



COMMUNICATIVE-ORIENTED TEACHING AT FOREIGN LANGUAGE LESSONS

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ABSTRACT

The article is devoted to the organization of communicative-oriented reading at foreign language lessons at secondary schools with the help of the educational strategy "Jigsaw". This is an approach to reading that involves the students in speaking and summarizing skills. It is very useful when working with short authentic texts such as newspaper articles.

KEYWORDS: *communicative-oriented; teaching; jigsaw reading; lesson; group.*

DISCUSSION

Reading is a receptive form of speech activity. This means that students read information when reading text. It would seem that reading "automatically" becomes communication, that is, the transfer of information from the author to the reader. In fact, this is not so. Any communication is always motivated, that is, by extracting information from the text, the reader always has a specific goal. If this goal is not, then reading turns into scoring (loud or internal) of the text and has no communicative meaning. The retelling of the text is equally meaningless, especially if the task is to reproduce the content as close as possible to the original. In the process of reading, we usually solve three main tasks - to get acquainted with the general content of the text, highlight its content areas and extract the most complete information. All of these types of reading can be purposefully trained and tested for successful acquisition of familiarization, viewing and learning reading. Moreover, this can be done already at the earliest stages of mastering a foreign language, that is, on the material of short and uncomplicated texts. Even reading the captions to the drawings can be organized in order to understand what kind of drawings in general are in question, which groups of drawings and signatures are presented and what we can find out by getting to know all the drawings and their captions. The use of different types of reading

does not exhaust the possibilities of communicatively-oriented teaching of these types of speech activity. The other side of communicative tasks is the nature of speech-cognitive operations that students can perform in the process of reading. These operations are the following: extracting information, understanding information and transforming information. This kind of reading is found in real life when we accurately transmit the content of the text to those who are not aware of it. Comprehension of information involves the interpretation of what is written with its own explanation, clarification and opinion. Transformation of information means reading between the lines and communication of what is produced not by the author of the text, but by the reader himself. A third party to communicatively-oriented reading is its methodological organization, including jigsaw reading, parallel reading, and co-reading.

Jigsaw reading is a learning situation where one text is divided into several small fragments, each student reads only this small fragment, and then all students exchange information. As a result, each of the participants in this work forms the knowledge of the entire text (from the stories of others). Parallel reading is a technique when students read different texts on the same problem (topic) and then exchange the information they receive, find out the similarities and differences, supplement the details and details.



Joint reading is the reading of the same text by different students, each of whom has his own specific task in this text.

As a result, each of the students reports their original information and together they give a complete picture of extracting different information from the same text. Thus, communication in teaching reading is achieved through the use of different types of reading, different types of speech-cognitive tasks and different methods of organizing reading as a type of speech activity.

Global informatization, scientific, technical and socio-economic progress have determined the need for a high level of reading and reading skills among students.

In foreign language lessons, reading is one of the most important types of communicative and cognitive activity of schoolchildren. It acts as a goal and means. In the first case, students must master reading as a source of information; in the second, to use reading to better master linguistic and verbal material, to master oral and written speech, to expand the sociocultural horizons [3; 101]. All this provides the conditions for reading as a form of verbal communication. Any communication is always motivated, that is, when transmitting the read information, a person always pursues a certain goal: to inform, convince, express his attitude, influence the addressee in a certain direction, etc. In order to fill such a process with meaning in the process of foreign language education comes to the aid of communication-oriented reading. One of the most important aspects of this type of activity is its methodological organization, including such a method of organization as jigsaw reading.

Jigsaw reading (literally translated from English - "Openwork Saw," or "Zigzag") is one of the approaches to organizing training in collaboration. It was developed by American professor Elliot Aronson in 1971. Jigsaw reading is a great way to introduce speaking into a reading lesson. It provides a real opportunity for genuine communication. In real life, we may tell people about a news article we have read, so this is a classroom activity that is fairly authentic.

A characteristic feature of the lesson using the Zigzag strategy is group work on the material. Let's take a closer look at the technology for conducting a foreign language lesson using "Jigsaw reading".

During the lessons with the use of gaming technologies, all groups of students are active: not only strong and medium, but also weak students, with their abilities, can realize themselves, take part in teamwork, and contribute, while improving their knowledge, skills. How to organize the game in the lesson?

At the beginning of the lesson, the teacher creates a situation that can surprise, set up for active work. Further, it reveals the level of students' awareness of the topic (problem) based on the "brain attack", informs the students of the chosen strategy, according to which they have to work. If students are not familiar with "jigsaw reading", the teacher must first introduce the children to this strategy. Next, the class is divided into groups. The teacher reports the task, explains the course of their subsequent actions. Each student in the group receives an individual card with a piece of text, the material of which is different from the material of the card of another member of the subgroup, that is, everyone knows what the other does not know. The student independently reads the fragment of the text proposed by the teacher, then performs the task, for example: compiles a cluster, fills out a mental map, a table of "Thin and fat questions", a causal scheme, etc. If there is a problem in the text for subjective processing by students of the assigned information, you can also use a graphic organizer such as "Fishbone".

At the end of the work, students move to other groups - groups of experts. New groups are composed in such a way that each group has specialists on one topic. "Experts" discuss the text within their group on the basis of graphic organizers prepared in the process of individual work, and work out the most optimal variant. Then together they carry out tasks preparing to transmit the contents of the text. The tasks can be various, for example, you can invite students to compile a table of "Wh-questions", a logical-syntactic diagram representing the skeleton of the content of the text, etc. In the process of cooperation, the "experts" compile a general presentation scheme of the message on the topic. In groups, choose one representative who will conduct the final presentation.

Students then return to their original groups. Having returned to his group, the expert acquaints other members of the group with his text, using the general presentation scheme. The group exchanges information of all its members. Thus, in each working group, thanks to the work of experts, a general idea is formed on the problem being studied. The next step will be the presentation of information on individual topics that the expert conducts from each group, others make additions, answer questions. Thus, there is a "second hearing" of the topic.

Work on the text ends with frontal work - a presentation by representatives from each group. Such work on the text makes the lesson more interesting, fosters a responsible attitude towards educational work in children, and contributes to the cohesion of the classroom team.

The teacher must ensure that during the game one of the groups does not suffer complete failure, as



this may lead not to increase motivation, but to provoke the opposite effect. In this case, it is necessary to find an opportunity to rehabilitate the group of "losers" in the same lesson.

In order to conduct a game consisting of several diverse or creative tasks, it is important to monitor the uniform division of students into groups: each group should have an equal number of strong, weak and average students. Otherwise, it will be difficult to evaluate the work of the group. If one group is much weaker than the other, then the result of the competition is a foregone conclusion, and students' interest in such a game disappears.

The division into groups in this case depends on the objectivity of the teacher, his knowledge of the characteristics of this team. However, for a game where students use words and constructions learned at home or prepare in advance for a quiz lesson, other ways of dividing into groups are possible:

Draw (draw a card: red - you will be with red, yellow - you will be with yellow; pull a card with the last name - English, Irish or Scottish; pull out a card with fruit or vegetables, etc.);

Use of a reader;

Boys / girls and others

No matter how the children share the groups, everyone should participate in the game without exception. If in one of the groups one student is more, then the other should receive one less task.

It is important that the atmosphere in the lesson with the use of gaming technology is friendly, encouraging. During the game, team members should consult, help each other, but each must respond individually.

The role of a teacher in lessons using gaming technologies is very important in selecting training material and determining the possibility or expediency of its use. The material should correspond to the topic of what the class is studying at the moment, tasks should not contain non-semantic lexical units or unfamiliar grammatical structures.

The teacher should know well the class in which he started the game, otherwise it may turn out that this form of work is not interesting for this class and the game will not take place or will not achieve the desired result. The teacher must understand what games may interest older students and those younger. Classes may differ in the level of emotionality. For emotional groups of students, outdoor team games are well suited, while for groups with an intellectual warehouse, joint creative tasks will be interesting.

In addition, the Zigzag strategy has other potential features:

- Students need to convey the perceived message in a truncated, transformed form, while retaining its meaning. Such mental operations as: selection of the main facts, screening of secondary ones,

rearrangement, building your own logical chain of reasoning are supposed

- Often one word and expression is replaced by another (reproductive-productive level);
- The choice of lexical and grammatical constructions largely depends on the personal characteristics of the speaker and the listener (which provides students with the opportunity for self-realization);
- Repeated repetition of the material ensures its strong assimilation;
- When completing assignments, the student acquires problem-solving skills, the critical thinking of students is formed;
- integration of different aspects of speech (reading, dialogic and monologic speech, as well as written speech) enables students not only to extract the necessary information from the text itself, but also helps to achieve the main goal - communicatively-oriented communication of students in order to receive and exchange language information.

The teacher himself becomes the organizer of an independent educational, cognitive, communicative, creative activity of students. He has much more opportunities to differentiate and individualize the learning process, to use the possibilities of interpersonal communication of students in the process of their joint activities.

Studying the application of the Zigzag strategy in foreign language lessons, we can conclude that it is most effective to use it at the third level of secondary education for the development of the following skills in students:

Transmit information to another person in an accessible manner;

- analyze the text together with other people;
- conduct research in a group.

In order for the organization of communicatively-oriented reading using the Zigzag strategy to be effective, the teacher needs to tactfully manage the process of transmitting information, gradually, step by step to teach the student the necessary skills so that he can achieve his lofty goal.

1. It is necessary to show and clearly explain to students why one should possess the listed skills: highlight the main thing; reduce, replace with synonyms, transform, combine.

2. It is important to offer students only interesting texts that take into account their needs and the level of their intellectual development and cause a desire to share what they have read with other students.

3. Begin communicatively-oriented learning to transmit read from spoken texts, which at first can serve as a model for expression, since they are characterized by invertedness, the presence of a speech task.

4. To create conditions for the transition from textual transmission of content to retelling read in your own



words, which is based on the actions of transformation, combination, compression of the text, highlighting the main [4; 466].

So, the organization of work on the text with the help of the Zigzag strategy acts as a connecting link between reading and speaking, providing a transition from students' perception of an authentic sample of foreign language speech to the generation of their own statement in a foreign language.

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In conclusion, it should be noted that the use of gaming technology is possible when learning all types of speech activity. The success of such work depends on the ingenuity of the teacher, his ability to invent new games and transform the existing skills for teaching different skills and abilities in relation to the conditions of a particular class.

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