

THE IMPORTANCE OF COMMUNICATIVE ACTIVITIES IN TEACHING ENGLISH TO ELEMENTARY STUDENTS

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Annotation. *This article examines the development of communicative abilities in primary school students during English language lessons. It also describes the technologies used to develop these communicative abilities in English classes.*

Keywords: *communicative abilities, English language, teaching.*

The changes sweeping through all spheres of our society place high demands on school graduates. The second-generation Federal State Educational Standards (FSES) emphasize the implementation of practical-oriented learning, which requires teachers to pay greater attention to organizing student activities to achieve new educational outcomes (personal, meta-subject, and subject-specific), and to foster their mastery of universal learning skills and key competencies [4].

It should be noted that this concerns not only new technical tools but also new forms and methods of teaching and new approaches to the learning process. The primary goal of foreign language instruction is to form and develop the communicative competence of schoolchildren, to teach them practical mastery of a foreign language, and to motivate them to learn it. In teaching a foreign language to school students, the principle of communicative orientation plays a vital role.

This principle is considered paramount, as the outcome of instruction is the development of skills in using language as a means of communication. Consequently, the educational task is to create conditions that adhere to the principle of communicative orientation, which necessitates the mandatory integration of modern educational technologies into the learning process. Game-based technologies hold a special place in foreign language teaching. Using games as a teaching technique significantly facilitates the learning process, making it more relatable and accessible to children. Game-based technologies are a unique form of learning that can make not only students' creative and exploratory work engaging but also the routine steps of learning English.

In a game, a child has the opportunity to imagine themselves as an adult, copy actions they have seen, and thereby acquire certain skills that may be useful in the future. Children analyze situations in games, draw conclusions, and predetermine their actions in similar future situations. Communicative methodology techniques are used in communicative games, during which students solve communicative-cognitive tasks using the target foreign language.

Therefore, the main goal of communicative games is to organize foreign-language interaction while solving a set communicative task or problem [5]. Communicative games are highly illustrative and allow for the activation of the language material being studied in speech situations that model and imitate the real process of communication. A communicative game is a learning task that includes linguistic, communicative, and activity-based components.

Communicative games are essential exercises in foreign language teaching because they bring the process of activating lexico-grammatical material closer to the conditions of real communication.

Furthermore, these exercises help increase student motivation and activity in lessons.

This means students can master a new means of communication, i.e., acquire skills for communicating in the language being studied.

From preschool age, children are already shackled to personal computers, smartphones, and tablets; therefore, the use of information technology is not merely a requirement set by the Federal State Educational Standard but also a demand from the modern student. For a teacher, information technology is a tool that helps address the tasks of developing the cognitive, linguistic, and communicative abilities of primary school students, increasing motivation and the quality of their own work, and making lessons modern, productive, and engaging for students [3]. To improve and optimize the entire educational process, a teacher must supplement and combine familiar methods with the latest technologies in foreign language teaching. When primary school teachers use information technology in foreign language instruction, they foster high learning motivation for mastering the language, ensure high-quality student performance indicators, and provide a comprehensive solution to educational and developmental tasks.

Working with information technology helps increase interest in learning, allows for the full implementation of a student-centered approach, and helps to completely eliminate the main cause of a negative attitude toward learning: failure, which stems from ignorance or misunderstanding of the material, fear of giving a wrong answer, or fear of being publicly criticized. S.A. Voitko identifies the following applications of information technology in foreign language lessons: using computer-based learning systems and ready-made multimedia products; creating one's own educational and multimedia presentations and programs; and using Internet resources. Teaching the various types of language skills (writing, speaking, listening, reading) is the primary component of foreign language instruction. Using information technology to develop these skills helps solve such didactic tasks as enriching vocabulary; developing pronunciation, grammatical, and lexical skills; teaching dialogic speech, writing, and reading; and monitoring the formation of students' skills.

Teachers can apply information technology at all stages of education [2, pp. 109-112]. In primary school, work should be organized so that modern information technologies become a powerful psychological and pedagogical tool for developing motivation in young students and a means of maintaining and fostering a stable interest in learning a foreign language. With younger schoolchildren, all areas of information technology can also be used with more complex material; as a rule, students' interest is sparked by working with Internet resources. Among the undeniable advantages of the Internet are the accessibility and relevance of materials for each curriculum topic and beyond. These resources act as authentic carriers of information and help create a real language environment for intercultural communication [1].

In primary school lessons, it is necessary to actively use such Internet resources as search engines, information portals, email, reference materials, online tests, contests, research and creative projects, quizzes, academic competitions (Olympiads), Skype, and distance learning.

Skype provides the opportunity to communicate with real interlocutors and native speakers, which is indispensable for practicing communication in a foreign language. It also allows for organizing independent work for primary school students, fostering their self-realization and self-development. The use of information technology also contributes to the development of a creative, intellectually developed individual who is capable of navigating today's information space and is ready for continuous development and self-education.

The experience of many primary school teachers confirms that using information technology in foreign language lessons allows young students to master all types of language

skills in an engaging way. This significantly affects the quality of their knowledge and greatly increases their interest and motivation to learn a foreign language. Based on the foregoing, in our program for developing communicative abilities, we propose using the following techniques and technologies: - Communicative games, as a learning task including linguistic, communicative, and activity-based components; - Information technologies, i.e., creating one's own multimedia presentations and programs, and using Internet resources. We conducted an experimental study on the development of communicative abilities in 2nd-grade students during English lessons at the Sukhobuzim Secondary School. 33 students participated in the experiment, which was conducted over two months. Two hours per week were allocated for English language study at the school. The program consists of two 8-hour sections and 2 hours for a final project.

Based on the model English language curriculum for primary school, we included the following topics: 1. "Jim in the Zoo" (8 hours). Animals at the zoo. 2. "Jim and his Family" (8 hours). Names of family members. 3. Project: "My Friend" (2 hours). The techniques and technologies we have highlighted were applied in lessons covering these topics. Our study, as noted earlier, was conducted in three stages: - At the initial (diagnostic) stage of the experiment, the students' level of communicative ability was assessed to obtain objective and complete information. - During the formative stage of the experiment, over two months, we implemented the program for developing the communicative abilities of 2nd-grade students in English lessons. - At the final (control) stage of the experiment, after the experimental work was completed, we again measured the level of communicative ability. The results of these assessments are presented in Table 1. Table 1. Assessment of Students' Communicative Skills Levels of Communicative Skills | Diagnostic Stage | Control Stage | Change ---|---|---|---High | 7 | 15 | +8 Medium | 14 | 13 | -1 Low | 12 | 5 | -7 As can be seen from the table, the program we developed for fostering the communicative abilities of 2nd-grade students in English lessons shows positive dynamics. The number of children with a high level of communicative skills increased. Based on the above, it can be concluded that integrating technologies such as communicative games and information technology into the curriculum for primary school students yields positive dynamics in the development of their communicative abilities.

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