FORMATION OF COMMUNICATION SKILLS IN ENGLISH LESSONS OF HIGH SCHOOL STUDENTS

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ABSTRACT

In the modern world, education does not stand still, it is constantly updated and reformed. One of the most important requirements is knowledge of not only Kazakh and Russian languages, but also English. Currently, much attention is paid to the level of preparation for IELTS. High school students should have a good command of the English vocabulary. In order for students to achieve certain success in learning the language, the teacher needs to apply new methods and teaching techniques that will stimulate and motivate students, arouse their interest in the subject.

Currently, English lessons require the ability to get information from different sources, use it and create it yourself. Using the discussion method gives the teacher new opportunities in teaching a foreign language.

INTRODUCTION

A necessary condition and the most important means of implementing communication policy as a guiding principle of modern methods are situational conditions for teaching foreign languages. It's not out of the situation, otherwise it occurs only in form but not in content [Baranov, Kazakevich, 2015].

E. I. Passov situational defines it as "a special feature that indicates that the speech units of semantic and temporal parameters are always associated with the position and capacity building in the region" [Vorozhtsova, 2017].

The situation, on the one hand, covers other objective factors, reality, and, on the other hand, their own subjective interpretation, which should not be an accurate reflection of reality, which consists in understanding communication, terms and conditions that will vary depending on their personal experience and their own ideas about communicants, as well as their status at the time of preaching about the development of technology.

Unfortunately, it is impossible to guide students through all the necessary communication conditions in the educational process. Therefore, the ability to communicate in a foreign language should be created in the process of learning and speaking about a situation that imitates and imitates a real foreign language, communication, etc.

Educational and speech activity is a set of conditions that promote the expression of thoughts and the use of specific speech material.

The components of the situation and their purpose are described by a number of authors. The difference in approaches is obvious in the number of components or in their interpretation. Each situation is determined by four factors:

1. the actual background in which the voice message is implemented (situation);
2. the relationship between communicators (the personality of the interlocutor) and their roles;
3. speech motivation or a communicative task that the interlocutors seek to solve during communication;
4. implementation of the Act of communication itself, which creates new stimuli for speech [Kushnina, 2015]

There are several classifications of educational and verbal situations. E.I. Passov divides the circumstances according to the following criteria:

- The relevance of the communication process, in which reference is made to natural cases

when it is necessary to solve a number of problems, and artificial circumstances created by imagination;

- Recovery method. According to this criterion, non-linguistic or extralinguistic situations are situations arising from non-linguistic means (illustrations, layout) and linguistic or linguistic situations when the description serves as an incentive for communication;
- The scope of a statement made under certain circumstances. The author identifies micro-situations with a range of up to two or three repetitions and macro-situations that represent a more detailed dialogue [Kushnina,2015].

The author defines the situation described above as a system of communication relations. There are four main factors influencing the development of educational and speech cases of this type: the social status of a person, his role as an object of communication, the activity carried out by him and moral character. Accordingly, E.I. Passov identifies four types of educational and speech situations:

- examples of social and status relationships;
- examples of relationships between applications;
- relations of joint activity;
- examples of moral relationships.

Relations between social partners are established in accordance with the social structure of society. These are representatives of expert groups (seller), political or public organizations, age groups (student, pensioner), territorial communities (neighbor). The second type includes relationships that are performed when performing certain roles (management, subordinate manager). According to the third type, students participate in educational and cognitive activities, search, work, art, household. Relations between individuals can be of the nature of mutual assistance, dependence, exchange of experience, etc. In accordance with the fourth type of educational and speech situation, communication is a form of identification and a way of realizing moral relations. Since the process of communication is carried out between living people, each interlocutor is a person with all the characteristics and characteristics [Malysheva,2018].

Different scientists differ from others in the functions of education and speech. So, E.I. Passov defines the following functions.

The first and main function of educational and speech situations is the development of students' speech skills.

Another function is to stimulate speech activity. According to I.A.Zimnaya and A.N.Leontiev, there is no psychological content unmotivated to learning, since learning is conditioned by the form [Minchenkov,2018].

The third function - the position serves as a condition for the development of conversational skills.

The fourth function-condition serves as a way of presenting the material: to semanticize words using certain grammatical structures, we used statements that are situational in nature [Minchenkov, 2018].

Educational and speech cases serve as an effective basis for the organization of speech material: the cumulative process is a constant flow of different situations, which is the basis for the functioning of communication. In order to create a state of education in speech, it must consist of material selected and organized in such a way that it corresponds to the structural and all-Latin sides.

According to M.L.Weisburd, this is the concept of education in a speech situation, which is an integral part of the content set for the object aspect of learning and communication, and also serves as a tool for the formation of speech skills. The controlling function is the result of using educational and speech situations as control units. In the learning process, supervision is carried out by creating appropriate cases in which knowledge of foreign languages is subject to verification in the process of communication [Minchenkov,2018].

Taking into account the training and speaking about the situation in the system of teaching methods, M.L.Weisburd also calls for a joint training function, which is formed in the process of forming speech skills, understanding the problem. Programming the functions of education and

language, the state of affairs that provides a solution to the following communication task: creating a favorable environment for the teacher's independent participation in planned actions, speech and communication. This may include "independent determination by students of the content of the message, the choice of language, means of its implementation and the use of their creative abilities.

Education and speech terms and conditions that should be taken into account as a basis for teaching speech to perceive a message and make an interesting feature - they affect the recipient in order to establish contact communication (intonation, voice raising, interest in the subject of contact). It is also necessary to take into account the role of the educational and conversational situation, the creation of an individual style of communication between students and students.

The educational function consists of secondary socialization of the individual, during which students gain knowledge about the culture and traditions of the peoples of the countries in which the language being studied is spoken.

Taking into account the above function of educational and speech situations, it can be concluded that the situation, as a methodological category, is communication in a foreign language. The function of teaching and speech in situations aimed not only at achieving the practical goals of the educational process, but also at general education, as well as educational value that helps to develop each student as a communicator.

Thus, they are organized at the very beginning, and the leading method in the process of teaching foreign languages, Communication, education, healthy conditions acts as the main method of teaching.

The success of teaching foreign language communication largely depends on the individual age characteristics of students. Individualization of the learning process, it is closely related to the situation: there are many individual characteristics of students, which is reflected in the state, as provided in its components, because through communication we express only individual thoughts, feelings and experiences. Life experience, interests, desires, preferences and worldview, emotions and feelings about the status of people in the group - all these features can serve as a source of motivation for students to communicate.

Thinking high school students (grades 10-11) are characterized by a certain maturity. The idea of the world of a young person has been developing for many years. At this time, teenagers go through the next stage of socialization - preparation for independent adulthood. In various roles in society, it has expanded significantly, but at the same time creates uncertainty and inconsistency in the situation of a teenager – pretending to be an adult, but demanding obedience as a child. However, there is a higher degree of anxiety compared to the younger age group [Palazhchenko, 2014]

In adolescence, confidence, knowledge and self-perception form a personality. Especially interesting is the problem of moral values in human relations, which strengthens the desire to know the inner world of other people, this desire to experiment in some literary image. Students should be given the opportunity to express their opinions, discuss what they care about, taking into account their interpersonal communication in the group.

A high school student has a relatively well-developed worldview, a high cultural level and certain skills and interests. It is also necessary to take into account the high level of cognitive activity, independence and the ability to focus on the learning process. We are increasingly striving to learn more about the country of the language being studied, its history and culture.

Given the age characteristics, this does not give a clear definition of the features of the educational and speech situation in each age group. It is more accurate to talk about the dynamics of the formation and features of communication in a foreign language, as well as about the trends that are most clearly manifested in a certain age period. In addition to age characteristics, it is necessary to take into account the socio-cultural differences of students: place of residence (city or village), nationality. It is also important not to forget about changes in the course of changing values of generations. Each generation has its own habits and desires, loves its books, movies, songs and admires its heroes. All this affects the content of what students most often talk about in their native language. The most popular topics of communication between high school students now are fashion,

sports stars, cinematographers, music producers, relationships with family members, peers, teachers, etc.

Knowledge of such psychological and age characteristics of students that can help the teacher in choosing speech situations and distributing the roles of positive and negative characters. The analysis of the peculiarities of communication in adolescence leads to the conclusion that it is necessary to put the student in front of such troubles in order to save his life, and to satisfy the desire for self-affirmation, self-expression. The teacher should choose such an educational and speech situation so that students can express their views, compare different points of view, argue, discuss.

Each educational and speech situation presented by a teacher in the process of teaching foreign languages, communication, requires speech from students. In addition to individual skills and psychotropic characteristics of students, special attention should be paid to learning conditions and communication conditions. As mentioned above, educational and verbal conditions should be of interest to students and correspond to their life experience. The conditions of educational and speech conditions should be stated in a compact, but clear and clear form. The teacher should take into account the language skills of the students and the current situation, which they can practically talk about. It may also be that the list of words and terms that will not only give the reaction speech a certain direction, but also improve its language, planning [Ryabtseva, 2018].

Taking into account the age-related psychological characteristics of students and their interests, the teacher can predict in advance the appearance of some problems in the process of teaching foreign languages, namely: what to talk about and how. Firstly, it concerns the use of visual and audiovisual teaching tools. Images, a set of drawings help them remember the logical sequence of the facts presented and explain the position of communication. The use of sound films will help students master the dynamic model of voice communication (gestures, facial expressions, intonation). In addition, students observe life situations that allow participants to carry out speech actions in a socio-cultural context at a given time in a given space.

We can conclude that, taking into account their individual abilities, psycho-age characteristics and socio-cultural differences of students when planning educational and speech situations, this helps the teacher to simplify the process of learning a foreign language of communication in many ways and avoid many problems. In addition, the use of various trainings and discussion of the situation in terms of the structure of the content makes the process of learning to communicate in a foreign language more interesting and enjoyable for students, which will positively affect their motivation to learn a foreign language in general.

From the very beginning of learning a foreign language at school, the formation of communication skills begins. Discursive oral speech skills are the student's ability to logically and privately construct law, as well as in accordance with the grammatical and phonetic structure of the language and its lexical stock.

The main categories of modern theories and practices of the English language include the ability to communicate.

There are many definitions of communicative ability in the scientific literature. There are various approaches to the structural analysis of communication potential.

The well-known Russian methodologist E.V.Solovova defines foreign language communicative competence as a necessary and sufficient level of proficiency in language, speech, skills and socio-cultural knowledge of a certain gender, which makes it so that a student can and wants to consciously and successfully demonstrate his speech and behavior.

Based on the study of methodological literature, as well as in a number of studies, E.V.Shuman comes to the conclusion that it is more appropriate to distinguish the following components for the award of communicative competence: linguistic, socio-cultural, social, sociolinguistic, discursive and strategic.

The first researcher in Russian linguistics who proposed the definition of discretionary competence is E.V. Shuman.

The discursive side of communicative competence in speech activity means the quality of the use of competence, accuracy and accuracy of writing and speaking in English, consistency and

informativeness, - accessibility of utterance, which also means respect and understanding of someone else's culture.

With the development of the English doctrine, which is based on the use of English in the media, it is important to take into account exactly what modern computer technologies will have a positive impact on the development of communication skills in English. This is an excellent basis for the development and improvement of already achieved speaking skills. In modern practice, there are many examples of how people can speak English correctly and clearly using such remote and virtual technologies. At the same time, they had an entry level, and personal conversational practice played a key role.

The purpose of teaching English in secondary school is to ensure that students receive the necessary communication skills that will be useful not only for obtaining a certificate and admission to university, but also for normal further development in their lives, even if you do not choose to study English as your main profession (teacher, translator). The ability to express their thoughts correctly in a foreign language will help young people communicate while traveling abroad, as well as find new acquaintances and friends around the world.

Currently, linguistic competence is defined as the basis of teaching a foreign language.

Discretionary skills, based on the definition of E., V. Schumann, is the ability of students to understand and create a logically consistent verbal representation of themselves, presented orally or in writing.

Please refer to the following definitions of discourse in modern dictionaries.

In the Oxford English Dictionary, the word "disco" is interpreted as "conversation" and "dissertation, debate, sermon" as a special genre, emphasis on its development.

Webster's Dictionary (Dictionary of American English) and, in turn, the understanding of discourse as "communication - communication as a subject of study, but rather as"the process of communication (oral or written), which focuses on the topic of conversation and the development of conversation, conversation, speech, thesis. "The field of activity, the material form of embodiment and the structure (form) of oral activity should be considered.

According to the definition of D.A.Arutyunova, presented in the language encyclopedia, discourse, text plus context (the absence of the context of the purpose of historical texts, and there is no need to call it discourse); discourse also includes paralinguistic, which is reading - rhythmic (autophonic), referential (deictic gestures), semantic (facial expressions, gestures that are accompanied by meaning), emotional-evaluative, as well as a function that influences the participant (illocutionary force).); discourse acts as a triangle: three pages - pragmatic, cognitive (images/scenarios) and thought processes (discursive interpretation as a means to achieve the goal).

Therefore, the definition of discourse, it is clearly defined in dictionaries and you do not give a complete idea of the concept, therefore it is necessary to refer to the author's definition of the concept of discourse.

Among the functions that allow us to talk about discourse as a special unit at a higher level of language, we were able to distinguish the following:

- discourse differs in its structure from all other units of a given language, consisting of;
- debates can act as a whole, regular repetition (full or partial) in a given language;
- discourse has linguistic and ethnolinguistic features in the poetic aspect that lies in their Roman organization;
- (this includes linguistic and linguistic aspects that arise at the level of discourse, as well as certain types and characteristics of the different use of discretionary models in different linguistic cultures)
- description of the structural features of the method in a specific language, for example, in a model, for a given situation, and a system that can correspond to a specific language of the "blade" structure having a matrix of the system, the importance of which is determined;
- the discourse of one language should be translated into another language as a whole, but we are talking not only about the lexical gap, which is possible, but also about the style of the gap, that is, the lack of an appropriate style is to update the language, which requires the use of style transfer.

Based on the above definition of discourse, it can be concluded that discourse is a page of communicative competence, which means that the quality of the use of language skills in conversational activities, the correctness and accuracy of writing and speaking in a foreign language, logic and informational statements, as well as respect and understanding of foreign culture.

The formation of discretionary skills begins from the very beginning of teaching a foreign language at school. Discretionary oral speech skills are the ability of a student to logically and consistently organize his own utterance, as well as in accordance with the grammatical and phonetic structure of the language, its vocabulary.

The main purpose of teaching at the university is to develop students' speech skills so that they can be used in extracurricular language practice, at the level of everyday communication.

The achievement of this goal is associated with the development of the following communication skills in students:

- (a) to understand and create statements in a foreign language in accordance with the specific conditions of communication, the task of speech and the purpose of communication;
- (b) to make his speech, and not to speak and behave, taking into account the rules of communication and the national and cultural characteristics of the country, in the language that he studied;
- (c) use of rational methods of control, improvement of the language.

CONCLUSION

According to the program, which provides for the possibility of transferring the data obtained into reasoned statements and written speeches) at a higher level, learning a foreign language is included in the concept of speech, the ability to communicate with a functional language as a means of cognitive activity.

It is possible to develop discretionary skills by conducting sensitive analytical, reproductive and productive exercises to develop skills of all structural parts of discretionary abilities.

Conditional speech exercises can become really effective in the formation of discretionary competence, activating the imagination of students. Schoolchildren (especially high school students), as you know, love to fantasize. As well as tasks like "imagine that ..." there is nothing less useful for mastering material in a foreign language than truly communicative exercises in which students report, for example, about the events of their lives.

The practical part, however, will be designed to create discretionary opportunities for students that can be used to teach English. This task, as practice shows, arouses great interest among students, contributes to greater motivation and the formation of distrustful competence. However, discretionary powers are one of the structural elements of the ability to communicate in a foreign language.

Therefore, the development of communication skills of high school students in English is important for future teaching, which confirms the importance of the chosen topic.

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