STUDY OF PECULIARITIES OF COMMUNICATIVE TYPE OF TEACHING

Saule Ashotovna Murzina*, Nina Mikhailovna Stukalenko*, Liza Naviy* and Gulsara Galimbekovna Zhussupbekova**

Abstract: The essence of teaching based on communicative educational technologies consists in establishment of conditions for formation of active cognitive activity of learners. The idea of developing learners' abilities to take part in learning activity as a subject and of developing learners' skills of working in collaboration, as well as manifesting communicative abilities, is keynote. The most important peculiarity of communicative technologies is building the learning process on the basis of active interaction of all participants of the educational process, involving various information media. This research is devoted to the study of peculiarities of organizing the educational process.

Keywords: Communicative teaching, communicative teaching methods, communicative approach in education, communicative education technologies.

INTRODUCTION

When teaching, it is always necessary to orient oneself to interpersonal collaboration in the teaching and educational process and to humanization of pedagogical influence (Babanskiy, 1992; Skatkin, 1995; Volkov, 1998; Stukalenko, 2012). When using communicative technologies, the leading teaching method is communication, learning in a dialogue or polylogue. Communicative teaching is determined as a functional and meaningful approach (or a functional approach) to the mastery of new knowledge and abilities. To evolve communicative abilities and skills means to develop the abilities of active listening and speaking, skills of public presentation, retelling, narration, the ability to join a discussion, to assert one's opinion, to make conclusions and to generalize information. The communicative technology enables active socialization of personality since communication is always built in some activity and is determined by it. The basis of communicative education technology includes practical orientation of education, a communicative and speech basis of the process of teaching learners, complex organization of training material, a differential approach in education and all-round intensification of the educational process (Bespalko, 1989; Bystrova, 1996; Komenskiy, 1982; Shcherba, 2001; Slobin, 2009).

Communicativeness implies optimality of teaching from the viewpoint of effectiveness of the influence on the learner. Communicativeness is an act of communication, a connection among two and more individuals, based on mutual understanding. Consequently, an ability to get in contact, to find successful forms

* Kokshetau State University of Sh. Ualikhanov, Kazakhstan, 020000, Kokshetau, Abaya St. 76
** Abai Kazakh National Pedagogical University, Kazakhstan, 050010, Almaty, Dostyk Av. 13

of communication in every language must underlie all methods of communicative teaching. Communicative teaching represents teaching organized on the basis of tasks of communicative nature. Communication-based teaching aims to teach communication, using all necessary for it tasks and techniques (Gershunskiy, 1997; Selevko, 1998).

A communicative teaching method includes five basic principles: a principle of speech and thinking activity, a principle of individualization with a leading role of its personality aspect, a principle of functionality, a principle of situatedness and a principle of novelty. The analysis of the problem under study revealed the most important principle provisions of communicative teaching (Klarin, 1999).

First, communicative teaching is possible only under conditions of an activity approach. Participants of communication try to solve real and imagery tasks of joint activity by means of the language.

Second, the activity essence of communicative teaching is realized through activity tasks (activities). They are realized by means of teaching techniques and enable creating exercises. An activity task is developed by a teacher and contains a communicative goal, a problem and cognitive task for learners, which they try to solve. A teaching technique has a training goal, a problem and methodical task for a teacher, which consists in the fact that it is necessary to organize learner's activity in the most effective way and to help one to obtain a cognitive result during solution of a learning task, i.e. to "learn the activity". The presence of an educational and cognitive task for learners in any kind of the activity task means that it is an exercise in which the material is presented for learning, consolidation, reinforcement, reviewing, increasing, integration of knowledge and ideas, skills and abilities of learners.

Third, the activity tasks for communicative teaching base on play, simulation and free communication. There are tasks of the following kinds: communication games; communicative simulations in role-plays and problem-solving; spontaneous communication (socialization).

Fourth, the activity essence of communicative teaching is realized in the provision "here and now". The provision "here and now" is realized if conditions for speech and thinking creativity of learners are established at the lesson; the speech and thinking process are realized at the moment when speech situation is developing; communication represents consolidated experience.

METHODS

When conducting the study, the authors used the following types of methods: *theoretical* (analysis, synthesis, classification, generalization, deduction, induction, analogy and modelling); *empirical* (observation, survey, questionnaire and interview); *experimental* (stating, developmental and diagnostic experiment);

statistical (statistical analysis of the data, qualitative and quantitative analysis of the study results).

RESULTS

Theoretical Part of the Study

During the research, the authors succeeded in studying peculiarities of organization of the educational process in detail by the example of communicative foreign language teaching.

1. The activity essence of communication-based foreign language teaching increases the importance of methodical organization of the education process (it is the process that matters). The point is that the communicative tasks are frequently performed under conditions of increased speech and physical activity, liveliness of learners, their free movement around the classroom and their involuntary mastery of training material. Under these conditions, the carefully elaborated organization of the communicative and cognitive activity in the form of the rigorously defined teaching procedure is particularly important (Kolshanskiy, 1984). At present time, a three-phase framework of performing communication-based tasks is gaining increasing popularity. Almost any task can be performed (which enhances overall performance) in three stages: preparatory (pre-activity); executive (while-activity); final (post-activity).

2. The activity essence of communication-based foreign language teaching is realized under conditions of the humanistic approach to the education. Positive conditions for active and free development of personality in activity are established with such approach. In general terms, these conditions can be reduced to the following: learners get an opportunity to express their thoughts and feelings freely during communication; each participant of the group communication remains in the focus of attention of others; self-expression of the individual becomes more important than demonstration of language knowledge. Contradictory and paradoxical judgments, evidencing the independence of learners, their active stance, are also encouraged. The participants of communication feel safe in the absence of criticism, victimization for errors and punishment. The use of the language material is subject to the task of the individual speech intention; the language material corresponds to speech and thinking abilities of the speaker. The relationships are built on non-criticism and "empathy" (empathy and understanding the experiences of others). With the humanistic approach to learning, cognitive barriers, typical of the educational process, lowering motivation of learners, inducing them to irritability and rudeness, forcing them to switch their attention to more successful and "safe" kinds of activity

and to "drop out" of the educational process, disappear. The humanistic approach implies education that is centered on the learner. This means that the learner, to be more precise, the learners interacting with each other, is the center of cognitive activity at the lesson. The typical misconception in understanding the essence of the learner-centered education is an opinion of separate teachers that "it is important to keep the learner in the teacher's spotlight". Inaccuracy of such interpretation is that such education is actually centered on the teacher and not on the learner. The learner becomes a center of cognitive activity if one carries out tasks at the lesson independently, in pairs or in small groups. The purpose, motive, content and the mode of work depend on the learner. Teaching at the lesson transforms into learning (Kukushin, 2004; Rean, 2005).

3. Communication-based foreign language teaching means formation of learners' communicative competence. An important component of communicative competence is linguistic competence, representing the readiness to use a foreign language as an instrument of speech and thinking activity. Communication-based teaching is focused not on the form, but on the content. Therefore, the form of communicative content, named as a discourse, combining "what to say and how to say" in itself, is of interest. An essential component of communicative competence is pragmatic competence, representing the readiness to transmit a communicative content (message) in the communicative situations. One more significant component of communicative competence is informative competence, i.e. mastery of the meaningful object of communication. Communicative competence forms in all kinds of speech activity – listening and speaking, reading and writing, which provides their realization.

4. Communicative-based foreign language teaching is possible only under conditions of the authentic process of learners' socialization. In this context, the notion "authentic" implies not only the use of "real-life" learning material at the lesson, but also establishment of methodically expedient conditions of natural training communication. Authentic communication-based foreign language teaching is realized with application of tasks of speech interaction (interactive activities). The tasks of speech interaction are designed so that they cannot be carried out without a partner or partners. They are performed in pairs or small groups. An element of the task can be carried out individually. The task can be gradually performed in more extended groups, becoming a task for the entire class (a so-called pyramid – pyramid grouping). Several types of learners' location in the classroom are possible for performing the tasks of speech interaction: by rows, in the form of a "horseshoe", in pairs or small groups. Let us note that if learners settle themselves in the form of a horseshoe, this creates the most favourable

conditions both for group communication and for contacting the teacher. In practice, three main kinds of speech interaction of learners are applied: (a) collaboration of participants in development of a common idea; (b) combining the information known to different participants; (c) transmission of the information from one participant to another. Collaboration of participants in elaboration of a common idea is possible during solution of various problem tasks (Likhachev, 2001).

5. Authentic communication-based foreign language teaching is realized with application of tasks, implying "information inequality" of participants (information gap). The tasks of the kind "information gap" can take a variety of forms:

   – picture gap (learners have almost the same pictures; some pictures differ, and it is necessary to trace the differences by asking questions without seeing the partner's picture – matching task);

   – text gap (learners have similar texts or fragments of the same text, where details, present in the text of one learner, are absent from the text of another learner, and it is necessary to fill in the information gap – jig-saw reading);

   – knowledge gap (one of the learners has the information, which the other one lacks, and it is necessary to fill in the information gaps – complete-the-table task);

   – belief/opinion gap (learners have different beliefs, but it is necessary to reach a consensus);

   – reasoning gap (learners have different evidences that are to be gathered and compared).

6. Authentic communication-based foreign language teaching is realized with application of problem speech and thinking tasks. Problem speech and thinking tasks can be based on the following: on the sequence of actions (sequencing); on cause-and-consequence reasoning; on critical thinking; on hypothesis; on guessing, on classification; on finding similarities and differences (comparison and contrast), on ranking in order (rating); on discovery; on interpretation; on inferencing; on judgement; on excluding odd-one-out. When working with the problem under discussion, the application of such tasks as "information transfer" is useful. For information transfer, there are the following kinds of visual images: (a) a picture (an image with profound or paradoxical content); (b) a plan (for instance, a plan of a house or block, where an important event took place); (c) a map (of a town or area in question); (d) a diagram (for example, a family "tree"); (e) a table (with digital or actual data); (f) an associative map, such as "mind map" (lexical associations on one or another problem); (g) cards, such as

a "flow chart" (with a sequence of events). Both the information transfer from the text into a visual form and utterances, based on a visual image, are cognitive techniques "peeped" in the real life, and, therefore, they meet the requirements of authenticity.

Let us dwell on critical thinking – conscious casting doubt on certain provisions, thoughts and statements. At that, the following possible questions are framed: "Is this thought true or false (true or false)? Is there an answer to this question in the text (picture) (present or missing)? Are these two texts (pictures) similar or different (alike or different)? Are these details of the text (picture) content essential or minor (essential or nonessential)? Is this answer to the put question exhaustive (adequate or inadequate)?". Critical thinking allows forming "partial" learners, who are ready to think, speak and communicate (Raven, 2002).

7. Authentic communication-based foreign language teaching is realized by using organized role communication. Organized role communication is used at the foreign language lesson. It allows forming learners' communicative abilities in some number of selected "real-life" situations. Role communication is realized in the role play – a form of training communication, which is organized in correspondence with the elaborated plot, distributed roles and inter-role relationships. Creative role communication requires developed social abilities. Therefore, at the foreign language lesson, role plays frequently include elements of social training (exercises in communication). Let us give examples of similar tasks:

   – line up (learners try as quickly as possible to form a line in correspondence with the proposed feature);
   – rounds (each participant of the "circle" pronounces one's word so that the formed sentence would sound so smoothly as if it was pronounced by one person);
   – strip-story (every learner receives one's phrase and tries as quickly as possible to occupy a corresponding place in the "story");
   – smile (learners approach each other and exchange replies, with an obligatory smile);
   – merry-go-round (learners form external and internal circles and, circulating, they exchange replies);
   – contacts (participants approach each other and start a conversation);
   – kind words (learners say various pleasant words about their confabulator);
   – reflection (learners try to imagine what other learners think of them);
   – listening (learners listen to their partner attentively, nodding in agreement and expressing consent);

- politeness (learners address polite requests to each other);
- concessions (learners learn how to give way in a dispute);
- respect (learners speak about their respect for each other and substantiate their words with examples);
- gratitude (working in pairs, learners express gratitude to each other for the service, assistance, support that were rendered earlier, etc.);
- rally (participants learn to address the audience, opening the "meeting");
- conflict (learners learn to react properly to the emotional phase of the partner);

The above enumerated and some other tasks form necessary social communication abilities of learners.

8. Authentic communication-based foreign language teaching is realized applying spontaneous communication. Spontaneous communication emerges at the lesson when the study situation transforms into a natural one. Such communication has the following peculiarities: its content is not always predictable; transitions from one topic to another are possible; unknown and forgotten words, unfamiliar or insufficiently mastered grammar can be required; active mobilization of speech and thinking reserves is required. A communicative individual evolves when one uses different educational technologies: personality-centered developing education, "Step by step" technologies, a social and technological model "Orientir", project methodology, interactive learning technology; critical thinking technology; team modes of learning; integrated lessons, etc. In fact, learning which is based on purely communicative tasks does not virtually occur. Therefore, "communicative teaching" and "communication-based teaching" become synonyms (Lvov, 1985).

9. During communicative teaching, the speech orientation through communication is important. This implies practical orientation of the lesson. It is possible to teach to speak only by speaking, to listen – by listening, to read – by reading. First of all, this relates to exercises: the more exercise resembles a real-life communication, the more effective it is. It is important to remember that there is no impersonal speech; the speech is always individual. Any person differs from another by one's natural qualities (abilities) and by the ability to implement learning and speech activity, by one's characteristics as an individual: experience (everybody has one's own experience), the context of activity, a set of certain feelings and emotions, one's interests, one's status in the team. Team interaction is such manner of process organization during which learners socialize with each other; and a condition of success of everyone is progress of everybody.

10. Oral speech teaching is one of the most difficult tasks in the process of foreign language teaching. The primary cause of difficulties when teaching oral speech consists in the fact that language material, which a person must master, plays a completely new role – it must be mastered actively as a means of communication, and not merely for recognition and identification, which is the task during receptive perception of the language. When reading and listening, a person identifies finished language material, although receptive perception in each case has its peculiarities. During silent reading, a person has an opportunity to return to an unclear spot twice or thrice, while during listening, one to a certain extent follow the speech tempo of a speaker, which creates an additional difficulty for understanding. The highest degree of difficulty is represented by an independent expression of one's thoughts, ideas by means of the foreign language. In this case, the speaker must know not only the syntactic and morphological system of the language, but also the complex system of collocations, which is always specific and to a greater degree does not coincide with the collocations in the native language of the speech subject. The volume of knowledge is very large and cannot be mastered in the framework of the school curriculum. The content aspect of learning must comprise the problems, not the topics. The act of language mastery itself is not an act of designing and conscious analysis. Conscious designing and analysis of the language forms is one of the initial stages of language acquisition. The result of the study must be intuitive mastery of the language material, when a required word or a required form occurs in the mind in connection with a certain thought, and in the process of listening or reading; the audio and visual perception of the speech is simultaneously an act of understanding its content.

Control over educational foreign-language communication consists in establishing and realizing the communication situation. The necessary conditions of this are: formation of the motivational basis of communication, providing the content area of communication, organization of communicative environment at the lessons and creation of foreign-language speech purpose. Functionality of communicative education implies that both words and grammar forms are mastered immediately during activity: the learner carries out some speech task – corroborates a thought, doubts the information heard, asks about something, induces an interlocutor to act. At that, situatedness, role organization of the educational process are important. Selection and organization of the material based on the situation and communication problems, which are of interest to learners of each age, are fundamentally important. To acquire the language, it is necessary to study not the language, but the surrounding world by its means. The learner feels the desire to speak only in a real or recreated situation, concerning speakers. At that, the novelty of speech situations (change of the object of communication, the problem of discussion, the speech partner,

the condition of communication, etc.), the novelty of the used material (its informativeness), and the novelty of lesson organization (its kinds, forms, variety of work techniques) are necessary (Monakhov, 1997; Passov, 2010).

A motivational basis of communication is formed by simulating the need, its motives, goals, communicative intention. The motivational basis of communication can be created by its simulation by a model of natural communication. If by means of a role play one builds a model of labour activity or reproduces some social situation, the framework of communication expands significantly. Owing to the system of social roles, communication in the role-play is personality-centered, addressed, contextualized. The speech of communicants becomes initiative, emotional, effecting. Confabulators show genuine interest in partner's utterances. Their speech actions are aimed at solution of one or another task, proposed in the business play.

Practical Part of the Study

Communication environment at the lessons is one of the essential factors of managing foreign-language communication. It is characterized by mental and emotional activity of confabulators, atmosphere of friendliness, trust, mutual understanding. This is achieved in managed communication, first, by special techniques and plays; second, by taking into account social and personality factors; third, by communicative behavior of the participants of communication including the teacher. Special techniques, used for the purpose of establishing communicative environment, include: short-term sessions of relaxation and autogenous training, aimed at overcoming the hindering factors – constraints, tension, i.e. factors, characterized as "psychological barriers". Then, the so called "plays in psychotechnics" follow that are widely used in the theatrical pedagogy. These plays are aimed at development of attention, sense of the partner, of emotional, conception, short-term memory, of imitation ability, of quick reaction ability, of the sense of rhythm, intrinsic self-discipline and self-organization. Situational factors of orientation imply spatial and temporal conditions of communication. Spatial conditions of communication are considered when choosing the location of learners in the lecture room: in a semicircle, facing each other, as well as provision of freedom of movement for them around the hall room, which enables approximation of training communication to natural communication by the technology of its realization.

When creating a communication situation, one of the tasks is formation of a foreign language speech situation. Creation of a communication situation demands formation of intrinsic conditions. They are its motivational basis and a speech purpose of the foreign language. Thus, the task of the teacher, controlling the foreign language communication in the educational conditions, is formation and support of communicative needs, implementing themselves in communication situations.

One more concept of oral language communication is a kind of communication. It is possible to identify three kinds of communication – individual, group, public. Two people participate in individual communication. It is characterized by spontaneity, confidentiality, intimacy, etc. In case of group communication, several people participate in the act of communication. A communicative status of a member of group communication differs significantly from individual. For instance, one can "participate" in a lengthy conversation or meeting without saying a word. Pedagogues think that one of the ways to realize the idea of developing education is application of team activity of learners. And this is not accidental, as the learning activity is of team nature and represents a system of socially organized interactions, relations, communication.

Moreover, psychologists proved that cooperative activity in the team of the learners and the teacher is a similar form of individual learning activity, and equitable interaction with peers determines one's acquisition of such acts as goal-setting, planning, control and assessment, without which learning is impossible. Team learning activity is, first of all, treatment by every learner of one's work as common work, ability to act in collaboration for achieving a common goal, mutual support and, at the same time, mutual exactingness, ability to treat oneself critically and strictly, to evaluate one's own success from the standpoint of mutual work, as well as to show interest in its results.

Team learning activity or polylogue is the kind of activity when all learners without exclusion participate at the lesson; when such speech situations are created that learners are eager to be drawn in the conversation, to speak one's mind, to tell about one's own problems. Polylogue is applied at the lessons of oral speech when discussing the read, listened or simply interesting and relevant material, when learners' abilities and skills have been already formed by means of other forms of work. Polylogue is related to the communicative teaching technology. Owing to polylogue, learners get an opportunity of multiple introduction of new language material in their utterances. During polylogue, in active collaboration with group members, with their assistance and support, as well as with purposeful control on the part of the teacher, speed and intensity of acquisition of foreign language speech experience, confidence and accuracy of performing speech actions enhance. The communication itself represents a process of interaction of two or more individuals, during which learners exchange information to influence in some way the confabulators and to reach mutual understanding. The method of individual communication in the language is most effective. Communication-based teaching is the essence of all intensive technologies of foreign language teaching. This method requires nontraditional organization of the learning space. Learners are in arbitrary and comfortable positions. This removes the formal situation, the sense of constraint; training communication takes place. This space must have sufficient temporal continuation, must simulate immersion in language environment.

During the study of peculiarities of communicative education technologies, the authors researched the dynamics of the development levels of learners' speech activity when teaching foreign languages under the influence of these technologies. Let us present the obtained results in the form of Table 1.

TABLE 1: RESULTS OF THE DIAGNOSTICS OF DEVELOPMENT OF LEARNERS' SPEECH ACTIVITY BY MEANS OF COMMUNICATIVE TEACHING TECHNOLOGIES

Levels of development of learners' speech activity	Indicators of levels before experiment with application of communicative teaching technologies	Indicators of levels after experiment with application of communicative teaching technologies
Low	47.2%	12.1%
Average	32.7%	51.6%
High	20.1%	36.3%

According to the obtained data, it is evident that under the influence of communicative education technologies, the level of development of learners' speech activity has increased significantly. Thus, the analysis of the experimental work on development of learners' speech activity by means of communicative teaching technologies showed real effectiveness.

DISCUSSION

The composite authors undertook the present study jointly, having created a vast experimental ground on the basis of Abai Kazakh National Pedagogical University (Almaty) and Sh. Ualikhanov Kokshetau State University. The results of the conducted study were discussed during the meetings of those departments, the scientific seminar "Actual problems of psychological and pedagogic science and modern education" and on the international scientific and practical conferences: "Valikhanov's readings" (Kokshetau), "Current problems of contemporary education and pedagogic specialists training" in Kazakhstan (Almaty), "Introducing new educational technologies and principles of educational process organization" (Singapore), "Modern education: problems and solutions" (Thailand), "Education and Science without Borders" (Germany), "Current problems of science and education" (Russia). The generalized results of the conducted study are being published for the first time.

CONCLUSION

The results of the undertaken study allowed making the following conclusions. In the course of the teaching, it is important to know and to consider peculiarities of communicative teaching, when the following factors become the center of attention: sociocultural adequacy of speech behavior; the content and meaning of the utterance;

group forms of learning tasks; "personality" content of the training communication; learner-centered teaching; moral-emotional-intellectual development of learners; the integrated lesson with abundance of interdisciplinary relations. It is also necessary to consider psychological factors of communicative teaching, which include: respect for the learner's personality, acceptance of personal singularity of every participant of the work, protection of the individual from psychological traumas at the lesson, preservation of individual autonomy of every trainee, development of interpersonal interrelations. Thus, communicative teaching is teaching based on communication. It allows achieving successful results.

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