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THE FORMATION OF COMMUNICATIVE SKILLS IN PRIMARY SCHOOL CHILDREN IN ENGLISH LESSONS

Teachers are increasingly paying attention to the formation of various vital competencies, such as communication in state and foreign languages, mathematical literacy, information and digital, social and public, cultural literacy, entrepreneurship, etc. However, the basis of most of them has established communication skills. The Humanities are the most favorable area for their formation. Focusing on the development of communicative competence requires a review of innovative methods of teaching foreign languages. Modern primary school children are educated under the influence of the information society, the integration of languages and cultures, multilingualism, the growing role of foreign languages in society.

The aim of the article is to substantiate the improvement of communicative skills in primary school children in English lessons. To achieve the aim set, we will analyse the structure of communicative skills; explore the speech character of an English lesson, and suggest some effective methods of teaching English in the young learner teaching.

To analyse the structure of communicative skills, we referred to the works of S. Nikolaieva, V. Redko, L. Kalinina, etc. Nikolaeva divided lessons that develop communicative skills into two types: aimed at developing speech skills of using language material and aimed at developing speech skills. In addition, she defined the structures of such lessons.

According to the Common European Framework of Reference, we can identify the trend of developing communicative skills in relation to various topics and levels of language learning. For example, we can pay attention to overall spoken production: at Pre-A1 level pupils need to be able to produce short phrases about themselves, giving basic personal information, but at A1 level pupils need to produce simple mainly isolated phrases about people and places. It means that the process of teaching a foreign language is aimed at the growth of communicative competence and abilities. [3:69]

Communicative competence includes linguistic, speech, sociocultural, sociolinguistic, and general educational competence. Language competence involves mastering language material and using it in oral and written speech. Speech competence involves the formation of skills and abilities to communicate in four types of speech activity: listening, speaking, reading, writing.

The speech character of an English lesson is ensured by its practical character by manifests itself in speech activities, which means, it is a practical character that turns out in speech exercises. That means that children hear samples of communicative phrases and have a motivation to use them in their communication. The most important

condition for the effective consolidation of these samples – is their use in a communicative situation that has a connection with real-life situations.

Sociocultural competence as a component of communicative competence involves acquainting students with the cultural values and moral and ethical norms of their own and other peoples. Sociolinguistic competence presupposes the use of speech patterns, behaviors that are characteristic of the countries studied. General learning competence implies mastering communicative and learning strategies aimed at solving educational and life problems.

To develop communicative competence in English lessons, teachers need to possess the right repertoire of methods of communicative activities, reigning from role-playing and interactive techniques to project work. Role-play is an effective method of developing communicative skills as it empowers students to perform various social roles. The structure of any role play includes a preparatory stage in which every participant has an opportunity to justify their own choice of character, describe it, come up with a task for him/her. During the role-play, students actively interact and adapt to the situation. After the activity, the teacher praises the learners for the content and language use as well as helps them understand some of the mistakes they might have made.

"Time to Eat" is one of the popular role-playing games. The goal of this game: students will master typical vocabulary and phrases used in a restaurant by understanding and responding appropriately to prompts. Possible option of words/phrases: food vocabulary, May I take your order? I would like… Check, please? Will you be paying by cash or credit?

In this role play, students test their knowledge of food vocabulary and common questions/phrases used at restaurants. For students to be successful teachers need to pre-teach some of the more common phrases. For the actual role play, divide the class into small groups where each student will have the opportunity to be the server or guest. Tacher can move around the class and listen to pronouns of words and phrases, also grammar structure. Tip: Add an extra element of practice and creativity by letting students design menus before performing the activity.

Another important method of developing competence is interactive learning – because it is during communication with each other on a particular topic that students will use language in real situations. Effective student interaction motivates and stimulates participants in the learning process to share information. Such training is effective in including problem situations and tasks, then the student is unable to solve everything himself and is forced to select and formulate questions, own opinions, and understand the information and opinions of others.

A good example of an interactive game is the "Pantomime game". The goal of this game: students will be able to ask and answer the questions. The task of the game: take a card and show it using your body. All children can ask about color, shape, size, etc. It's good by chance to use language in context and do it fun.

Communicative games in English lessons in primary grades provide ample opportunities to intensify the learning process, to activate students' desire to contact each other and the teacher, to create conditions for equality in language partnerships, to destroy any possible communicative barrier between the teacher and students. [1:12-

16] Communicative games as an effective learning tool cover various types of speech activities (listening, speaking, reading, writing), which, on the one hand, helps students to master English, and, on the other hand, to experience emotional satisfaction both about playing a game and achieving the results. In English lessons, it is advisable to play games that allow students to get acquainted with new material, as well as to consolidate children's language and speech skills. [4]

Communicative work can be effective in pair or group work. It means that one of the popular techniques is project work that helped children not improve communicative skills only, but to study how to divide the volumetric work into smaller parts and to delegate one small part to each student will be a part of a common project. It can be divided into this several stages: the division of the project into tasks, the distribution of tasks, performance, verification of each task, and combining them into one form. At the same time, you can create a group of inspectors who will monitor the work of each.

The project method involves reliance on students' creativity, encouraging them to research, as well as it enables the teacher to integrate the knowledge of different subjects, organize individual work, and collaborative learning.

An example of project work may be a project about heroes. A goal of this activity: students will be able to use words of other kinds of sport and actions. Phrases that students can use: What's his/her name? What does he/she do? Where is he/she from? What things can he/she do? What do you think of him/her? The task of exercise can be like this: create a poster of class heroes (each student need to bring information about others).

Thus, the formation of communicative competence is an integral part of learning and teaching English. It depends on the methods, forms, and tools used by the teacher in the lesson. The most effective of these are role-play, interactive learning, and project work. In this research, we consider the features of formation communicative skills in English lessons using role-play, interactive techniques, and project work. We paid attention to the exercises that will be effective in the formation of communicative competence of primary school students.

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