



**COMMUNICATIVE ORIENTATION OF THE TEACHING PROCESS IN EFL  
CLASSROOM**

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**Abstract:**

The focus of the article is developing communicative skills of EFL learners. In the article it is stressed that in the process of teaching a foreign language teachers should be governed by, at least, two principles. One is, that no matter what work is carried out in the class, it should have speech-thinking orientation. And the second one is situationality, which presupposes discussion round different true-to-life situations

**Keywords:** communicative learning, speech thinking activity, interaction pattern, situationality, interpersonal communication

The issue related to the content of teaching foreign language communicative activity is one of the most important aspects of the general problem of teaching both receptive and productive communicative activity. In the social functioning of the language, the communicative function is dominant and this fact decisively affects the nature of the content of teaching any non-native language. The communicative orientation of teaching a non-native language acquires the status of one of the most important principles of linguo-didactics as its constituent part. From the principle of communicative orientation naturally follows the unity and continuity of goals, content, structure, methods and means of teaching at all stages of learning. In the center of the teacher's activity is the development of students' communicative abilities.

The study of foreign languages in modern society is becoming an inseparable component of the professional training of specialists of various profiles, and the successful solution of issues having to do with professional growth of future specialists and the expansion of contacts with foreign partners largely depend on the quality of their language training.



The success of training largely depends on the methodology of the teacher of a foreign language, on his ability to use various modern methods in the context of solving specific educational problems.

The way to communication in a foreign language lies only through communication, specially organized so that there is a gradual mastery of speech material. It is training in adequate conditions that will contribute to the transfer of speech skills to diversified communicative situations.

The effectiveness of teaching the targeted language skill is directly dependent not only on how much students speak, listen and read. It is important to take into account how and what they say, what they listen to, and what they read. Speech skills are qualitatively different from motor skills in that, they are formed on the basis of the unity of thinking and speech. The more active and meaningful the mental activity of students, the faster and stronger will be the formation of speaking skills in a foreign language. But, unfortunately, what can often be observed in the classroom is a big amount of material being learned through mechanical work, such as drills and substitution exercises. To avoid such state of affairs, exercises in any kind of speech activity should include, as an obligatory component, speech-thinking tasks, naturally of a different level and of a different teaching orientation appropriate for the targeted learners. Since the initial moment of thinking is a problematic situation, which determines the involvement of the individual in the thought process, sets of exercises are desirable to be constructed so that at their base there should be a problem situation. The latter is one of the main elements of problem-based learning, with the help of which the thought, the cognitive need of students are awakened, and thinking is activated.

This requires the development and creation of special methodological tools designed to ensure the speech-thinking activity of students. One of the numerous tools that can serve for the purpose is to begin a lesson with suggesting learners a fragment of a film which is demonstrated for a short period of time. The purpose of this activity is to make students think about it and formulate a set of their ideas about the situation depicted in the film, while implementing of which the acquisition of speech material takes place



The problematic situation shown in the film and students' subsequent discussion on it, contributes to the activation of their thoughts and feelings, the need to express them in a foreign language. The same role, although with a lesser degree of efficiency, apparently, can be performed by pictures with a certain plot, a teacher's story, etc.

One of the conditions that can provide truly communicative atmosphere at the lesson is the application of only communicatively valuable content teaching and, consequently the material corresponding to it. Interpersonal communication of students in a lesson can arise, in our opinion, only on the basis of a discussion of problems which are related of students' interests and those, affecting different areas of their lives and activities. The discussion of such problems can be organized round such topics, as: 'My interests'; 'Parents and Adults'; 'What are your preferences in music?'; 'Who is your best friend?'; 'What do you think of your friend's hairstyle?' 'What do you want to learn how to do?'. 'Bullying - is there such a problem in your class?' 'What holidays do you like and why?' 'What should a real friend be like?', etc. These problems should have a moral, cognitive character, thanks to which it becomes possible to ensure the acquisition of the educational and cognitive aspects of a foreign culture.

It should be remembered that neglecting the content side of the learning process causes irreparable harm to mastering all aspects of a foreign language culture, including practical learning. Therefore, the texts taken from textbooks as well as exercises intended for all stages of education should be aimed at activating in the learners the need to express their thoughts and feelings precisely due to their relevant content in relation to the personality of the student. Apart from this, texts for teaching speaking should be natural statements taken from oral speech and recorded in writing. Any statements like 'This is a house', 'The house is big', 'This is a house, not a hospital', as having no communicative value, should be excluded from the learning process.

The principle of speech-thinking activity requires changing our attitude to the content, structural, and the procedural aspects of the language as well as those which provide, first of all, a speech-thinking orientation. It can be supported by the logic of the lesson, its purposefulness, dynamism, coherence. Each lesson must be made integral in its content, so that from the beginning to the end it



occupies and develops the thoughts of students aimed at discussing and solving the problem that was posed at the beginning of the lesson or cycle of lessons. Speech-thinking activity can also be supported by different interaction patterns, such as pair, group, team as well as individual work. Only as a result of the application of diversified patterns of joint activities of students interactive learning can be achieved. The result of it is that almost all students are involved in the learning process and each makes a special individual contribution to the overall activity, there is also an exchange of views, knowledge and ideas. An important condition for the organization of interactive learning is the creation of an atmosphere of mutual support and friendliness. This makes it easier for students to absorb new knowledge. In addition, cognitive activity itself is developing, there is a transition to higher forms of cooperation. A speech-thinking orientation can take place in a lesson only if teaching aids allow students not only to comprehensively and fully express their thoughts in a foreign language on the issues under discussion, but also to learn new key material.

It is advisable to select and organize grammatical material on the basis of the system of speech functions (message, persuasion, consent, refusal, etc.), organized in such a way as to take into account the goals and objectives of communication, respectively, for each mode of learning. It should be noted that functionality requires mastering already at the initial stage of learning at least three grammatical phenomena (present, future, past tense).

The selection and organization of other types of speech material must be carried out in the similar way, taking with the view of its specificity and the role in the communication process.

The system of communicative learning requires a different approach to the implementation of the principle of situationality. The main emphasis should be placed not on the work with the help of visual means of verbal description of fragments of reality, but on the creation of situations as a system of relationships between those who communicate. The system of interpersonal communicating is extremely diverse. It covers various spheres of social and material life. We can name here such their types as: social relations; moral relations; relations of joint activity; status-role relationships. These relationships are also typical for students.





Controlled actualization of various types of relationships between students can be carried out with the help of problematic situations, problematic texts, speech-thinking tasks, as well as by taking into account the constant activity of students, their personal experience, worldview, etc. Discussion of situations based on the relationship of students will make the process of teaching a foreign language culture as natural as possible, approaching the conditions of real communication.

To arouse in schoolchildren the need to communicate in a foreign language means to realize one of the necessary conditions for teaching a foreign language culture. The natural need to communicate within the classroom environment can be created by the power of situations based on socially significant values (social, moral, aesthetic, etc.). A natural situation of communication can arise even if no effort is made to do so. But sometimes it is difficult to create it as it is not always possible to rely on events from life. It is quite possible for a teacher to introduce the situation in the form of some segments of reality, in the form of texts or drawings. The content of the text should develop around a specific storyline. The method of creating situations using verbal material is based on the selection of texts that allow for the possibility of an active evaluative attitude to the stated facts, phenomena, and events. Communication occurs when the teacher succeeds, relying on the content, to stimulate different attitudes towards the same things. This technique can be used not only on the basis of specially selected educational texts, but also when discussing any topic that is currently becoming relevant. The role of the teacher is to propose such a theme for discussion that could be based on the range of interests of students, and an event that will interest them.

The values associated with the attitude towards other people, work, nature, art, etc., retain their naturalness regardless of the places where they are discussed. It is for sure that we will talk with the same interest, for example, about what kind of a person is a true friend, whether we are at home or in the classroom. The employment of such situations should contribute to the formation of different opinions among students evoking ambiguous solution. Discussion of suchlike situations will create conditions for triggering different viewpoints and this, in its turn, will cause in the student the need to defend his



position, which, in its turn, will require developing speaking skills in the targeted language.

To sum up, learning to speak means adequately perceive and generate a text and thereby exchange thoughts in different situations. The latter are diverse, so the language tools we use to communicate are also diverse. The role of the situation in language learning is great. And our task is to create in the classroom all the necessary conditions for the successful use of the language as a means of communication.

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