

ROLE OF COMMUNICATIVE SITUATIONS FOR DEVELOPMENT SPEAKING SKILLS

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It is always difficult to start talking in a foreign language because of the so-called "language barrier", the fear of being misunderstood, being afraid of making mistakes. At each stage of the education from elementary to advanced the teacher helps the students to overcome this barrier.

At the heart of modern teaching methods of speaking there are such categories of spoken language as: situation, role, position, community, type and scope of communication, which are considered in modern science as a model of speech communication. The most important of these teaching methods is the communicative (speech) situation. The communicative situation, as a method of teaching speaking, consists of four factors:

- 1) the circumstances of the reality (situation) in which communication is carried out (including the presence of other people);
- 2) the relations between communicants (subjectively - the identity of the interlocutor);
- 3) verbal motivation;
- 4) the implementation of the very act of communication, creating a new position, incentives for speech.

Each of these factors has a certain influence on the speech of the interlocutors (the choice of the topic and the direction of its development, the selection of linguistic means, the emotional coloring of speech, its deployment, etc.)

Modern system of teaching of foreign languages is based on the fact that for the methodology of teaching foreign languages, the communicative situations as such, which occur every second in the speech are practically not accountable, but only the repetitive, most typical, or standard situations, are important. By the term of typical communicative situation is understood some imaginary construction or model of a real contact, in which the speech behavior of interlocutors is realized in their typical socially communicative roles.

The communicative situation has a certain structure. It consists of the following components: 1) the speaker (addressee); 2) the listener (addressee); 3) the relationship

between the speaker and the listener; 4) tonality of communication (official - neutral - friendly); 5) purpose; 6) means of communication (language or its subsystem - dialect, style, as well as paralanguage means - gestures, facial expressions); 7) the way of communication (oral, written, contact, remote); 8) the place of communication.

Examples of a typical communicative situation can be: a conversation between a buyer and a seller, a viewer with a theater cashier, a conversation between mother and her son about his school days, a teacher with a student, a conversation between former classmates, a meeting of close friends, etc.

Another important component of the method of teaching speaking is the form of communication. Speech contacts of people occur in conditions that differ in the number of individuals participating in communication, the nature of the relationship between them, the presence of a change in the roles of the speaker and the listener within one communication act.

We can distinguish different spheres of oral communication, which are typical of any modern language community. Among them there are service spheres (social and communicative roles of the buyer, the passenger, the patient, the visitor of the theater, etc.); family sphere (socially communicative roles of family members; the occupational sphere (the role of the manager, subordinate, student, colleague, employee, etc.); socio-cultural sphere (the role of a friend, relative, etc.); the sphere of public activities (the role of a member of a public organization or elected body, journalist, etc.); the administrative and legal sphere (the role of a visitor to a state institution, an applicant, etc.); the sphere of games and hobbies (the role of a collector, gardener, craftsman, fisherman, animal lover, etc.); entertainment sphere (spectator at the theater, circus, cinema, TV viewer, etc.).

The task of the teacher is to create communicative situations at the lesson supplying the learners with all necessary communication materials, i.e. words, phrases, speech patterns, grammar structures, etc. Providing essential teaching materials, handouts, visual aids and making communicative situations can greatly improve spoken language skills.

Literature:

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