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DEVELOPING LEARNER SPEECH SKILLS THROUGH COMMUNICATION SITUATIONS

Abstract. Among foreign language teaching methods, teaching students through real-life situations should hold a special place. This is because language is a means of communication. In communicative foreign language teaching, linguistic communication is recognized as a subject of research, and as a means of learning and self-discovery. It is known that the communication process occurs through the interaction of at least two participants. Therefore, linguistic communication is a key focus in English language learning. To achieve this, it is crucial to use activities based on student interaction, reflecting real-life linguistic communicative situations in their future activities. One trend in English language teaching is that the linguistic aspect in integrated learning includes phonetic, lexical, and grammatical structures. The oral aspect consists of listening, pronunciation, reading, and writing. In general, integrated learning is characterized by two features: lesson content is aimed at developing communicative and oral skills based on various types of oral speech, and lesson content includes the interrelationships between various speech acts in practical training. In the aforementioned scientific article, the authors attempted to reveal the importance of the topic by theoretically studying and practically implementing methods for developing students' oral skills through communicative situations in foreign language classes.

Keywords: situation, speech act, leading factor, spoken language, linguistic communication.

Introduction

Currently, raising the level of teaching English as a foreign language to a new level has become one of the most important tasks in domestic pedagogy. English is the main language used in the international arena in international relations and business, tourism, the global economy and politics, education and science, advanced technologies, law, and culture. Perhaps this is why the number of parents seeking to teach their children English is growing, starting with kindergartens and ending with schools, universities, and workplaces. This is a confident view of a bright future, a desire to keep up with the times, and an expression of early preparation for young people, which will contribute to the representation of our country on the world market from a position of strength.

In the current era, no matter how much effort is made to improve the speech skills and overall development of a child who has been given their native language with their mother's milk, mastering a foreign language as a means of communication is extremely necessary. This is because a person

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who has mastered a foreign language has the opportunity to integrate into their environment and communicate with the people around them.

The main task in foreign language teaching is to form, develop, and bring the intercultural and professional communication skills of language learners up to world standards. Teaching a foreign language at a level that meets these requirements is based on a complex integrative whole consisting of linguistic, discursive, cultural-social, and other components.

It is known that the communicative function of language is realized not in the form of separate units, but in the form of conscious actions that exchange messages. Therefore, the characteristics of language units at different levels of language form the basis of communicative forms of speech, stories, and texts. Speech activity is not just an important stage and a necessary condition in language acquisition; it is a complex activity that reveals the place and role of a person in society. This is because speech activity is one of the main criteria expressing human qualities. Teaching oral speech is not only about learning a language, but also about expanding and improving a person's general thinking.

To master basic speech functions, the following conditions must be taken into account:

- The availability of linguistic communication in the foreign language being studied;
- The influence of the environment and the creation of conditions;
- Distinctive features of a person's innate abilities;
- A series of activities in accordance with the main goal of linguistic communication.

Language communication between people is formed, changed, and shaped in close connection with environmental conditions in accordance with the requirements of life and social needs, and also changes depending on various life situations. In interpersonal communication, speech activity occupies a special place in space and time under certain circumstances. Language communication enables mutual communication and speech activity, which occurs only between people. In linguistics, the concept of “situation” is an important category that determines the behavior and direction of the human actions being studied. Because, after analyzing the concept of “situation,” the following definition is given:

- circumstances that cause speech activity;
- a real connection between the subject of linguistic activity and the phenomena that arise; the integrity of reality.

The topic of speech is characterized by the speaker's specific knowledge and conditions that stimulate communication through experience. The speech situation is unstable. At the same time, stable conditions created by social life are also accepted as one of the characteristics of the speech situation.

Context-the situation-is an important element of language learning. Circumstances are factors that stimulate speech. Situations are more a system of interaction between interlocutors than objects surrounding the speakers. In other words, communication in reality involves requests, understanding, persuasion, surprise, and offense. Linking speech situations to practical actions stimulates narration and speaking, and this method helps students realize how much the language they are learning is a means of communication.

As a result of many years of research, E. Passov came to the conclusion that teaching communication requires defining the concepts of “situation” and “situationality.” A “situation” is a system of relationships that has developed in the minds of the participants in a conversation, and the concept of “situationality” is defined as a connection to these relationships. He notes that the following key factors are present in actions and relationships: humanity based on status, role, and activity [1, p. 43]. These findings are supported by modern research, which highlights that communicative situations and task-based activities create authentic interaction and improve learners' speaking competence [2]. Such approaches allow students to actively participate in communication and develop real-life language skills [3].

The communication process is constantly changing depending on learning objectives, conditions, and resources. Preparing students for different forms of communication also requires frequent variety in materials. In line with this principle, language skills must also constantly change. This helps students rephrase their thoughts, improve their speaking skills, and speak quickly. Only then will students learn to apply new material in practice more quickly. Only then will students learn to apply new material in practice more quickly.

Research methods and materials

To develop oral speech, students must not only acquire new knowledge in each lesson, but also independently search for information, analyze it, reach a level of discussion, and constantly improve their development skills. Only then will students be able to achieve their oral speech goals. Situational exercises require students to master a specific situation through dialogue and ensure its automatic execution.

A speech situation is a set of conditions and circumstances of the speech act of a particular speaker. On the one hand, it includes the tasks of the speech act, and on the other hand, the needs and goals of speech, and it provides the opportunity to solve tasks with the help of an interlocutor.

The benefits and significance of the teaching-language situation are as follows: - when exercises correspond to real-life situations, i.e., natural situations, the main goal is achieved. It meets the real communication needs of students and helps them express their thoughts in a familiar environment. Content is information. It contributes to a comprehensive study of phenomena, actions, events, facts, and linguistic communication. Situational exercises can be unplanned and unprepared. They are based on microtext. Situational exercises are divided into additional, problem-solving, figurative, and role-playing exercises. They consist of three main and three additional components. The main components are the task setting, the description of the situation, and the speaker's response. Additional components include keywords, questions, and visual aids. Situational dialogues are organized under the direct guidance of the teacher. The teacher determines the purpose of the situational dialogue and the methods for organizing it.

The term "speech context" refers to the active, influential activity of language. The concept of "speech context" is, first, a set of extralinguistic factors that non-verbally complement the content of a sentence and form hidden forms of colloquial speech, Secondly, along with specific speech context, there are also typical types of speech context, combined with recurring, common characteristics.

Speech context is a specific type of text, a linguistic unity and a connecting link in the general context. Researchers classify text into three groups: speech text or speech; speech situation; cultural text.

Considering linguistic content in relation to communicative situations leads to the regulation and systematization of extralinguistic factors. There are conditions that directly and indirectly influence the formation of linguistic content. The external situation can be fully expressed in the content of the sentence or can be indirectly expressed through leading factors. In verbally realized speech, the speech situation directly participates in communication.

In speech activity, objects of the real world present in a specific speech situation are contained in the content of speech. In a speech act, along with nonverbal factors, including time, place, subject, and participants in the speech act, there may be references to verbal units in the form of speech acts. The set of situations that realize speech interaction between communicators is considered as speech situations. Such a model was proposed by R. Jakobson, which is represented in a set of functions: the message sender, the message receiver, the context, the message, and the connection [4].

The parameters of speech situations are presented as follows:

- information provider - information recipient;
- circumstances with objective fragments of reality;
- general situation that adds commonality to speech;
- listener interaction in accordance with their background in the social, political, historical, and cultural environment.

There are many extralinguistic conditions for ensuring successful communication between communicants. For example, the skills, knowledge, abilities, and actions that one partner must perform as a speaker, the other as a listener, or alternating their communicative roles appropriately. In addition, the manner of speech of communicators depends not only on their age, but also on their gender, level of education, upbringing, position, and profession. In the learning process, situations are divided into two categories: educational speech situations and natural situations. An educational speech environment is an artificial situation that creates speech or conversation only during a lesson, in accordance with the topic of the lesson. These situations ensure the systematic development of conversational skills based on lexical and grammatical material.

However, such situations cannot go beyond the scope of a pre-planned lesson, a specific topic, or certain lexical and grammatical materials, being limited to them. Therefore, it cannot fully ensure the comprehensive development of students' speech skills. For this reason, it is necessary to use natural situations when forming students' dialogical speech. Such situations include both natural situations arising from any life problems and those that arise through visualization and generate speech activity. In any case, speech activity remains natural or close to it. Therefore, it is necessary to specifically select and use natural situations that occur in everyday life during lessons, in accordance with the content of each topic.

V.L. Skalkin, speaking about educational speech situations, identifies the following groups characteristic of the spheres of communication that prompt a person to talk: asking questions about a person, object, or event that interests them; providing information to someone about something; expressing one's point of view on someone else's statements, opinions, or any event or phenomenon; exchanging impressions and opinions about another person or something.

Interlocutors can use several types of situations during language communication. The following types of circumstances, identified by T.E. Sakharova, are effective for language learning purposes [5]:

Micro- and macro-situations are called stable and developing situations. Situations are processed for language learning purposes using these micro- and macro-situations. A micro-situation refers to a stable situation that consists of one or two to three interrelated responses. The processing of situations for language and technique learning purposes includes "situations of necessity," "situations based on incomplete or unknown information," and "situations of establishing contact."

External circumstances often act as external circumstances. The conditions of external circumstances have the following objectives: for example, to walk down the street, ask for the address of a person whose birthday it is, find out what they need. Within the framework of a macro-situation, a speech event is built on a complex problem. Events develop slowly and depend on the topic and nature of the conversation, the emotions of the interlocutors, and the way the situation is resolved. Discussions, negotiations, and large-scale issues can serve as examples of this approach. Micro-situations lay the foundation for macro-situations [5, p. 153].

At the same time, E.I. Passov proposes the following types of situations [6]:

- Natural and imaginary events;
- Circumstances arising in connection with a person's emotional state and external circumstances;
- Non-linguistic and linguistic situations.

Knowledge of a foreign language develops students' communication skills, broadens their understanding of the world, refines their aesthetic perception of foreign cultures and literature, develops their acting skills, and, in general, increases their interest in learning foreign languages. Such materials reinforce students' civic stance and guide them toward groundbreaking ideas. This systematic work requires adherence to the principle of continuity at each stage of learning, taking into account students' level of foreign language proficiency and their psychophysiological characteristics. Gez reflects on the importance of foreign language lessons: "A foreign language lesson can be defined as a complete unit of educational work, during which a specific practical, educational, and

developmental goals are achieved through the completion of pre-planned individual and group exercises group exercises based on the teaching methods and techniques used by the teacher". Using this method, the uniqueness of foreign language lessons is differentiated depending on the requirements for the lesson [7].

Results and discussion

It is common practice to refer to the rules of correct pronunciation as "verbal melody" in our national literary language, which is found in many methodological sources. In our native Kazakh language, the word "to speak" has several meanings. The rules of correct pronunciation of words in our society, including in our understanding of speech, were not as obvious as in our understanding of speech, but, taking into account other concepts related to types of speech activity and considering the different meanings of the word "to speak," we considered it appropriate to use the new term 'conversation' instead of "speech." In this work, the word "conversation" is used instead of the word "speaking" in linguistic and methodological practice.

Communication is a type of communicative activity that establishes linguistic relations between people. It is the process of a person expressing their own thoughts in the process of linguistic communication, conveying their words to other people in an understandable form. Although speech is, in principle, an individual activity, linguistic communication requires two-way communication. A person expresses their thoughts in order to convey them to another person, and that is why they communicate them. Therefore, without teaching the language learner to express their thoughts correctly through language, it is impossible to teach them to speak and communicate.

The term "speech training" or "speech" refers to the following concept: it is human communication and conversation between people in linguistic interaction, that is, one person verbally conveys their thoughts to another, expressing them aloud. In addition, the expressed thought becomes accessible to the person, and through its perception, another person reacts or responds to it in their own way. This shows that speech training is not the only issue that depends on one person. It is carried out through linguistic communication. As a result, oral speech paves the way for mutual understanding.

Thus, teaching a language learner to express their thoughts orally in a foreign language means, first of all, learning to understand other people in life, not only expressing their views orally, but also receiving answers, mutual understanding, and establishing linguistic communication.

Moreover, speech is not just an important step and a necessary condition on the path to language acquisition; it is a complex activity that reflects a person's social position and function in society. This is because communicative activity is one of the main indicators of human qualities.

From this point of view, the following basic conditions should be taken into account for the mastery of the speech process:

1. The need to speak the language being learned.
2. The influence of the external environment and conditions.
3. Consideration of individual abilities.
4. Identification of the ultimate goal of speech.

In general, the methods proposed by methodologists for teaching spoken language and the requirements imposed on it are diverse. The peculiarities of mastering speech activity make it necessary to consider the comprehensive nature of the language being taught. In this case, special attention should be focused on the social significance of language and the internal and external reasons for learning.

Conditions for mastering speech activity:

1. The relationship between the language learner and the language teacher must be developed to the level of equal peers and indifferent supporters who are confident in themselves. Both the learner and the teacher should exchange opinions on an equal footing so that the advantages and disadvantages in each other's manner of speech are not obvious.

It is particularly unhelpful to immediately point out the minor speech flaws of the language learner and make many comments. In such circumstances, the language learner strives not so much for a particular manner of speech as for the correct and understandable expression of their thoughts. Such interaction prevents the speaker from being overly timid when speaking.

2. When teaching speech in accordance with speech activity, special attention is paid to creating a favorable psychological environment. This psychological climate manifests itself in the fact that the language learner feels comfortable in class, can clearly express their thoughts, and is able to independently suggest what material and style of expression they like. This depends on the students' ability to confidently express their opinions to the teacher. Here, the student understands that simply memorizing what they know is harmful and useless. In this way, the student and teacher will jointly seek the most effective ways to teach oral speech.

3. All forms of discussion and oral speech are used simultaneously in class. For example, communicative: each student expresses their thoughts, ideas, mood, point of view, suggestions, and opinions; informational: speakers share materials they have read in publications and newspapers and news they know; active: in language communication, some students dominate discussions, grouping other students around them.

4. Daily lessons and the overall learning process should be consistent, organized, methodical, and coherent.

The implementation of this condition corresponds both to language teaching methods and to the unique features of linguistic communication and systemic principles of teaching. Thus, speaking is a complex speech act that includes communicative units that express the impact of the external world perceived by the consciousness through oral speech.

Spoken language plays an important role in achieving communicative goals in English language teaching. To teach speech, the teaching method must be situational because situationality is a natural property of speech activity.

The situations necessary for mastering speech can be represented as follows:

- a) Constructing situations with the help of tasks such as visualization and imagination;
- b) looking at a picture that creates a specific situation, or looking at a series of pictures that contribute to the development and reinforcement of the situation, and speaking with its help;
- c) characterizing things similar to those that occur in everyday life.

Only when teaching is based on situational relationships between students and the teacher does a situation of communication arise during the lesson. As a result of many years of scientific research, E. Passov became convinced of the importance of defining "situation" and "situationality" in communicative teaching. "Situation" is a system of relationships formed in the subconscious of communicators, interlocutors; and he concludes that "situationality is a connection with communications." He points out that the following leading factors are present in relationships in actions: a) status; b) role; c) action; d) virtue [1, p. 64].

The role of spoken language in achieving communicative goals in English language teaching is enormous. This is because it is through spoken language that people understand each other, express their thoughts, argue their case, and express their emotional attitude to the messages they hear and convey. There are two types of speech communication: monological and dialogical. A dialogue is a conversation between two or more people in the form of questions and answers. Dialogic speech is not planned in advance; it arises during communication. Students should be able to ask general and specific questions, answer various types of questions, ask for and express their agreement or disagreement with something. It is necessary to increase the speed of students' speech, and each student should say at least two lines if necessary.

Language support is of great importance in teaching students monologue speech. In English teaching methods, the concept of "support" is interpreted in various ways. In many scientific works, it is considered as motivation and encouragement to action. Information can be a motivator, and the teacher's task is to get students to speak in the form of a monologue, correctly processing the

information they have heard, read, and seen. In many cases, linguistic supports can be the organizing elements of speech activity, serving as a means of developing it in a certain direction and preventing errors in students' speech. Determining the level of students' cognitive interest in monological teaching based on linguistic supports, ensuring that students correctly perceive the information they hear, read, and see, teaching them monological speech, and justifying the effectiveness of the method in developing cognitive interest and creativity.

In his methodological works, S.V. Perkas paid special attention to the preparation of texts in English specifically for the audience. The author identified the following stages of text preparation [8]:

1. Selection of material - the teacher should consider the possibility of including information of cognitive value in the text; ensure the inclusion of familiar information that will help students master the language; the text should be composed taking into account the difficulty of mastering the language in accordance with the level of knowledge of the students;
2. Analysis of the meaning of the text - the teacher should make a selection based on which segment of the prepared text is important for students to understand;
3. Including familiar information in the text helps students assimilate information and quickly memorize the content of the text.
4. Working with the language of the text - the teacher identifies lexical and grammatical material in the text that is unfamiliar to students and decides which new words and phrases should be included in the text and which should be replaced or deleted.
5. Sorting and selecting visual aids - the teacher should make full use of visual materials, such as maps, plans, and photographs, for listening to the text.
6. Ensuring correct understanding of the listened text through questions and answers. According to the author, these questions should be prepared and formulated before and after listening to the text [8, p. 36].

According to the author, when working with texts, it is not uncommon for texts compiled by many teachers to be uninteresting in terms of content and lacking in information. This is often done to make the content of the text very simple, easy to read and translate, so that students can quickly master the language. However, as experimental materials show, even complex but meaningful texts are understood and remembered by students faster than simple texts. Thus, according to the author, the main requirement for texts offered to students is that their content be in-depth and engaging.

In the process of interactive learning, special attention is paid to the text, and didactic principles guide the selection of the text. For example, according to the didactic postulate "from easy to difficult," when presenting texts, one should not lose sight of the fact that their volume should not be too large and their content should not be difficult to understand. The length and content of the text should gradually become more complex.

The principle of linking theory with practice, i.e., teaching with life, is also important. Text content that is close to real life, even based on real situations, not only helps to increase the interest and activity of language learners, but also prepares them for various life situations, thereby shaping their life skills.

Since in the process of teaching foreign languages we promote the development of students' skills in using the language they are learning as a means of everyday life in the modern space of social interaction, educational texts must be authentic. Today, the use of authentic texts in language teaching is becoming increasingly widespread. Authentic texts and interviews are particularly widely used in foreign language textbooks, audio and visual materials. In terms of their lexical structure, texts must comply with all modern lexical and grammatical norms of the language. In the process of teaching reading of authentic materials, the level of student participation in cognitive processes within this type of speech activity increases. Here, special attention is paid to such mental activities as analysis and synthesis.

In order to use authentic texts in teaching, it is extremely important to first know the vocabulary of the students learning the language, i.e., their level of knowledge. To work effectively with authentic texts, students must have a certain level of language proficiency and vocabulary. Otherwise, the work will not be effective. According to S.K. Folomkina, the language of the reading text should be understandable to the student [9].

According to Yu.V. Chicherina, differentiated educational texts “should correspond to the communicative and cognitive interests and needs of students, correspond to the level of complexity of their linguistic and speech experience in both their native and foreign languages, and should contain information that is of interest to black students of all ages” [10].

Texts offered for the development of students' oral skills must meet certain requirements: first of all, they must satisfy the requirements, desires, and interests of students, that is, contain new and interesting information; secondly, they should take into account the future profession and professional interests of students (a professional focus increases their interest in the subject); thirdly, the content of the text should be relevant to the proposed topic and aimed at solving a specific communicative task; Fourth, when teaching a foreign language, special attention should be paid to its sociocultural aspect, i.e., we should instill in students as much knowledge as possible about the language and culture of the country (historical and cultural stages of development, speech etiquette, everyday life and traditions, national characteristics).

Therefore, when selecting texts, it is necessary to consider the communicative and cognitive needs of students as much as possible. The text should correspond to the students' level of foreign language proficiency. It is important that its content satisfies the personal interests of the students.

Currently, the organization of traditional standard teaching methods with new content and their transformation using new technologies is a requirement of the times. This requirement is to improve students' English speaking skills. One of the most active modern teaching methods in the language learning process is information-based, innovative communicative teaching technology. A teacher who knows how to use this technology effectively will achieve success in teaching and educating their students, thereby helping them develop the ability and skills to independently convey their thoughts to others, as well as developing speaking skills based on interpersonal communication. Education based on communicative teaching technology means involving students in oral and communicative interaction, i.e., forming communication in the language being studied. The communicative teaching method covers all the goals and objectives of the educational process in teaching English.

Exercises developed on the basis of a communicative approach were tested in the course of experimental work at General Education School No. 36 in Karaganda. Twenty eighth-grade students studying English were involved in the experiment. We chose to conduct experimental practical work among 8th graders based on the fact that the topics in the English language curriculum for this grade and the characteristics of the students' age would help to reveal the diversity of the exercises developed.

The goal of the experimental work is to test the hypothesis of this study. To achieve this goal, the following tasks were set:

- to determine the level of development of students' English speaking skills;
- to determine their ability to reflectively evaluate their performance of the exercises;
- to determine the level of development of students' communicative competence in working with the exercises;

- to use ascertaining, formative, and control experiments to achieve the set goal.

Objectives of the preparatory stage of the experimental work:

- determining the importance of the communicative structural-activity approach in the development of students' speech skills and the level of the motivational-value approach.
- to examine teaching materials on the topics presented in the calendar plan;
- to monitor the organization of the educational process;

- to conduct a control check;
- to analyze the results achieved;
- establishing experimental and control groups;
- developing experimental teaching materials and ensuring their compliance with the requirements of the curriculum.

During the implementation of the tasks set, it was determined that one of the goals of teaching and developing oral and written forms of foreign language communication in the curriculum is to form skills for the logically correct and reasonable transmission of information.

The textbook Excel (Published by Express Publishing) by Virginia Evans, Jenny Dooley, and Bob Obee is used for 8th grade students. The textbook consists of 9 modules, as well as sections on "Use of English" and "Vocabulary Bank." An analysis of the textbook showed that there are not enough varied speech situation tasks aimed at revealing students' own opinions, and there are no exercises for conducting discussions and additional research.

Depending on the exam results, an experimental group (8B) and a control group (8A) with the same level of academic performance were selected and were asked to conduct a survey. Students agreed to participate in this survey.

For the purposes of the ascertaining experiment, a questionnaire method was used to determine the motivational and value attitudes of 8th grade students. The content of the questionnaire was structured according to the purpose of the study. Taking into account all possible answers to each question, several answer options were included. If necessary, respondents had the opportunity to provide their own answers. The survey method played a decisive role in the use of our method, allowing us to use time effectively and obtain the factual material necessary for future analysis and interpretation. Thus, the features of this method serve as the basis for its use as one of the effective methods of scientific research.

In order to determine the quality level of the formation of the research object, a level scale for assessing the achievement of results was developed. The data obtained as a result of the survey are analyzed and interpreted. As shown below, a questionnaire method was used to determine the formation of students' motivational and value-based attitudes toward the research object. The questionnaire consists of 12 questions corresponding to the research objective (Appendix A). Of the total number of responses received, most of the positive responses were to the following questions: "Do you think it is important to develop skills for working in small or large groups during class?" And the majority of negative responses were to the question: "Can you fully express your thoughts in oral communication?" 79% of students found it difficult to answer the following question: "Has your interest in the subject increased by discussing real-life situations in English lessons? (Table 1)"

Table 1 - Level scale

Optimal achievement level	100-90 ball
Upper level	89-75 ball
Middle level	74-55 ball
Lower level	54 and below

The results of this survey show that these participants are dissatisfied with the level of motivational value associated with the use of oral verbal options. Students will give a presentation consisting of three sections. For example, in the section entitled "Mobile phones," we can test how well they can express their logical position. At one stage, the students' responsibilities include forming a group of 5 people. In each group, a team leader, communication officer, and presentation coordinator are appointed. The presentation coordinator's responsibility is to provide the teacher with access to the group members.

In the second stage, students must choose a presentation plan and design type. They must also determine what data each group member will collect. Finally, the communication officer is

responsible for sending the presentations to the teacher. In the third stage, the groups present and defend their work in class. Each student must prepare a presentation (2 minutes) based on the data shown on two slides. At the end of the presentation, two minutes are given for questions and recommendations from classmates. The table below shows that, in terms of the parameters characterizing the correct construction of oral statements of the results obtained, the students' scores are low, and the consistency and validity of their statements are low. This conclusion requires the use of special methods aimed at the consistent expression of thoughts when describing a situation in a foreign language. This conclusion proves the need to develop students' speech skills in foreign language classes. The data from the ascertaining experiment confirm the correctness of the designation of the experimental group and the control group, since both groups have the same qualitative level of speech skills (Tables 2, 3).

An expert assessment of the quality of the work performed was carried out. When analyzing and interpreting the results of the control experiment, the following special criteria for assessing the level of speech skills development were developed:

Table 2 – Special criteria for assessing the level of speech skills development

Items for assessment	Students names	
	EG	CG
1 Communication linguistic competence/ 10	Zhansaya, Saken Arman, Anel Sania, Aray	Merey, Bekjan Sapar, Asem Dana, Botha
1.1 Use of expressions for giving advice (You could..; You suppose ..; Never...; Try to...; Let's think about)/2	1	1
1.2 Expressions and skills within given situation / 2	1	1
1.3 Communication lexis/2	1	-
1.4 Ability to discuss the pros and cons of different offers/2	-	-
1.5 Intonation and fluency/2	1	1
2 Grammar accuracy/ 5	3	3
3 Personal initiative and social competence		
3.1 Willingness to participate/5	2	3
4 Group assesment		
4.1 Overall coherence/5	1	1
5 Peer assessment/5	2	1
Total score / 30	12/30	12/30

Table 3 – Level scale

№	Quality indicators	Score	Level of result obtained in points	
			EG	CG
1	Communication linguistic competence	10	4	3
2	Grammar accuracy	5	3	3
3	Personal initiative and social competence	5	2	3
4	Group assesment	5	1	1
5	Peer assessment	5	2	2
	Total score	30	12	12

The formative expert conducted the actual process in accordance with the schedule developed for the 8th grade and the topics of discussion for the subject. A special system of exercises was developed in the experimental group, providing periodic work with favorable conditions for the development of students' speech skills. The connection between the stages is to be focused on the implementation of educational tasks, objects, and teaching methods. Teaching the development of thinking skills in the control group is based on the psychological theory of replacing skills and abilities of one speech act with another speech act.

The didactic goal of the motivational stage is to understand the importance of teaching based on a communicative systemic-activity approach in the development of foreign language skills and the formation of a positive attitude. Without testing the level of development of students' speech skills, the discussion of communicative situations on the topics "Entertainment and media," "Sport," "Teenage subcultures," "Daily routines and leisure activities," and "Global issues" included various tasks requiring creativity, gathering additional information, and finding solutions to situations. At this stage of training, communicative methods were used to develop students' speech skills. Tasks aimed at preparing additional information were devoted to a comprehensive analysis of the positive and negative impact of these phenomena on our society, the environment, education, youth behavior, and the formation of values.

The task of the communicative stage is to master special vocabulary (metacommunicative means) that reveals the content of the topic necessary to display the structure of any text and each logical-semantic aspect.

This didactic process was preserved in the following didactic sequence: the creation of separate compositional fragments for full speech in the form of a set of arguments; the construction of narratives using various types of texts as examples. Before reaching the creative level in communicative situations, there are receptive-reproductive and transformative-productive types of activity. Understanding the lexical-grammatical and structural-compositional features of a text manifests itself at the initial stage of working with it. The importance of linguistic knowledge is realized through various exercises aimed at forming stable skills in accordance with the lexical and grammatical rules of correct speech construction. Since communicative knowledge is part of linguistic consciousness, it is reformed in the form of binary code depending on the characteristics of the foreign language.

Specific communicative knowledge is conveyed in the form of audio recordings of linguistic communication accepted in the country where the foreign language is spoken. During the practical experiment, the inductive method was used, which is the most effective way to learn the rules in this situation. This is because this method is designed to monitor the function of speech elements in authentic texts, to form rules based on patterns identified by the students themselves, and also corresponds to the type of cognitive principle.

The initial introduction to the method of developing communicative skills in the process of search and analytical activities is closely related to the mastery of metacommunicative means necessary to express the communicative intent of each text and each structural component. Thus, it was proposed to work with words that help build logical connections within the text.

At the reflective stage, students develop reflection skills to analyze and evaluate their work. The developed system of situations is based on the theoretical principles of intercultural communication, the learning process, and the representation of the student as a subject of intercultural communication. This approach contributes to the personal and linguistic development of students. That is, in the process of teaching a foreign language, the focus is not on the teacher's educational activity, but on the student's activity. This orientation in foreign language teaching echoes the method of personality-oriented teaching.

The use of this methodology allows teachers to determine students' personal achievements in foreign language acquisition and to assess each student's level of success in learning a foreign

language. In our practical work, we used “Self-Assessment Tables” (depending on the previous language material) as part of this pedagogical methodology.

According to the student, the level of critical thinking competence corresponds to the level indicated in the table.

The assessment of students' critical self-assessment is based on the following criteria:

1. «I know»

- assess the real and potential capabilities of students, see the true reflection of the material they have learned;

- a rational method of self-organization, allowing you to take the necessary steps to move forward (Table 4).

Table 4 – Self-test table

	Self-assessment			
	I know		I fail to know	
	EG	CG	EG	CG
Ability to solve a communication problem	+	+	-	-
Ability to talk around the situation	+	-	-	+
Correct pronunciation (articulation of individual sounds, stress in a word and phrase, rhythm)	+	-	-	+
Proper use of lexico-grammatical forms	+	+	-	-
Communication skills (ability to continue the conversation during the interview)	+	-	-	+

The final stage of the experiment. Verification of the results of the conversation based on the developed situations shows the level of development in the students of the experimental group compared to the control: speech skills, logical formulation of conclusions; determination of the lead sequence; finding insufficient information; reflective assessment of the content of the situation; separation of basic information from additional information. According to 5 quality control criteria, the experimental group and the control group compiled a comparative analysis of images before and after the experiment. This was 27% for the experimental group and 7% for the control group (Table 5).

Table 5 – Attitude of students to the use of situations in the lesson

№	Questions	Dynamics of positive responses			
		Experimental group		Control group	
		Data before the experiment	Data after the experiment	Data before the experiment	Data after the experiment
1	Do you agree with the statement that speech situations play an important role in the development of speech skills?	48%	78%	47%	58%
2	Can expressing your thoughts freely in a foreign language be considered a skill?	50%	80%	52%	59%
3	Does working in small and large groups on a given situation help	45%	75%	43%	55%

	overcome the language barrier to the subject?				
	Total:	48%	78%	47%	57%

The results obtained in the experimental group were 20% higher than in the control group (Diagram1).

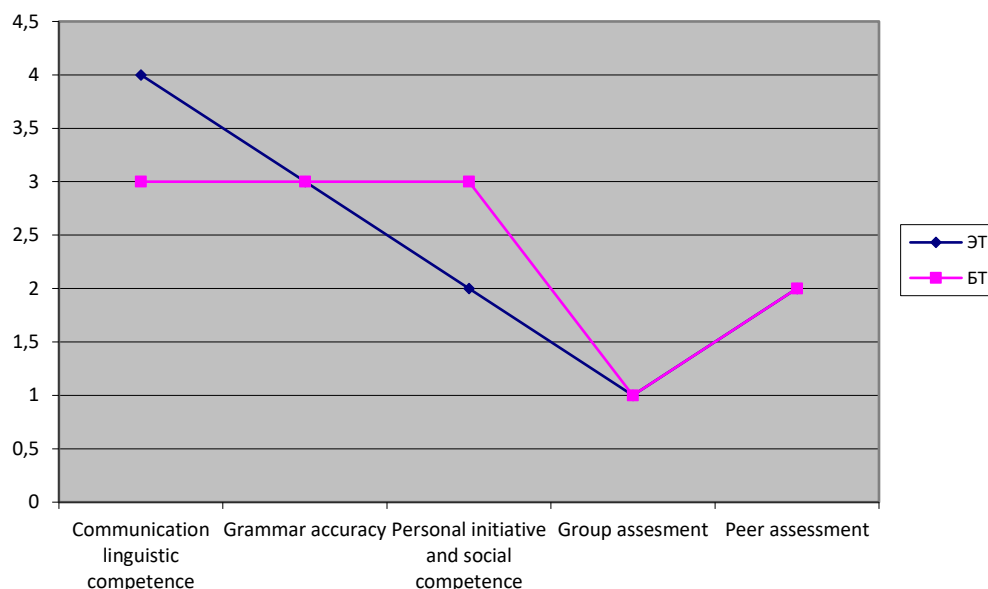


Diagram 1 - Relative image

The experimental group's results above demonstrate a significant increase in scores compared to the control group. Specifically, this corresponded to 7 out of 10 maximum points for K1. This demonstrates the effectiveness of the chosen method. Furthermore, we observed a 60% increase in K3 compared to the experimental period's scores.

In conclusion, the experiment demonstrated that the communicative competence of students in the experimental class significantly improved compared to students in the control class.

Table 6 – Student Skill Development Level

№	Criterion	Comparison table			
		Experimental group		Control group	
		Data before the experiment	Data after the experiment	Data before the experiment	Data after the experiment
K1	Communication linguistic competence	48%	78%	37%	38%
K2	Grammar accuracy	62%	80%	59%	60%
K3	Personal initiative and social competence	51%	75%	50%	51%
K4	Group assesment	55%	65%	53%	53%
K5	Peer assessment	57,2%	84,5%	57,1%	57,1%
	Total:	54,6%	76,5%	51,2%	51,8%

During this experiment, we discovered that most students want the methods used in each lesson to be constantly updated and to utilize methods that allow them to freely express themselves.

Communicative teaching technologies play a vital role in the learning process. A teacher's organizational skills lie in providing a variety of speaking situations and providing interesting tasks. If proficiency in English is a modern requirement, a teacher striving to best teach their students uses a variety of teaching methods. Regardless of the method, it has its advantages and disadvantages. We have seen many benefits in using innovative information technologies based on communicative technologies.

Conclusion

The constant human urge to explore and discover is a physiological phenomenon, and the development of new technologies in various areas of our society is a contemporary imperative. Modern educational content has been updated, new perspectives have emerged, and technology in teaching, or innovative teaching technologies, has emerged.

The development and formation of communicative competence in foreign language teaching is currently a pressing issue. Russian and international scholars have addressed this issue in their work and encouraged foreign language teachers to implement its theoretical foundations in practice. Thus, the overall goal of teaching foreign languages in line with societal demands is communicative learning. The goal is not only for students to express their thoughts but also to teach them to find common ground and exchange opinions, critically analyze their work, group or pair work, and their responses, draw conclusions, and conduct interactive work.

English teachers are currently actively using cutting-edge global practices, new technologies, and methods in language teaching to improve the quality of English language instruction. A wide variety of technologies are effective in teaching speaking. Innovative technologies used in the modern educational process make it possible to practically implement oral speech. Using differentiated learning, we teach each child oral speech by offering students level-based assignments. To enable children to express their thoughts through speech, they first need to enrich their vocabulary, then memorize new words from previous years, and explain their meaning in each situation. We then conducted work by showing films with these new words, listening to poems, and creating dialogues and monologues. Oral speech instruction is a collaborative, group-based educational technology that is implemented between students and teachers. First, they communicate with each other through oral communication, and second, they learn to work in a team. However, no matter what technology a teacher chooses, they must first thoroughly understand and master it. Because deep knowledge and mastery of each technical tool is essential for students. Only then will students learn to speak orally, develop their speaking skills, and practice speaking. Thus, the results of this study support current international research emphasizing the effectiveness of communicative and task-based approaches in developing oral proficiency.

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Қарым-қатынас жағдаяттары арқылы оқушылардың сөйлеу дағдыларын дамыту

Аңдатпа. Шетел тілін оқыту әдістерінің ішінде оқушыларды өмірде туындайтын жағдаяттар арқылы оқыту ерекше орын алуы тиіс. Себебі, тіл – қатынас құралы. Шетел тілін коммуникативті тұрғыда оқытуда, тілдік қатынас, бір жағынан оқыту пәні ретінде танылса, екінші жағынан сол пәнге оқыту мен өз бетінше үйренудің оқу құралы. Тілдік үрдісі кем дегенде екі қатысушының қарым-қатынасы арқылы жүзеге асатыны белгілі. Сондықтан ағылшын тілін меңгертуде тілдік қатысым басшылыққа алынады. Ол үшін оқушылардың өзара қарым-қатынасына негізделген, болашақ қызметіндегі шынайы тілдік коммуникативті жағдаяттарды бейнелеуші жұмыс түрлерін қолдану аса маңызды. Ағылшын тілі пәнін оқыту тенденцияларының бірі кешенді оқытудағы тілдік аспекті фонетикалық, лексикалық және грамматикалық құрылымдарды қамтиды. Ал сөйлеу аспектісі тыңдалым, айтылым, оқылым, жазылымнан тұрады. Жалпы кешенді оқыту екі ерекшелікпен сипатталады, яғни сабақ мазмұны түрлі типтегі сөйлеу дағдыларының негізінде коммуникативтік-сөйлеу шеберліктерін қалыптастыруға бағытталады және сабақ мазмұны практикалық оқытудағы түрлі

сөйлеу әрекеттерінің өзара байланысын қамтиды. Аталмыш ғылыми мақалада авторлар оқушылардың сөйлеу дағдыларын қарым-қатынас жағдайлары арқылы дамыту тәсілдерін теориялық жағынан зерттеп, практика жүзінде іске асыру арқылы тақырыптың маңыздылығын ашуға тырысты.

Кілт сөздер: жағдаят, сөйлеу әрекеті, жетекші фактор, ауызекі сөйлеу, тілдік коммуникация.

Развитие речевых навыков учащихся посредством ситуаций общения

Аннотация. Среди методов обучения иностранному языку особое место занимает обучение обучающихся на основе ситуаций, возникающих в реальной жизни. Это связано с тем, что язык является средством коммуникации. В коммуникативном обучении иностранному языку, с одной стороны, языковая коммуникация рассматривается как объект исследования, а с другой – средством обучения и познания. Известно, что процесс коммуникации осуществляется посредством взаимодействия как минимум двух участников. Поэтому языковая коммуникация является одной из ключевых задач при изучении английского языка. Для этого очень важно использовать виды учебной деятельности, основанные на взаимодействии студентов, моделирующие реальные коммуникативные ситуации в их будущей деятельности. Одной из тенденций в обучении английскому языку является то, что языковой аспект в комплексном обучении включает фонетические, лексические и грамматические структуры. А речевой аспект охватывает аудирование, произношение, чтение и письмо. В целом, комплексное обучение характеризуется двумя особенностями: содержание занятия направлено на формирование коммуникативных и речевых навыков на основе различных видов устной речи, а содержание урока включает взаимосвязь различных речевых актов в практическом обучении. В упомянутой научной статье авторы попытались раскрыть важность темы, теоретически изучив и практически внедрив методы развития устных навыков учащихся посредством коммуникативных ситуаций на занятиях иностранного языка.

Ключевые слова: ситуация, речевой акт, ведущий фактор, устная речь, языковая коммуникация.

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