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CONVERSATIONAL SITUATIONS AS THE WAY OF DEVELOPING STUDENTS' COMMUNICATIVE SKILLS

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The knowledge of two or more languages is the tendency of our modern life. It is necessary to have a highly skilled specialist who can communicate with foreign partners in his or her native language. One of the main tasks which any university faces today is to prepare a specialist who is highly-skilled professionally and can speak English to develop and create a new partnerships, foreign projects as modern economy is concentrated not just inside one country but it has become international with a lot of foreign projects and partnerships.

According to this economic development and new economic ways it has been changed the demands to the specialists who graduate from universities. Thus one of the main abilities which a modern specialist should have to be successful in his professional sphere is to speak one or more foreign languages. The task of foreign teachers is to teach the spoken language and to encourage students to use it in everyday life and business.

One of the main methods which can be used to achieve the target is language situations which stimulate students to use foreign language. Some scientists suppose that language situation is the mixture of circumstances and conditions which encourage students' language reaction.

The communicative method is very complicated. In science, this method is defined as a system of functionally interdependent partially methodological principles, which are united by a single, strategic idea aimed at teaching any type of speech activity. [1] Thus, it is clear that for the communicative method such an idea is the communicativeness of learning.

The communicative approach to learning a foreign language fully reflects the specifics of its study in higher and general education institutions. At the present stage, new prospects for the development of Ukrainian politics, Ukraine's integration into Europe require significant changes in the education system of our country. At this stage, the study of modern European languages becomes especially important. According to European Recommendations of the Council of Europe [2], from now on the goal is not just to learn any language, but to communicate freely with it, i.e. to form an individual's foreign language communicative competence. Communicative competence is the basis of a communicative approach. Since the mastery of the speech sphere of a foreign language is due to communication, we must consider the principles of the communicative method.

Directed conversation practice for students learning English may occur in regular classroom surroundings or in non-academic environments such as conversation clubs or social gathering at someone's home or online using some

platforms as Zoom or Meet. Every day thousands of these conversation sessions take place around the world, reflecting the tremendous interest that people have in learning to speak English.

English teaching programs vary from university to university, but if the directed conversation practice is scheduled, it is likely to appear in one of two forms: a brief session or session during a given class hour, or a session covering an entire class hour. If students are enrolled in an intensive program where they have, for example, four hours of class and two hours of lab daily, one of the class hours may be devoted to conversation. In non-intensive courses where students study English two hours a week, for instance, one of these hours could be a conversation class.

Frequently, the teacher who trains the students in the fundamentals of English is the one who directs their conversation sessions. In other cases, someone else is invited to lead conversation practice. The latter procedure is often favoured where a teacher who is not a native speaker of English wants his students to have a chance to converse with a native speaker. He may ask the visiting conversation teacher to come in once a week, for example, to direct conversation sessions. Preferably, the regular teacher remains in the classroom while the guest teacher is working with the group. In this way, he can observe student progress and gather material for subsequent conversation periods where he is in charge. [3] He also benefits from the session himself.

English conversation clubs are organized by teachers and students who want to practice English in a friendlier atmosphere than the classroom may allow. Meetings generally follow a regular schedule – once a month, for instance. Vital to their success is the dynamic leader or leaders who can skilfully arrange entertaining activities such as debates, film showings or games that will stimulate all members to use their English.

Club meetings may take place in living quarters intended for such gatherings or they may be held in member's homes. Meetings of this sort are social gatherings in a home where the host invites a number of non-native English speakers over to practice their English. In such instances, the host is likely to be a native English speaker who often includes other native speakers as guests to help keep the ball rolling.

Most English conversation groups are formed of students who have the same native language and cultural background. Sometimes the teacher is a fluent speaker of the students' native language and is well acquainted with the culture. In other cases the teacher knows only English and the cultures associated with English.

If you and your students speak the same language, you may find it helpful to use it occasionally for certain explanations. On the other hand, if you do not know the students' native language, you are apt to make the conversation period all the more productive because the students and you must use English to communicate.

Anyone who speaks English fluently, and who is reasonably inventive, interested in people, friendly, firm and patient should make a fine conversation leader. In fact, many people volunteer their services as conversation leaders in English teaching programs or social get-togethers because they enjoy helping speakers of other languages use English.

A direct interest in people is crucial to success as a leader. You should take a point of learning the students' names and some facts about their lives, so that you can bring into the conversation elements which are relevant to them. A friendly informal tone is desirable. Yet, you should be firm when necessary to control the

group and to direct the conversation along the lines you consider necessary to develop your program.

You should play your role with sensitivity, alert to the mood of the group members, their interest in the subject at hand, the possibility of their being fatigued, etc. Students express themselves in subtle ways through nuances of speech, gestures and facial expressions. If you ignore these elements, an unsatisfactory atmosphere may develop in which the students are reluctant to speak, or worse yet, become hostile to you and one another.

An important condition is the use of widespread in Europe "person-centred approach" in which both the student's personality and the teacher's personality are equally important, each of them becomes a subject of its own development, because a person develops and improves only when he/she is active and acts independently. [4]

With this approach, the student not only memorizes and reproduces information, but also expresses his attitude to what he heard, makes certain adjustments. During the training it is necessary to create conditions for active and free participation of each individual in joint activities. Such conditions should be:

- ✓ providing students who are learning to communicate in English, the opportunity to freely express their thoughts and express feelings in the process of interaction with others;

- ✓ creating circumstances in which each participant in group communication remains the focus of others; involving students in a situation where self-expression becomes more important than demonstrating language skills;

- ✓ when even contradictory, paradoxical, dubious statements are encouraged, if they testify to the independence of learners, their active position;

- ✓ circumstances in which the participants feel safe from criticism, persecution for mistakes and punishment;

- ✓ the use of language material is subject to the task of individual speech design;

- ✓ language material corresponds to the speech-thinking abilities of the speaker;

- ✓ relations are based on parity, tolerance, empathy, understanding of the other;

- ✓ communication is carried out without excessive competition and criticism.

At the same time, when the student makes speech errors, it is advisable to consider this phenomenon not only possible, but also quite normal. Mastering the English spoken language allows some deviations from the written language. Also an important condition is to take into account the interests of a particular group and its students. Relationships in the team are different, sometimes quite complex. When discussing communicative situations, scientists recommend not only to divide the participants into groups, but also to take into account the desire of students to work together.

An important condition is to take into account their level of complexity and the level of communicative training of students when creating communicative situations. The above conditions, in our opinion, are essential for the formation of communicative competence in a foreign language.

Conclusions. Given that the main function of language is communicative, the communicative approach to learning a foreign language can be called the main, without exaggeration the most important. Training should be directed not only on studying grammar or vocabulary of a foreign language, but also on studying communicative competence, i.e. ability to use language correctly in corresponding real communicative situations. The communicative approach develops in parallel with

the development of communicative linguistics, social psychology and sociology on the basis of gaining experience in the educational process, which gives the opportunity to further explore this issue. Thus, to form communicative competence in students of higher educational institutions it is necessary to use communicative and non-traditional teaching methods, take into account the psychological characteristics of young people, create communicative situations, skilfully select forms and methods, adhere to the conditions necessary for active participation of each student.

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