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**The topic of synthesis of pedagogical experience is “Communicative orientation in learning English”**

**Introduction.**

The topic of my work experience is "Communicative orientation in learning English".

Any language, whether native or foreign, is a tool of communication between people. As a tool of communication, the target language must constantly be in a state of "readiness to use".

Therefore, **the leading goal** of my teaching experience is the communication process, which is so necessary today for teaching children English. This goal reflects the social order of society in upbringing of a harmonious, comprehensively developed personality.

Communicativeness supposes the speech orientation of the educational process, which doesn’t mean that we have a goal of speech practice on the lesson, but in the fact the way to this goal is the very practical use of the language.

**The goal of communicativeness** is a complex solution of problems, namely, the formation of the communicative competence of students that means the willingness and ability of students to communicate in English.

This goal implies the following **tasks**: the development of students' communication skills in speaking, reading, listening and writing, formed in the process of teaching English.

Today, I am working with “Excel”, the authors are Virginia Evans, Jenny Dooley, Bob Obee, Natalya Mukhamedjanova by Express Publishing.

To achieve this goal, I chose the following pedagogical technologies: communication technology, game technology, project technology, group collaboration technology, ICT.

Technologies can be applied in different ways. You can work with one leading technology during a whole lesson, you can work with two, or you can combine several technologies depending on the goal of the lesson, the age of the students, and the level of knowledge of the students.

I have been working in this school since 2018. But my whole pedagogical experience is 10 years. Years have passed, textbooks have been changed, and my pedagogical experience has been accumulated. As a result, I came to the conclusion that these technologies are the most effective in achieving my goal.

Developing a lesson strategy, we should take into account the psychological characteristics of children and children who are in inclusive education. First of all, you need to think about maintaining the motivation for learning English. If your students aren’t motivated you couldn’t be a successful and good teacher.

We shouldn’t forget about gifted children. We love them, support them and they take part in all significant competitions. My students won in different games and competitions. Every year we take part in “British Buldog”, “Kangaroo Linguist”, online intellectual games. Such children are a great support and helpers for the rest of learners when they work on the lesson and use communicative technology, project and group cooperation technologies. Because these technologies require a rich vocabulary, essential speech skills and also increased concentration of attention. That’s why “strong” learners help “weak” learners. Because they have a common goal.

There is one more problem in learning English, the most important, perhaps, is the lack of a language environment. There is no practice of communication with native speakers. If we have such an opportunity it happens very rare.

As a result, the speaking skills of learners developed the worst of all in comparison with other skills.

That is the main reason, I try to intensify the cognitive activity of students, imitating the "language environment" and creating:

- the need for communication (introductory conversation, questionnaires, with the help of which students have a lack of information);

- the need for a clear statement of the communicative task or its formulation by the students themselves;

- the presence of supports as conditions for solving the problem and their gradual decrease;

- taking into account the interest of students (age, individual, group);

- creating motivation (quizzes, discussions, games on the lesson).

**Practice.**

I work with learners of all ages: elementary school, middle school and high school. Also I teach extracurricular subjects in first grade "Entertaining English", in grades 6 and 7 "Practice of speaking and writing", "Practical grammar" and "Country studies".

The main task of teaching a foreign language at the very beginning is to develop the basics of communicative competence in students.

This task demands to have certain personal qualities of students: sociability, desire to make contact, being active on the lesson.

That’s why, the leading pedagogical technology should be a game technology in the very beginning of English teaching.

Role-playing games can be a leading educational activity.

For example, it is very effective to use toys and different aids when composing dialogues, stories, plays, rhymes.

Outdoor games are suitable for consolidating or training vocabulary or grammatical material. Besides game and communication technologies in elementary school, I successfully use others: project, group cooperation and ICT.

In the middle and high school, I mainly use project technology. High school students already have enough amount of knowledge and a large vocabulary to make their own projects.

After analyzing the result of the work, I came to the conclusion that this system of work increased the level of knowledge of my students.

With the systematic application of proper methodology, the level of knowledge also changes. The level of learning is a child's thinking ability, memory, imagination and speech abilities. Thus, this technique not only increases the level of knowledge of students, but also ensures the development of the child's personality, his speech abilities, thinking ability, memory and imagination.