

УДК 372.881.111.1

**Развитие коммуникативных навыков у детей (на базе русского и  
зарубежного пособий)**

**Маматова Мадина Гаджимуратовна<sup>1</sup>, Пастухова Елена Николаевна<sup>2</sup>**

<sup>1,2</sup> Ивановский Государственный Университет, Иваново, Россия

<sup>1</sup>Madushamadusha11@gmail.com

<sup>2</sup>pp9800@mail.ru

**Аннотация.** Целью данного исследования является рассмотрение способов развития коммуникативных навыков у детей на базе комплексов "Family and Friends 1" и "Rainbow English 2". Для достижения поставленной цели был произведен анализ данных пособий, в котором рассматривались различные аспекты и упражнения, направленные на развитие разговорных умений учащихся. Благодаря результатам анализа, было выявлено, что "Family and Friends 1" является наиболее подходящим комплексом, для лучшего развития коммуникативных навыков у учеников.

**Ключевые слова:** коммуникативный метод, коммуникативная компетентность, диалогическая речь, монологическая речь, учебное пособие

**Development of Communication Skills in Children (Based on Russian and  
Foreign Manuals)**

**Madina G. Mamatova<sup>1</sup>, Elena N. Pastukhova<sup>2</sup>**

Ivanovo State University, Ivanovo, Russia

<sup>1</sup>Madushamadusha11@gmail.com

<sup>2</sup>pp9800@mail.ru

**Abstract:** The purpose of this study is to consider ways to develop communication skills in children based on the complexes "Family and Friends 1" and "Rainbow English 2". To achieve this goal, an analysis of these manuals was carried out, in which various aspects and exercises aimed at developing students' conversational skills were considered. Thanks to the results of the analysis, it was revealed that "Family and Friends 1" is the most suitable complex for the best development of communication skills in students.

**Keywords:** communicative method, communicative competence, dialogic speech, monologue speech, manual

The modern, constantly developing world requires people to adapt to new trends. Language is one of the most important means of communication between people. This means that the primary task of foreign language teachers is to form a personality capable of participating in intercultural communication. However, in order to achieve the desired goal, not only a teacher is required, but also a properly selected method of teaching the language and suitable manuals.

The Communicative Method is based on the research of various sociolinguists, in particular Hymes. He suggested that language knowledge includes not only a set of grammatical, lexical and phonetic rules. In order to use the language more effectively, according to Hymes, students need to develop communicative competence (CC), i.e. the ability to use the language being studied, adapting it to the appropriate social environment [1, c. 269].

Many scientists in the field of teaching methods have studied the concept of CC, given by Hymes. According to the researchers, CC includes grammatical, sociolinguistic, discursive and strategic competencies.

Oral communication consists of speaking and listening. Listening can act as an independent type of speech activity (for example, listening to reports, films) or entering into dialogic communication as a receptive component, being one of the sides of speaking. Listening, unlike speaking, is a receptive type of speech activity. The form of its flow is internal, unexpressed. However, the listener influences communication:

his reaction (laughter, remarks, gestures) causes an immediate impact. Thus, listening is a reactive type of speech activity. [2, c. 15].

Speaking as a type of speech activity primarily relies on language as a means of communication. The most important operation of speaking is the combination of language and speech means for expressing thoughts.

The process of making statements, from a psychological point of view, takes place in 4 stages:

- word selection operation;
- design of the model with keywords;
- the design of the message in accordance with the norms and grammatical rules of the language;
- implementation of the statement.

Speaking training involves the development of students' skills of dialogic and monologue speech.

Dialogic speech is characterized by replicas exchanged by speakers, repetitions of phrases and individual words for the interlocutor, questions, additions, explanations, the use of hints understood only by the speaker, a variety of auxiliary words and interjections. The peculiarities of this speech largely depend on the degree of mutual understanding of the interlocutors, their relationships. Dialogic speech training should be aimed at developing the skills to correctly use response replicas, and spontaneously, ask questions of different types, and logically answer them, use speech cliches according to the rules of speech etiquette, express a request, advice, consent, refusal, etc.

Stages of dialogue training.

1. Students are introduced to new words, speech patterns or cliches
2. They work out speech cues in chorus
3. Play out educational dialogues or learn by heart
4. Compose their own dialogues on the model

Monologue speech has a great compositional complexity, requires completeness of thought, stricter observance of grammatical rules, strict logic and consistency in the presentation of what the speaker wants to say.

Characteristics of the monologue: purposefulness, continuous character, consistency, semantic completeness, expressiveness.

The use of communicative techniques seems especially appropriate at the initial stage of language learning, since students do not memorize individual words, but whole speech utterances that they can transfer to a new situation. The structural-functional approach, in which the emphasis is on mastering the form and function of a separate lexical unit, may be suitable only for students continuing their studies (since the assimilation of individual lexical units is useful only after students have developed communicative communication skills in this language).

Training according to this methodology takes place in the following stages: 1) introduction of new speech utterances (listening to them, imitation) 2) explaining their functions in speech (using context - texts, dialogues), memorizing speech cliches 3) using speech utterances in similar speech situations - skills are automated 4) transferring skills to new situations.

Officially, in different countries, the second language in school is introduced at different ages. The critical period in mastering a second language is considered to be the age of 8-11 years, after which the probability of a good quality of mastering the phonetic system of a foreign language decreases, the probability of natural mastery of language constructions decreases, the immediacy in the perception of foreign culture decreases. Up to about 15 years of age, mastering a second language is possible at a good level, but not absolutely.

Primary school age is also a time of exploration and knowledge of the world. Children during this period are very curious, active, it is still difficult for them to sit still, and they can get tired quickly. Therefore, games, moving tasks, poems and songs, cartoons are often often excellent tools when conducting a lesson. The child does not lose interest so quickly during the lesson, but it is important to build the process in an exciting way, alternating different tasks. An important aspect of this age is the

beginning of educational activity. The child's attention increases, it becomes more stable. [3, c. 41].

The educational and methodical complex "Family and Friends" was developed by the methodologists of the publishing house "Oxford University Press" for teaching English to primary school children. This manual uses a grammar-based approach while working on all language skills at the same time. It forms language knowledge, speech skills and abilities. Students are divided by type of perception into visual, auditory and kinesthetic. All these approaches are reflected in this manual in order for each student to be able to realize their capabilities and abilities. "Family and Friends" includes seven levels. Each stage is built taking into account the psychological characteristics of children of primary school age [5, 113 p].

The formation of grammatical skills occurs gradually. At the initial stage, this is the perception and reproduction of basic grammatical structures. At the next stage, students begin to get acquainted with the basic grammatical rules of the English language. The workbook contains exercises for making proposals, filling in gaps and practicing the ability to ask and answer questions. In the future, students gain in-depth knowledge of the grammatical phenomena of the English language, get acquainted with the terminology and formulations of the rules. Grammar tasks develop the skills of using grammatical means for communicative purposes [4, p. 97].

Educational and methodical complexes in "Rainbow English" are designed for students of grades 2-11 of general education institutions. The integrative purpose of teaching English in the educational complexes of the Rainbow English series is the formation of elementary communicative competence in the totality of its five components: speech, language, socio-cultural, educational, cognitive, compensatory competencies. Elementary communicative competence is understood as the ability and willingness of a junior student to carry out interpersonal and intercultural communication with native speakers of the foreign language being studied in situations corresponding to his life experience.

Exercises that develop communication skills and abilities include speech exercises for teaching 1) prepared dialogic speech; 2) prepared monologue speech; 3) unprepared dialogic speech; 4) unprepared monologue speech [6, 276 p].

In the manual "Family and Friends 1" there is a large number of speech exercises. First, each section begins with an oral mini-message, where the student expresses his attitude to the new topic. Secondly, each lesson contains a colorful dialogue of the heroes of the manual, which must be reproduced in pairs or in groups. Thirdly, in each section there is an exercise "brainstorming", based on the vocabulary and grammar passed, which allows children to express their ideas and at the same time repeat the studied material. In addition, the final task of the lesson is the exercise "Describe the picture", which develops monologue speech.

The manual "Rainbow English 2" contains much less speech exercises. There are only two types of tasks in the textbook that develop communication skills: 1) reading dialogues in pairs; 2) a story about yourself, your friend, a fairy-tale character (according to the sample).

Thus, the complex "Family and Friends 1", thanks to the abundance of tasks aimed at developing and improving the speech and auditory skills of students, is more effective tool than the manual "Rainbow English 2". It is ideally suited for the use of communicative techniques in teaching English to young children. The complex "Family and Friends 1", perfectly prepares students to communicate in a foreign language.

#### **СПИСОК ИСТОЧНИКОВ**

1) Hymes, D. On Communicative Competence. In J.B.Pride and J.Holmes (eds.), Sociolinguistics. Harmondsworth: Penguin, 1972. - pp. 269-293

2) Бредихина И.А. Методика преподавания иностранных языков. Е. : Азбука, 2018. 15 с.

3) Родина Н. М. Протасова Е.Ю. Методика обучения дошкольников иностранному языку. М. : Аст, 2010. 38 с.

4) Пассов Е.И., Кузовлева Н.Е. Основы коммуникативной теории и технологии иноязычного образования. М. : Птица, 2010. 97 с.

5) Naomi S., Thompson T., Driscoll L. Family and Friends 1 // Class book. – Oxford University Press, 2009. 113 с.

6) Yee K. Language Teaching Methods - Harlow: Pearson Education Limited, 2000. 276 с.

### References:

1. Hymes, D. On Communicative Competence. (1972). In J.B.Pride and J.Holmes (eds.), Sociolinguistics. Harmondsworth: Penguin, 269-293.

2. Bredikhina I.A. (2018). *Metodika prepodavania inostrannih yasikov*. [Methods of teaching foreign languages]. ABC [Azbuka], Yekaterinburg, Russia. 15 p.

3. Rodina N. M. Protasov E.Yu. (2010). *Metodika obuchenia doshkol`nikov inostrannomu yaziku* [Methods of teaching preschoolers a foreign language]. Ast, Moscow, Russia. 38p.

4. Passov E.I., Kuzovleva N.E. (2010). *Osnovy kommunikativnoy teorii I tehnologii inoyazychnogo obrazovaniya* [Fundamentals of communicative theory and technology of foreign language education]. *Ptitsa* [Bird], Moscow, Russia. 97 p.

5. Naomi S., Thompson T., Driscoll L. (2009). Family and Friends 1 // Class book. Oxford University Press. 113 p.

6. Yee K. Language Teaching Methods. (2000). Harlow: Pearson Education Limited. 276 p.

### Информация об авторах

**Маматова Мадина Гаджимуратовна** - студентка факультета иностранной филологии Ивановского государственного университета (Иваново, Россия). E-mail: madushamadusha11@gmail.com. ORCID: 0009-0006-2941-476X

**Пастухова Елена Николаевна** - кандидат филологических наук, доцент кафедры зарубежной филологии Ивановского государственного университета (Иваново, Россия). Электронная почта: pp98oo@mail.ru.

### **Information about the author**

**Mamatova Madina Gadzhimuratovna** – the Student of the Department of Foreign Philology of Ivanovo State University (Ivanovo, Russia). E-mail: madushamadusha11@gmail.com. ORCID: 0009-0006-2941-476X

**Pastukhova Elena Nikolaevna** – the Candidate of Philological Sciences, Associate Professor of the Department of Foreign Philology of Ivanovo State University (Ivanovo, Russia). E-mail: pp98oo@mail.ru.

