4. The group split into two couples who sat opposite each other. The first couple was in favor of online shopping, the second couple was against it. Using arguments from the text and exercises, as well as their own ideas, they took turns defending their position, presenting arguments and counterarguments. A few minutes later, the teacher asked the pairs to switch positions, and the discussion continued in a different direction. After a few minutes, the teacher asked the group to discuss the problem in free mode, with everyone expressing their personal point of view. With the help of this method, students not only consolidated vocabulary and improved the skills of monologue speech, but also learned to

clearly argue their point of view, accept someone else's opinion and put themselves in the opponent's place. At the control stage, students were offered similar tasks based on the material covered during the experimental work in order to find out how their knowledge, skills and abilities have changed in terms of language, speech and sociolinguistic criteria. While evaluating the results, we adhered to the same indicators as at the ascertaining stage. The average score for the language criterion was 4.31 in the experimental group and 4.37 in the control group. According to the speech criterion, the experimental group received 4.23 points, the control group - 4.32 points. According to the sociolinguistic criterion, the average score in the experimental group was 4.87, in the control group - 4.75. Comparing the results at the ascertaining and controlling stages, we can be convinced that thanks to the use of interactive methods and forms of work in the English lesson, the skills and abilities of the students of the experimental group improved significantly in terms of language, speech and sociolinguistic criteria and achieved the greatest growth compared to the results of the control group. Thus, we managed to effectively improve the language, speech and sociolinguistic subcompetences, therefore, to increase the level of foreign language communicative competence in general. Our hypothesis was confirmed.

Conclusion

It is worth noting that the use of interactive forms and methods of work not only helped us enhance our foreign language communicative competence, but also developed the motivation of students. The students were interested and comfortable. With these methods, we have turned boring grammar and vocabulary exercises, when the teacher controls every step, into an interesting independent interaction of students. The teacher only directed the communication.

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