

Developing students' communicative skills while teaching English



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Tomorrow's time has come and today's young generation dictates future perspectives. They demand interesting , new innovations and we must not be left behind. It is time to be the best teachers possible.



Objective:



The objective of language teaching at school is to provide students with the opportunity to develop their language and communicative skills. Doing so enables them to follow international developments in their own fields and to function with ease in any communicative situation required for their careers. The aim being to develop the students` intercultural understanding. A further objective is for students to continue developing their language skills after they have finished studying.

FOCUS OF RESEARCH:

- *To explore the need for the development of communicative skills in written and spoken English lessons.*



PRACTICAL MEANING:



- The meaning of communicative skills is being taken very seriously at school. With good communicative skills will come the encouragement, understanding, motivation, as well as training your students need in achieving their desired results.
- For most students, the meaning of communicative skills is an individual ability to be proficient in the use of a language both in oral and written forms. A person's communicative skills also become the most important asset that will aid him or her on the road to success in life.



Components that can reproduce communicative models:



The process of studying interactions in the group:

- to use various schemes and tables;
- to use various types of reading and listening;
- to develop written language;
- to train to make dialogues.

To use active methods of studying :

- projects` methods;
- work with Computer Technology.

Problematic exercises:

- summary reports;
- projects;
- games;
- presentation;
- tests

INTERACTIVE METHODS:

**Chain
drills**

**Project
work**

**Group
work**

**Role
playing**



**Pairs
work**

Jigsaw

Debates

**Aquariu
m**

**Discussi
on**

**Microph
one**



THE TYPES OF EXERCISES:

- *Complete the sentences.*

- 1. St. Paul's Cathedral was first built in the _____.
- 2. The original building was burnt down in _____.
- 3. It was burnt down _____ times in its history.
- 4. Sir Christopher Wren began to build the cathedral in _____.
- 5. It took him _____ years.

35

1087

3

7th century

1675

Match the sights with their names



- **Buckingham Palace**
- **The Tower of London**
- **The British Museum**
- **The Houses of Parliament**
- **Tower Bridge**

Unscramble the words:

- falragatr equsar
- Trafalgar Square
- natiolan lryleg
- National Gallery
- worte degibr
- Tower Bridge



Help Alex:

- *begin the talk with Ann by asking what she thinks about this problem;*



You may use the following words, phrases and scheme:

- Do you agree that...?•

Are you sure?• How many times ...?• Why do you like ...?•

I'm sure ...;• I believe ...;

- I wish we had ... every day; • I'm looking forward to ...;

- useful (favourite, unpopular, boring) subject;

once (twice, three times) a week

to get information; to discover new things;

to learn interesting computer programmes;

to play computer games.

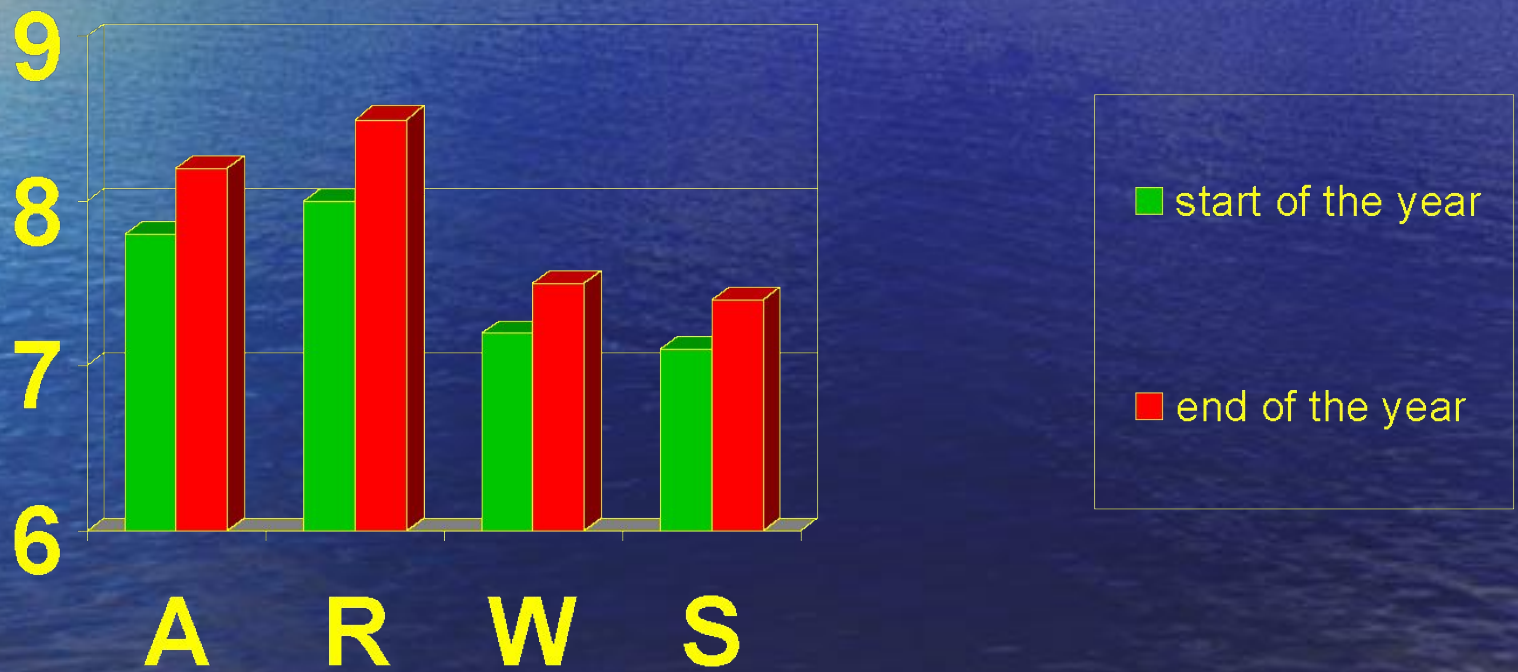
Practice the dialogue in pairs.

- Ann is an English girl. She is from London. Alex is a Russian boy who speaks good English. They are having a talk about computer programming in schools. Ann thinks that pupils must learn to use the computers. Alex thinks that schoolchildren needn't study computer programming. Suddenly something awful happens and Alex forgets all the expressions that he is supposed to use to explain his ideas. Help Alex to:



Results of the research:

7 Form



THE CONCLUSIONS OF THE RESEARCH:



- *Development of communicative skills is a key component in training students in foreign languages.*
- *Communicative activities and interactive methods give students practice in using the language and results in greater knowledge.*
- *The teacher`s role in the classroom is to be a facilitator and the students should be the central focus.*

Thank you for your attention!

