# **Methods of Functional Literacy developing in teaching through Communicative Approach**

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A method is a process of exploration, an examination, a manner of conducting an independent inquiry or a framework. Presently, it more frequently implies a recommended interaction for getting done a responsibility. Assuming it alludes to strategy, it relates correlation or study, analysis and evaluation of specific procedures used in a particular field of request or discipline. It is the precise, conceptual examination of the approaches in a certain area of study [1].

Recent definitions of language learning make the argument that communication is often seen as generally results of communication:

* Engagement between students;
* Collaboration;
* Generating productive and meaningful interaction through language;
* Exchange of importance as the student and their conversationalist show up at understanding;
* Learning by paying attention to the response, students receive when they use the language;
* Learning by bringing awareness to the feedback, students get feedback when they use the language;
* Developing communication ability through paying attention to the language (the input);
* Exploring and testing various ways to talk.

Supporters of CBT argue that the best approach is to use content as the motivating force behind the learning environment and to relate content to all aspects of communicative skill, to be exactly to relate it to linguistic skill. Content-based teaching is defined as the teaching of content material in the chosen language with little or no direct or apparent attempt to teach the language itself independently from the substance being educated [2, p.284].

The knowledge or subject area we acquire and express using language, rather than the language used to transmit it, is referred to as content. Certainly, content is presented in any language lesson, whether it is a lesson focused on grammar, a reading lesson, or any other type of the lesson. Content must be the mechanism which connects instruction or activity all in some way. In traditional language teaching content was chosen as completing planning. As a matter of fact, grammar, texts, skills, functions and so on are the beginning stage for planning lessons and assignments. Materials will be chosen according to the selection that has been made. For instance, the lesson could be about grammar, comparative and superlative adjectives. When the choice has been made, considerations about specific circumstances or content for rehearsing the structure will be chosen. Content-based teaching begins at various stages. Content choices are determined initially. Then considerations on language, abilities and functionalities are established subsequently. These underlying principles related to language acquisition sustain content- based teaching:

* While students learn languages as a method of collecting knowledge but instead as an aim in and of itself, they acquire it more effectively;
* Content-based teaching better represents the needs of students;
* Content describes a rational foundation for relating and developing four skills.

We will focus on two contemporary techniques in this study that might be considered as expansions of the communicative approach concept. It follows alternative ways to attain the objective of communicative approach. The objective is to frame communicative competence needs. Researchers divide methods in communicative approach into two main types. They are process-based teaching and product-based teaching. Process-based teaching includes content-based teaching (CBT) and task- based teaching (TBT). Product-based teaching incorporates process-based teaching (PBT) and competency-based teaching (CBT). Process-based teaching emphasizing in classroom procedures, which are thought to best assist language acquisition as a starting point. Methods in communicative approach are shown below.

Methods in communicative approach

Content-based teaching can serve as the foundation for the unit of work. In other words, the set of principles for a course, which trains students for popularization, the rationale for the use of English as a tool for trying to teach a subject in an English language context, and the foundation for infomercial English educational resources. It does not have to be the basis of a whole curriculum; it may be implemented alongside any form of education system. For instance, in business communication topics a teacher may prepare a unit of work on sales and marketing. To establish the groundwork for the unit of work, the teacher, in collaboration with sales and marketing professionals, selects essential subjects and concerns in the field of sales and marketing. Following that, several lessons concentrating on reading, oral presentation skills, grammar, discussion in groups, and report writing are developed. These lessons are based on the section of main themes of the course [3, p.480].

CBT as a directing idea throughout a course. Most students in university are expected to study English for either one or two semesters in their first year. A standard, multiskilled course book is generally used as the foundation for this program, and the training addresses the subjects discussed in the book

.CBT is a course which provides and develops integration of students. This course should include a training paradigm. The training paradigm is used in many courses for students in English-speaking nations. Non-English-speaking students are typically provided extensive language instruction to prepare them to follow the standard curriculum alongside other students. A content-based teaching may be used to organize such a course. An example of this approach is a curriculum designed for English as a second language students in high school. The themes from a variety of common areas have been considered as the foundation of course and as a bridge to regular classroom. Courses being identified to fulfill the demand and preferences of as many students as possible. Another consideration was the propriety of the language. Diversity, sports, teenage life are examples of topics that meet these criteria.

As the justification for using English as a mechanism for teaching particular courses, consider some aspects. The first aspect is teaching some topics exclusively in English in a natural evolution of the content-based learning concept. To give an example, in countries where native language is not English, a determination has actually been made to adopt it as the primary language of instruction in Math and Science. Immersive training is a method of teaching where the full education system is presented in a foreign language.

There are a variety of problems in content-based teaching. The main problem is the degree content offers to undertake an adequate base for the establishment of language abilities. Whenever English is being used to teach academic topics, for instance, it has been noted that students often overlook grammar precision because there is major interest in content. The interest is material knowledge instead of the provision of appropriate language usage. This has been a typical issue in some non-English-speaking areas, where English has long been the primary language of instruction. Another difficulty seems to be whether language teachers have the subject matter competence to teach specific content fields like business, ICT, and biology, besides the unavoidable watering down of information in such circumstances.

Problem solving of subjects and vital tasks is a complex process. It needs students' critical thinking, actualization, and application of knowledge in real life situations. This process includes reproducing and making use of existing knowledge, which was learnt. There are some techniques for choosing necessary knowledge or finding information, analyzing, and generalizing [4].

Researchers say that a presentation, practice, and production method does not help students to develop fluency and grammar. They further claim that studies on second language acquisition have demonstrated language learning occurs as a consequence of intimate interaction with the language rather than regulated instruction. With task-based teaching the center moves to applying undertakings to make collaboration and afterward constructing language mindfulness and language improvement around task execution.

Text-based teaching (TBT), commonly referred to as a genre-based method, considers communicative approach as the mastering of many types of texts. Text is used in this situation in a particular sense to describe organized sequences of language performed in certain settings and in characteristic ways. Examples are conversational talk with a friend, conversation with a stranger, phone conversation, discussion of personal problems with a friend to ask advice. Any of these uses of language may be considered a text in the sense. It is a coherent totality with a beginning, middle, and conclusion, it corresponds to organizational and substantive conventions, it contains acceptable language skills. Communicative competence entails the ability to employ various types of spoken and written texts in the circumstances in which they are used.

As reported by Feez and Joyce TBT is based on a method of teaching language includes:

* Explicitly teaching the structural and grammatical characteristics of spoken and written texts;
* Establishing a connection between spoken and written materials and cultural environment they are used;
* Planning units of work which center around creating abilities comparable entire texts;
* Giving students directed practice as they improve language abilities for meaningful conversation.

These types of text are included in the certificates in spoken and written English.

**Text types in text-based teaching**

| Type of text | Description |
| --- | --- |
| Exchanges | Basic trades connecting with data, labor, and products |
| Complicated or problematic trades |
| Natural talk |
| Forms | Basic designed texts |
| Complex organized texts |
| Procedures | Guidelines |
| Conventions |
| Information texts | Depictions |
| Clarifications/ Reports |
| Orders |
| Story texts | Describes |
| Accounts |
| Persuasive texts | Assessment texts |
| Articles |
| Conversations |

A text-based method, as was shown, concentrates on the outcomes of studying rather than on the procedure to be followed. Respondents pointed out that the text-based education paradigm, which is mainly reliant on a technique focused on the study of model texts and the development of texts based on assumptions, lacks an emphasis on individual originality and individual expression. Similarly, opponents claim that because the five-phase cycle outlined above is used to teach all four abilities, the technique risks becoming monotonous over time [5, p.11].

Since the 1970s, competency-based language teaching has been widely used as a method of course preparation and distribution. The implementation of concepts to language teaching is known as competency-based language teaching (CBT). It is popular for the plan of business related and endurance situated language teaching programs for adults. It aims to educate students the fundamental abilities they will need to deal with circumstances they will meet in everyday life. Competency-based structures have become taken on in numerous nations, notably in professional and specialized instruction. Competency-based approach is defined by an emphasis on learning objectives of advancing as the main impetus for teaching and the education program. Auerbach specifies eight characteristics of competency-based language teaching system:

1. An emphasis on current social proper functioning. The objective is for students to become self-sufficient individuals who can deal with the challenges of the world;
2. A strong focus on fundamental abilities. Competency-based language teaching, rather than language teaching in independence, highlights language forms and abilities, which are necessary for the settings they will be used. The majority of the time, these formats are established by a requirement specification;
3. Task- and performance-oriented teaching. What matters is what students can accomplish because of their education. The focus is on outward actions rather than information and the ability to discuss;
4. Teaching is divided into modules. Language learning is separated into significant parts. To provide both teachers and students with existing idea of progress, goals are subdivided into tightly defined sub objectives;
5. The outcomes are stated clearly. Both the students and teacher are aware of and agree on the results. They are determined as far as conduct targets with the goal that students know what ways of behaving are generally anticipated of them;
6. Continuous and progressing evaluation. Students are pre-tested to see what abilities they need to improve and then post-tested after guidance of that expertise. They continue to work on the target and are tested regularly if they do not acquire the appropriate level of precision
7. ;Demonstrating awareness of execution targets. Assessment is based on the ability to show pre-specified activities rather than typical assessments;
8. Instruction is individualized to the needs of each learner. Characteristics are regarded in terms of individual requirements of content, level, and speed; earlier learning and accomplishment are considered while creating educational programs. Guidance is not time sensitive; progress of students at their own rates and focus on only the regions in which they are needed.

 There are two things to keep in mind when it comes to competency-based learning. At the start, it aims to increase educational responsibility by stating what a course of instruction should achieve. Next, it focuses on learning outcomes rather than approach or classroom practices. It could be said, using this approach, it does not matter what technique is used if the learning goals are achieved.

As we have seen, competency-based language teaching is frequently employed in courses aimed at students with extremely particular language requirements. Instead of attempting to teach basic English, the emphasis on these circumstances is on the comparable task-based strategy and various forms of one.

Communicative approach may be thought of as providing a collection of key ideas regarding language learning and teaching, as outlined, assumptions that can be used in a variety of ways and address many parts of the teaching and learning processes. Some people place a strong emphasis on the input of the learning process. Consequently, content-based teaching highlights the importance of the content or subject matter instruction in the language acquisition process. Some teaching suggestions place a greater accent on educational procedures. Task-based teaching pays attention to using carefully developed instructional activities as the foundation of learning. Others, such as competency-based and text-based teaching place a premium on learning outcomes and use them as a starting point for lesson preparation. Communicative approach is still in use, as evidenced by the large number of course books and other teaching materials that identify communicative approach as a provider of methodology. It has also impacted a number of other language teaching systems that take a similar concept of language education.

Reference:

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