

COMMUNICATIVE METHOD IN FORMING SPEECH SKILLS OF SCHOOLCHILDREN

Oksana N. Vasenina¹, Valentina V. Konstantinova^{2*}, Elena V. Alekseeva³, Natalia G. Arzamastseva⁴, Lyudmila V. Kurochkina⁵, Irina V. Trubyanova⁶

¹Postgraduate student, Mari State University, Russia, vasenina73@mail.ru

²Assoc.Prof, Mari State University, Russia, mar.pedagog@gmail.com

³Assoc.Prof, Mari State University, Russia, elena_vitaliev@mail.ru

⁴Assoc.Prof, Mari State University, Russia, Natta69@mail.ru

⁵Assoc.Prof. Mari State University, Russia, curochkinaludmila@yandex.ru

⁶Assoc.Prof, Mari State University, Russia, opleva@mail.ru

*Corresponding author

Abstract

The article deals with teaching the Mari language as non-native at Russian-language schools. The methodology of teaching the Mari language as native and non-native is different. The main approach in teaching a non-native language at Russian schools is a communicative method aimed at learning the language as a means of communication. Teaching speaking skills based on the communicative methods demands the implementation of the following principles: speech focused learning process, functionality, situation case, novelty, age characteristics. While studying any language, it is important to pay attention to lexical material – words, expressions, speech patterns. Grammar studies contain familiar and new vocabulary. Exercises are of particular importance. The initial stage of learning is marked by the use of conditional speech exercises, which are divided into imitative (learners imitate the teacher's statements), substitutive (learners insert the studied material to the given frame), transformational (children change the form), reproductive (learners use the acquired material in their own speech). At the advanced stage of studying the language, learners turn to speech exercises, which develop the ability to ask and answer questions, build a monologue according to a sample, make up sentences using grammar structures. Speech exercises help the teacher to involve learners into the oral communication. The implementation of the communicative method supposes assimilation of the teaching process to the communication, where the teacher and the learner hold a discourse as in a real situation. The communicative method develops skills in such types of speech activity as listening, reading, speaking and writing.

Keywords: communicative method, listening, reading, writing, speaking, speech exercises, systematic activity approach, learners.

1. INTRODUCTION

The 90's were the years of serious changes in the state structure as for the Mari Republic, so for the whole country. The name of the Republic (MSSR) was changed, in the "Declaration on State Sovereignty of the Mari Soviet Socialist Republic" the Mari language was proclaimed a state language. During active sovereignization of national republics and the adoption of the «Education Act» (1992) of the Russian Federation, there were laid foundations for comprehensive introduction of teaching the Mari language as a non-native language to the educational process at Russian-language schools of the Mari El Republic

(Kondrashkina, 2009) .

The introduction of the subject "The Mari (state) language" to schools with the Russian language of teaching revealed linguistic and methodical problems. Undeveloped methods of teaching the Mari language as a non-native language, lack of textbooks, teacher shortages tasked educators and scientists to find methods of mastering listening and speaking skills in the Mari language.

The success of teaching a non-native language depends largely on the methodology and the teacher's proficiency in various methods and technologies. The main goal of teaching the Mari language as a non-native language is the formation of communicative skills. At Russian-language schools, the teaching of the Mari language as a native language does not give a proper result, since the Mari language is genetically and functionally non-native for most learners. The practice of teaching this subject suggests that the methodology of teaching the Mari language as a non-native language should be close to the methodology of teaching foreign languages.

2. DISCUSSION AND RESULTS

The methodological science considers different methods of teaching foreign languages. The grammatical translation method was the most famous one in the 18th and 19th centuries in Europe. In tsarist Russia it was the main officially accepted method at educational institutions up to the October Revolution of 1917. In the course of the training, the main attention was paid to the grammatical analysis of the text, memorizing of rules and the translation. The translation from the native language was offered to control the assimilation of the material.

A textual translation method appeared at the end of the 18th century. This method was based on an original foreign text, which served as an example of pronunciation, use of grammar and vocabulary. For the first time, there were used reverse translations.

At the end of the 19th century, translation methods gradually lost their meaning in the practice of teaching foreign languages. There was produced a "natural" method. The purpose of this method was the development of oral speech, the same as in the life of a child, who learns his native language firstly. Lessons were held in the form of imitation of the teacher's speech.

The natural way of learning gave birth to the direct method, which differed in principles justified by linguistic and psychological data. The main principles of this method are the exclusion of the native language and translation, understanding of the importance of pronunciation, the study of the word in the context, the study of grammar on the basis of induction.

In the late 50's and 60's, the audio-lingual method became common. The concept of this method assert the priority of oral speech over writing, the prevalence of training exercises for the formation of speech skills in the learning process, intuitive perception of linguistic material, and the widespread use of aria studies.

In the late 40's of the 20th century in our country there was developed a consciously comparative method. This method supposes the students' awareness of the significance of linguistic phenomena and the ways of their application in speech activity, as well as the reliance on their native language for a deeper understanding of both the studied and native languages. The linguistic concept of the method is based on the ideas of L.V. Shcherba and communicative linguistics. The main methodological principles of the method are interrelated acquisition of the speech types with oral advance; organization of a consecutive training from acquisition of knowledge to speech skills and abilities; division of educational material into active and passive. The secondary school preferred the communicative method of training (Gusevskaya, 2013).

Within a new paradigm of the Russian education, it became necessary to revise existing methodological approaches in teaching the Mari language as a non-native from the point of view of communicative and activity approaches; the latter's guideline being the formation of various types of speech activity. Activity approach means making the process of studying motivated, teaching the learners to set a goal and to find ways and means to achieve it.

Initially, the concept of "learning through activity" was proposed by the American philosopher, scholar and educator John Dewey. He determined the basic principles of the activity approach as the consideration of the students' interest, the teaching through the training of thoughts and actions, perception and knowledge as a consequence of overcoming difficulties, free creative work and cooperation. The activity approach, developed in the works of L.S. Vygotsky, A.N. Leontiev, D.B. Elkonin, P.Ya. Galperin, V.V. Davydov, proves that the development of an individual in the educational system is ensured mainly by the formation of universal educational activities, which are the basis of the educational and upbringing processes. In the

contemporary educational system, the principles of the activity approach are used not only at primary, but also at secondary and senior schools.

At present, the leading methodological and technological approach in teaching the Mari language as non-native is a communicative method, where the content and means are interrelated and interdependent. The communicative method is based on the following principles: speech orientation, individualization, the functionality of speech units to be learned, situation case, novelty. *Speech orientation* of the educational process involves teaching a non-native language through communication, i.e. all exercises should be not in pronunciation, but in speaking. *Individualization* requires consideration of all the abilities of a learner as an individual. The principle of *functionality* demands the use of all grammatical means of the language in the process of communication, i.e. words cannot be learned isolated from their forms. *Situation case* is realized in the construction of speech patterns in certain communicative situations. The principle of *novelty* gives the expansion of the content of learning on the same topic from lesson to lesson within certain spheres and situations of communication (Passov, 1985).

The introduction of the Federal State Educational Standard (hereinafter called the FSES) supposes implementation of one of the most important tasks of the education system, which is the formation of universal educational activities (hereinafter called the UEA), such as personal, regulative, cognitive, communicative. Formation of the communicative UEA gives the opportunity to learners to learn how to express their point of view, to respect others' opinions in the process of communication, to understand and take into account the communicative position of adults, to act according to the communicative situation. One of the main tasks of the teacher while the formation of the communicative UEA is in setting of such conditions, where learners acquire skills and abilities corresponding to a high level of communication (Asmolov, 2010).

The communicative method combines with the basic didactic principles, which are indicated in the FSES. The methodological basis of the FSES is formed of the systemic activity approach, which also currently dominates in the world practice of language teaching. Only personally significant activity, in our case, the process of studying the Mari language, forms a system of knowledge, skills and abilities of learners, which make the competences in speaking and writing in the Mari language. It also forms personal and meta-subject universal learning activities (FSES, 2017).

Development of the communicative method of teaching a non-native language is being the object of research of the Institute of Russian Language named by A.S. Pushkin (A.A. Leontiev, V.G. Kostomarov, O.D. Mitrofanova, etc.), the Institute of National and Russian bilingualism of the RAS (the Russian Authors' Society) - (currently the Scientific and Methodological Center of the RAS: N.M. Shansky, E.A. Bystrova, E.V. Kotok and others), technologists of intensive teaching of non-native languages (G.A. Kitaygorodskaya, I.A. Zimnyaya, etc.). A significant contribution to the development of the method was made by foreign methodologists G. Lozanov, G.E. Pifo, R. Alwright, W. Littlewood, S. Savignon, etc.

E.I. Passov and his Lipetsk school made a great contribution to the development of the communicative method. In his fundamental works, E.I. Passov outlined the basics of the communicative method of teaching, namely, the planning, organization and conduct of lessons according to their types, lesson plans and the peculiarities of their analysis.

Linguistic and methodical basics of teaching the Mari language as non-native deriving from the communication oriented approach in the Republic of Mari El are considered in the works of V.V. Konstantinova. Ethno-pedagogical and ethno-psychological bases of teaching a language are presented in the works of N.G. Aivarova, S.N. Fedorova. The organization of the learning process on the subject is supported by the Exemplary Program developed by V.V. Konstantinova, G.S. Krylova, N.A. Kulalaeva, R.P. Ignayeva.

V.V. Konstantinova considers the communication oriented approach to be the main in teaching the Mari language as non-native. The content of the programme of teaching the Mari language is represented by three components: communicative, linguistic and sociocultural. The communicative component determines the content of speech material, which ensures the formation of speech skills and abilities. The linguistic component provides the necessary linguistic material. Sociocultural component provides a wide use of local history materials and local linguistic history materials as the basis for the dialogue of cultures (Konstantinova, 2011).

The organization of lessons of the Mari language as a non-native language based on the communicative method needs to cover the following requirements:

- 1) Orientation of learners primarily to develop speaking skills and abilities besides mastering language knowledge;
- 2) Use of communication oriented exercises in the classroom;
- 3) Formation of motivation to learn the language by various means and methods of teaching.

According to the communication oriented approach, there are several types of the Mari language lessons: a lesson of learning lexical material; a lesson of learning grammar material; a lesson of working with a spoken text; a lesson of mastering a dialogical and monologic speech; a lesson of mastering speaking skills based on authentic texts.

Scientists claim that speaking is a complex phenomenon. It is also proved by its functions. Firstly, speaking is a means of communication. Secondly, speaking is one of the types of human activity. Thirdly, only the process of speaking produces an utterance. Exercises play the main role in the process of learning to speak. In communicative learning, all exercises must be verbal, it means they should be based on communication. E.I. Passov divides exercises into conditional speech exercises and speech exercises. Conditional speech exercises are exercises that contribute to the formation of lexical and grammatical skills. They are characterized by the same type of repeatability.

Conditional speech exercises are divided into imitative (the learners simulate the statements of the teacher); substitutive (learners substitute elements of the given construction by the studied material); transformational (children are encouraged to transform one form into another); reproductive (learners use those forms or words that are learned in previous exercises) (Kolker, 2000).

For example, speech exercises, built in the form of a dialogue, contribute to the development of lexical skills, the ability to ask and answer questions, build a monologic statement based on the pattern, and use grammatical structures in constructing sentences. Speech exercises help the teacher to involve students into the oral communication. It is interesting for children to do speech exercises, which include topics relevant to schoolchildren related to the material being studied. The use of speech exercises creates the situation case of the utterance. Applying speech exercises, the learners acquire the ability and skill to use grammatical material consciously for the correct construction of their utterance. Formation of communicative skills and abilities is an extremely actual problem, since the degree of the formation of these skills affects not only the effectiveness of teaching children, but also the process of their socialization and development of a personality as a whole (Konstantinova, 2015).

On the basis of the Municipal Budget Educational Institution "Secondary School № 21 of Yoshkar-Ola", the Mari language is taught as a non-native language on the basis of the communicative method. The communicative method of training is the most acceptable in urban school conditions. The conceptual provisions of this method made it possible to determine the main approaches for the development of communicative skills and abilities of 5-9 grade learners at the lessons of the Mari language as non-native, which can be considered as pedagogical conditions for the implementation of the basic principles of this approach.

The communicative orientation of teaching: a) inclusion of speech material, which can be used in real acts of communication, into the content of training; b) formation of an active thematic minimum, taking into account the age of learners; c) creation of a specific system of work, motivated by the need for speech communication in the studied language.

The method of teaching oral speech is constructed as a series of typical communicative situations selected with the principles of teaching dialogical speech as a communicative activity, with educational and didactic requirements. It is known that there are two types of replicas in a dialogue – stimulating to the conversation and reacting to the speech of the interlocutor. The situation motivates to begin the speech. As a rule, in contexts of school education, the situation that stimulates verbal communication is imaginary. Schoolchildren have to imagine the situation, see themselves in it, and say what people usually say when they find themselves in a similar situation.

There was held a test among the pupils of 8-9 grades to identify the ability to build a speech utterance on the basis of situations that correspond to the programme topics. Out of 55 children, 17 learners completed the task "perfectly", which is 31% of the total number of respondents. 29 students (53%) managed to get a "good" grade. The rest of the respondents coped with the assignment but they made significant inaccuracies and mistakes.

The results of the assignment indicate that situation case tasks are not used widely for making personal

statements at the lessons. It is the process of real communication in the Mari language that gives the speech a situational character. The speaker thinks only about what he says, not realizing what words he uses and why he does it.

During the educational speech, the situation is opposite: the speaker consciously tries on himself the speech situation; he tries to think about what exactly he needs to say at the moment. In this regard, the learner should have a stock of ready-made phrases or speech samples for compiling desirable statement, as well as be able to choose independently the suitable phrases from his stock. Depending on the situation, the interlocutors use the necessary vocabulary and speech patterns, ask questions and give corresponding answers to them. The situation gives an impetus to what and how to talk with the interlocutors.

While teaching to speak the Mari language it is important to have a certain set of speech clichés of word combination and sentence level, the ability to use speech patterns built according to the model in speech.

Speech patterns which are typical for dialogues and monologues coincide when the task is to transfer information.

3. CONCLUSION

The communicative method develops language skills in speaking, writing, reading and listening. First of all, learners memorize words, expressions, speech patterns and only then begin to analyze them from the grammatical point of view. Meanwhile, the goal of the lesson is to teach the learners to speak the Mari language both fluently and correctly. The teacher explains the rules, the meanings of new words using familiar vocabulary, grammatical constructions, expressions, drawings, computer presentations, films, materials from newspapers, magazines, etc. All this contributes to awaken the interest in studying the Mari language as a non-native language, provides motivation and interested attitude of learners to learning the Mari language (Konstantinova, 2015).

In order to activate the speech activity, the work in pairs and groups is organized to make up a dialogue and a monologue (a short text) based on situations. During the process of implementation of the communicative method (technology), the teacher more often does the work of an organizer of communication in the class: he organizes a leading dialogue (asks leading questions), suggests situations, acts as a consultant or assistant in the discussion of controversial problems. The process of teaching the language in the course of implementation of the communicative method (technology) is comparable to the process of communication, i.e. the teacher and the learner make up a dialogue as in a real process of communication (Passov, 1985).

In the learning process, free communication can be taught only by modeling real communication. Therefore, it is important to create situations of real communication at the lessons of the Mari language as non-native. Even the repetition of the same constructions at speech warm-ups and speech preparation generates confidence in the ability to speak the Mari language.

Thus, all of the above allows us to state that at present the communicative method (technology) of training is one of the leading methodological approaches in teaching the Mari language as a non-native language at the educational organizations of the Republic of Mari El.

REFERENCE LIST

- Asmolov, A.G., Burmenskaya, G.V., Volodarskaya, I.A., etc., (2010). Formation of universal educational activities at the basic school: from action to thought. System of tasks. Teacher's handbook. - Moscow: Education. – 159 p.
- Gusevskaya, N.Yu. (2013). Theory and methodology of teaching languages // Scholarly notes. ZabGU, No. 6. - P. 167-171.
- Kolker, Ya.M., Ustinova, E.S. (2000). Speech abilities – how to form them // Foreign languages at school. - №4. - P. 30-34.
- Kondrashkina, E. A. (2009). The Mari language – a long way to the state language // Philological sciences. Issues of theory and practice. Tambov: Gramota. No. 1 (3). – P. 108-112.
- Konstantinova, V.V., Krylova, G.S., Kulalaeva, N.A., Ignayeva, R.P. (2011). The Mari language programme

for the 1-11 grades. - Yoshkar-Ola: SEI APE RQ (M) "Mari Institute of Education". – 112 p.

Konstantinova, V.V. (2015). Implementation of the activity method at the lessons of the Mari (state) language. Methodological manual. - Yoshkar-Ola: SEI APE RQ (M) "Mari Institute of Education". – 40 p.

Passov, E.I., Tsarkova, V.B. (1993). The concept of communicative teaching of a foreign language culture at the secondary school. Teacher's handbook. - Moscow: Education. - 127 p.

Passov, E.I. (1985). Communicative method of teaching to speak a foreign language: Manual for teachers of foreign languages. / E.I. Passov - M.: Enlightenment. -208 p.

Federal State Educational Standard of basic general education [Electronic resource]. Access mode: <http://kem-edu.ucoz.ru/index/fgos/> (reference date: 23.03.17).