John Powell thinks: “Communication works for those who work at it”.

Devote the time for developing communication skills—necessary condition for teachers of English as a foreign or second language who want to give their students opportunities to speak English more spontaneously and creatively. Today, language students are considered successful if they can communicate effectively in their second or foreign language. All the teachers of English can use conversation techniques in order to improve speaking skills of students. It is one of the most useful ways to motivate the students to communicate in English.

To take into consideration that fluent English speaking is very important, teachers should pay more attention to the process of developing communication skills. The aim of this article is to prove the efficiency of using conversation techniques which helps to achieve the success in developing communication skills.

The urgency of the given theme is expressed in conditions of foreign conversation in the modern world; when English language becomes the way of getting knowledge, receptions and information accumulation, predict the necessity of techniques possession which helps to develop communication skills.

Directing conversation practice is probably the most demanding of all language teaching activities. It is also one of the most rewarding. Sometimes teachers of foreign languages do not realize that something more than pattern practice is needed to turn students into fluent speakers of English [1].

There are a lot of different techniques which help students to improve their communication skills. Julia M. Dobson single out as the most useful and interesting the following techniques:

- Games
- Role-plays
- Interviews
- Small-Group Discussions
- Proverbs
- Humor
- Songs
- Poetry
- Improvisations

One of the best ways for teachers to help learners activate this knowledge is to put them in ‘safe’ situations in class where they are inspired and encouraged to try using language from their ‘store’ [2]. These would not mainly be activities that teach ‘new’ language; rather, they would allow learners to try out language that they already understand and have ‘learned’, but not yet made part of their active personal repertoire. Teachers must create activities in which learners feel less worried about speaking, less under pressure, less nervous about trying things out.

To facilitate English conversation development the teacher should encourage students to speak.

There are four main points which should be kept:

- Encourage student interaction. Teacher should aim to create a comfortable atmosphere where students are not afraid to speak and enjoy communication with him (her) and their fellow students.
- Give plenty of controlled and guided practice. The lower the level of students the more controlled and guided practice.
- Make speaking activities communicative. The aim of communication activities is to encourage purposeful and meaningful interaction between students.
- Plan speaking activities carefully. Speaking activities need to be very carefully structured at first, especially at lower levels, so that the students have few demands on them. It is often difficult for students to come up with ideas at the same time as having to cope with the language. Guidelines consist of three main preparations before the lesson (aims, materials, instructions, and possible problems), during the activity (visuals, headlines, vocabulary, grammar structures), after the activity (feedback) [3].

According to K.D.Ushinsky, each lesson should be a goal which must be achieved, considering the methods of attainment beforehand. The teacher should accomplish something, make a step further and force all class to take this step.

It is necessary for teacher to know, what lever to press to achieve desirable result. And for this purpose it is necessary to use in perfection the mechanism of a lesson. The mechanism is difficult and for a present is not learnt up to end. It is necessary to be able to plan and conduct a lesson. If we want to teach the person to communicate in a foreign language, we should put them in the conditions of conversation. The communicative maintenance of a lesson as a unit of educational process should affect the basic lines of a lesson as forms of its organization.

There are some key points about planning a lesson for developing communication skills.

Firstly, the teacher should be fully confident that his students understand what is it communication techniques in general and if it is necessary explain them.

Secondly, the teacher should give students the communication diagram, which helps to facilitate conversation. The main aim of this communication diagram is to promote fluency by presenting students with stimulating discussion questions. This activity is designed for use with students who have reached intermediate and advanced level. The diagram consists of four points: sender, message, receiver, feedback. Sender and Receiver. A good working definition for effective communication is to share meaning and understanding between the person sending the message and the person receiving the message. The key element is “understanding”.

Message. Communication is effective if the message that is received is the same one that is sent. Feedback. Communication is a two-way process that involves getting your message across and understanding what others have to say.

Finally, the teacher presents the exercises. And each time
To expose some more peculiarities in teaching communication we decided to hold the investigation. It includes the poll of first year students, quantity of students 25. The poll was carried out anonymously and consisted of 3 stages.

The results of the analysis of the first stage had shown that speaking is the most important type of activity at the English lesson (Figure 1). Students were offered to choose from four activities the most important for them and to prove their choice. 80% of students consider the speaking as the most useful type of activity, 10% - belong to reading, and 5% shared writing and listening.

![Figure 1- Preferable type of the lesson](image)

At the second stage students were asked to point out the difficulties which prevent them to express their thoughts and to speak spontaneously (Figure2). Students were asked to choose from the given problems that which disturb them. The lead position got the answer - lack of knowledge, 60%. Lack of vocabulary pointed 20% of students. 15% belong to first language interference and 5% to fossilisation.

![Figure 2 – Difficulties in speaking](image)

To sum up all the points, it becomes obvious that while teaching speaking, some errors are made both by students and teachers.

<table>
<thead>
<tr>
<th>Teacher’s fault</th>
<th>Student’s fault</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unclear presentation of language</td>
<td>Too tired, stressed from work</td>
</tr>
<tr>
<td>Not giving the students enough practice of the language</td>
<td>Not paying attention in class, coping down wrongly from the whiteboard</td>
</tr>
<tr>
<td>Presenting language to a too low level</td>
<td>Not studying outside of university/school</td>
</tr>
<tr>
<td>Giving the wrong rules</td>
<td>Mishearing the teacher</td>
</tr>
<tr>
<td>Overloading the students</td>
<td>First language interference</td>
</tr>
<tr>
<td>Teacher oversimplifying the rule</td>
<td></td>
</tr>
</tbody>
</table>

A lot of students are scared to express their thoughts, when teacher interrupt them while they are speaking, they lose the idea of the statement and could not speak further.

Whether to correct depends upon:
  - The stage of the lesson. For example, do not correct the target language before it has been presented.
  - The aims of the stage. If the aim of the stage is fluency, you probably won’t correct, but if it is accuracy, you probably will.
  - Whether the error is repeated or perhaps just a slip.

Whether the error is interfering with communication.
Whether the error is with language that the student has already been introduced to.
The personality of the student, and whether the error is made open class or, for example, in pairs.
Whether the student wants to be corrected.
Whether the student has reached an appropriate point in his/her learning curve to benefit from correction.

According to the research the speaking exercises were developed and approved in practice. Exercises were divided into five categories: warming up activity, interview, guessing games, discussion games, and ranking exercises [4].

WARMING UP ACTIVITY.
The use of warming-up activities lies in getting students into the right mood before starting on some new project or task.

INTERVIEW.
The success of an interview depends both on the skill of the interviewer, on her ability to ask the right kinds of questions, to insist and interpret, and on the willingness to talk on the part of the person being interviewed. Both partners in an interview should be good at listening so that a question-and-answer sequence develops into a conversation.

GUESSING GAMES
The popularity of guessing games can be explained by their structure. Both chance and skill (in asking the right questions) play a part in finding the solution. The outcome of the game tends to be uncertain until the last moment, and so it is full of suspense. The basic rule of guessing games is eminently simple: one person knows something that another one wants to find out. As the person guessing has a real urge to find out something, guessing games are true communicative situations and as such are very important for foreign language learning.

DISCUSSION GAMES
The main intention of all these exercises is, of course, to get the students to talk and to stimulate their interest and imagination. Thus some discussion games make the students think about their values and priorities. Nearly all of them demand a certain degree of flexibility in the foreign language and are structured in such a way that everyone will get a turn. As regards their language learning aims, the discussion games in this section differ quite substantially from one another. However, a common feature is that students have to give reasons for their views.

You can also use discussion games to improve the atmosphere in your class and help students cooperate better with each other.

RANKING EXERCISES
These exercises require students to put a certain number of items from a given list into an order of importance or preference. This rearranging phase is usually followed by a period of discussion, when students explain or defend their choices in pairs or small groups.

To sum up, after these activities students faced with the objective, to expose the exercises which arouse their interest more than others, and which from their point of view are facilitate the developing communication skills (Figure 3). It is possible to consider as the most interesting and effective following tasks: warming up activity, ranking exercises, guessing games, discussion games-80%. The exercise interview hasn’t shown due result -20%.

While doing exercises the students deal with real communicative situations in which they learn to express their own views and attitudes. The complexes of exercises are given according to the topic. To achieve certain success in communication in a foreign language it is impossible to
М.С. Мирошниченко, С.В. Галямова

ИСПОЛЬЗОВАНИЕ КОММУНИКАТИВНОЙ ТЕХНОЛОГИИ ДЛЯ РАЗВИТИЯ НАВЫКА...