Use of communicative learning technologies for speech activity development of junior pupils

Uso de tecnologías de aprendizaje comunicativo para el desarrollo del habla en alumnos de corta edad

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ABSTRACT:

In modern educational system, communicative technologies are used as means of communication skills formation and cognitive activity activation of pupils. Education of a pupil and his/her speech activity are progressively and reasonably combining in the integrated educational-cognitive process. One of the aspects of specified interrelation is sensitivity in schooling to language functions as means of communication, learning of the world around, as well as self-development of a pupil as being a personality with his/her own interest, needs and capabilities. This research is devoted to learn of speech activity development options of junior pupils by using communicative technologies. Upon completion of the learn, data were provided that reflect the influence of communicative teaching methods on the development of speech activity in young children.
Keywords: speech activity; speech activity development; communication skills of pupils; communicative learning technologies.

RESUMEN:

En el sistema educativo moderno, las tecnologías comunicativas se utilizan como medio de formación de habilidades de comunicación y activación de la actividad cognitiva de los alumnos. La educación de un alumno y su actividad del habla se combinan progresiva y razonablemente en el proceso educativo-cognitivo integrado. Uno de los aspectos de la interrelación especificada es la sensibilidad en la educación a las funciones del lenguaje como medios de comunicación, aprendizaje del mundo circundante, así como el autodesarrollo de un alumno como una personalidad con sus propios intereses, necesidades y capacidades. Esta investigación está dedicada al aprendizaje de las opciones de desarrollo de la actividad del habla de los alumnos de tercer año mediante el uso de tecnologías de comunicación. Una vez completado el aprendizaje, se proporcionaron datos que reflejan la influencia de los métodos de enseñanza comunicativa en el desarrollo de la actividad del habla en niños pequeños.
Palabras clave: actividad del habla; desarrollo de la actividad del habla; habilidades de comunicación de los alumnos; tecnologías de aprendizaje comunicativo.

1. Introduction

Speech activity development of a junior pupil occurs through the development of communication skills, since communication executes through the generation of proper utterances. The processes of speech activity development are carried out on the basis of structural regularities of conscious coherent speech making. There are best practices in modern pedagogical sciences of scientific researches devoted to topical issues of training and education in elementary school including speech activity development of junior pupils by using the newest educational technologies. All researches organically combine psychological and pedagogical approaches to resolution of the problems set. Complexes of psychological and pedagogical methods are applied to provide for the development of qualitatively new integrated

psychological and pedagogical recommendations.

The State Compulsory Educational Standard of elementary education in the Republic of Kazakhstan determines educational areas combining several closely related school subjects as follows: "Language and Literature", "Mathematics and Computer Sciences", "General Science", "Social Studies", "Arts and Technology", "Physical Training", as well as requirements to anticipated learning outcomes designed in the light of each educational area specific features are stated. During the research the unit "Language and Literature" was examined in details within the framework of the issue considered. Thus, the content of educational area "Language and Literature" is implemented in school subjects as follows: 1) "Learning the basics of how to read and write", "Literature reading", "Kazakh Language" in Kazakh classes, "Russian Language" in Russian classes, where "Kazakh Language" in non-Kazakh classes, and "Russian Language" in non-Russian classes, "English Language"; 2) in educational organizations with classes studying the language of ethnic groups that are densely residing on the territory of the Republic of Kazakhstan, the educational area "Language and Literature" includes additionally "Native language and Literature" of this peculiar ethnic group. School subject "Native Language" for educational institutions with the Uighur, the Uzbek, and the Tadzhik languages of study is included in the invariant aspect of the standard educational plan (State Compulsory Educational Standard of elementary educational 2012).

Teaching of school subjects of the unit "Language and Literature" assumes the use of communicative technologies which are directed to maximum immersion of the pupil in language process. The main objective is to teach proper thinking and developing speech in several languages. In teaching process one should target the interpersonal interaction in educational-bring-up process. The basis of communicative educational technology shall include as follows: practical orientation to language learning in school; communicative speech basis of language learning process; integrated language material management; differentiated approach in teaching process; comprehensive training process intensification. Communicative teaching method of speaking includes the below mentioned five principles: verbal and cogitative activity principle; principle of individualization with the leading role of its personal aspect; functionality principle; situationality principle; principle of novelty. The nature of training based upon the use of communicative learning technologies lies in arrangement of conditions required for the formation of active cognitive activity of learners. The key idea of skills shaping of the junior pupil is to take part in learning activity as a subject, as well as his/her capability to work in team and show communication skills. Thus, in educational-bringing-up process of elementary branch in general education school the communicative technologies are used as means of communication skills shaping and as activization means of educational-cognitive activity of learners.

Working by means of using communicative educational technologies offers the teacher the opportunities as follows: involving each pupil in active cognitive process, whereby not passive acquirement of knowledge, but active cognitive activity; use of acquired knowledge in practice and clear understanding of where, how and for what the knowledge can be applied; cooperative work in team while solving different issues when relevant communication skills may be used; free access to necessary information to form one's own independent but well-reasoned opinion with respect to any given issue; constant testing of one's own intellective, physical and moral strength to determine evolving problems of reality and be able to solve them through the cooperative efforts by executing different roles. Therefore, the use of communicative technologies in teaching is means of communication and language-specific skills formation of junior pupils, which provide for personal self-development, independence in knowledge acquisition, ability to manage information and critical thinking development. Within the framework of our research we have tried to reveal the communicative technologies efficiency in process of speech activity development of junior pupils.

According to the total of the learn, data reflecting the influence of communicative teaching methods on the development of speech activity of young children, obtained with the help of communicative techniques, are presented. The experimental stage of the study was preceded by a preparatory stage, which first allowed us to learn in detail the theoretical and practical aspects of the application of communicative educational technologies for young children.

2. Experimental design, materials and methods

During the conduction of the learn, we used the following types of methods: *theoretical* (analysis, synthesis, classification, generalization, deduction, induction, analogy and modelling); *empirical* (observation, survey, questionnaire and interview); *experimental* (stating, developmental and diagnostic experiment); *statistical* (statistical analysis of the data, qualitative and quantitative analysis of the study results).

Framework of the studies was made by modern concepts of schooling (Gershunskiy 1997, Ligay et al. 2015), pedagogics fundamentals of elementary school (Lvov 1985, Ramzayeva 1998), theory of communication skills formation in teaching (Passov 2010, Bystrova 1996), theory of speech activity development of learners (Kolshanskiy 1984, Politova 1984) and scientific foundations of communicative educational technologies (Bespalko 1989, Klarin 1999, Kukushin 2004, Selevko 1998). Used sources of

the research are also public documents (The Law of the Republic of Kazakhstan # 319-III), scientific works on the problem under study of national scientists and scholars abroad, Kazakhstani and foreign periodicals, materials of research and practical conferences, academic programs, teaching aids and resource books.

During the research we have considered education of junior pupils and their speech development integratively in comprehensive teaching cognitive process. One of the aspects of interrelation specified is academic views in schooling to language functions used as means of communication, learning the world around, as well as pupil self-development as a personality with his/her interests and capabilities.

According to Shcherba L.V. the most important means of communication is speech presenting the language implementation in acts of communication (Shcherba 2001). Based upon general philosophical approach the language is the means of understanding the world around. Language is a socio-historical product where there is a reflection of nation history, its culture, system of social relations and traditions. Language exists, lives and develops in public consciousness, consciousness of the people speaking in it. Communication is mediated by language which is used as means and environment of cultural communication. Herewith, intercultural communication is performed by the language in which reflection of nation`s culture and a language speaker is found. Personality development is fulfilled in terms of a dialogue of a human being with the world of culture. Language, according to Kolshanskiy G.V., is understood as a global phenomenon covering all kinds of communication in society (Kolshanskiy 1984). However, minimal unit which integrate language elements for communication process is a speech action where communication is being performed. Language is understood through communication. Language proficiency is, first of all, a capacity to participate in actual communication, and knowledge of some certain elements of language has an additional meaning.

The peculiar feature of communicative technologies is building-up of education on the basis of active interrelation of all participants of educational process with attraction of all possible means (sources) of information. The issue on proportion of private methodologies to didactics and psychology was considered by Slobin D. (Slobin 2009). He considered that private methodologies ensure integration of adjacent scientific knowledge when analyzing and substantiating the effective ways of education at each stage. The key feature of methodology is didactic processing of that specific material which is chosen as a subject to be learned at school. It justifies the variety of private methodologies and their independence as a branch of scientific-pedagogical knowledge. New tasks prior to development of private methodologies arise whereas it is necessary to improve education content. Solution of these problems affects all the components of educational process, its conditions and means. Improvement of educational content in private methodologies is connected to development of new methods and teaching techniques. Prospectivity of searches for new methods and instructional techniques is to assure development of creative cognitive activity of learners. Materialization of pedagogical ideas is implemented by teaching methodology experts first and foremost in educational programs which determine the whole system of tasks, structure and content of any given educational area. Further development of the program or creation of new ones requires integration and the specific solution of many problems of methods: educational objectives, principles and selection criteria of content which is relevant to science development level; use of the most effective methods, means and forms of education. Multidimensionality in consideration of methodical fundamentals of educational-bringing-up process where objectives, content, methods, means and forms are dynamically interrelated calls for justified basis for didactic and psychology. As a rule, analysis of this process in methodologies is given functionally from the perspective of any given problem only. The significant matter is to reveal integrality and diversity of interrelated activity of teacher and learners. Success of methodical systems realization is determined commonly by the teacher who, in fact, integrates methodology achievements – didactic and psychology in his/her work. The methodology is intended to ensure the combination of pedagogical knowledge with special ones on the level of their practical application by the teacher.

Today the change of educational paradigm takes place: new educational concepts are being worked out and introduced, pedagogical education technologies are being improved and approbated. We observe active process of humanization and democratization of education that is shown in recognition of a new position of the pupil in education process and new interrelation system of pedagogical process subjects. It becomes actual to make the content of education as personal development means of the pupil through the arrangement of learner-centered approach, development and penetration of new pedagogical education technologies. In the capacity of one of fundamental principles of personal development in psychological-pedagogical science the principle of self-development is advanced which determines the capacity of an individual to convert his/her life activities in the subject of practical transformation leading to the highest form of life activities – creative self-realization.

The problem of development of personality communicativeness based upon new education technologies was considered by many scientists in their works. There is a wide range of researches in pedagogical science devoted to technification of education. The use of pedagogical technologies promotes the saturation of educational sphere with effective ideas. The analysis of psychological and pedagogical

literature shows the below stated different explanations of the notion "pedagogical technology". Pedagogical technology is a combination of psychological-pedagogical backgrounds determining special package and arrangement of forms, methods, means, learning methods and educative means; it is organizational and methodological tooling of pedagogical process (Likhachev 2001). Pedagogical technology is a conceptual technology of learning process realization (Bespalko 1989). Pedagogical technology is a description of anticipated learning outcomes (Volkov 1998). Pedagogical technology is an elaborated in details model of mutual pedagogical activity on development and management of educational process with absolute provision of favourable conditions for learners and the teacher (Monakhov 1997). As defined by UNESCO, pedagogical technology is a systematic approach of creation, use and determination of the complete teaching process and acquisition of knowledge with due account for technical and human resources, and their interrelation which task is optimization of education forms (Stukalenko *et al.* 2013). Pedagogical technology means system combination and a procedure of functioning of all personal, instrumental and methodological tools used for achievement of pedagogical objectives (Klarin 1999). Pedagogical technology is a sequential interrelated system of teacher`s actions directed to solvation of pedagogical tasks; systematic and successive implementation in practice of a previously planned pedagogical process; strictly scientific design and perfect reproduction of pedagogical actions ensuring success (Skatkin 1995). Thus, based upon the analysis of definitions set one can make a conclusion that pedagogical technology is a combination of methods, implementation technique and process of achieving learning outcomes by using reasonable ways when observing psychological-pedagogical conditions for educational process individuals with due account for individual-personal nature. Pedagogical technology assumes the change of educational style where active forms of education are moved forward which are the supporters not only of cooperation but of co-authorship inclusive. It contributes simultaneously to development of educational-cognitive activity and arrangement of sustainable motivation in creative perception process.

Communicative technology by Passov named as communicative teaching technology is based upon the communication of learners with each other and teachers; this technology has found its widespread use in modern pedagogical practice; this technology allows reaching great results (Passov 2010). Communicative technology assumes penetration of the learner into language process and natural language environment for language acquisition and communication skills shaping. Communicative technology is directed to search for active methods and form of work arrangement of learners at the lesson, implementation of the so-called "cooperative learning", in pairs and teams, it is actively used today as a leading technology.

The essential teaching method when using communicative technology is communication, learning in a dialogue and polylogue mode. Communicative teaching is determined as "functionally-notional approach" or "functional approach" to acquisition of new knowledge and skills. The researcher of innovations in global pedagogics, M.V. Klarin, sees the future "in modelable practice" which allows, in his opinion, to "study notional orientation points" and to turn practical intelligence into "forms of gained experience" (Klarin 1999). Team work participants shall constantly be involved in dialogues and polylogues, and current learning process shall be understood as "personal appropriation of team work forms". Two basic types of such forms are polylogue and theatrical. They (and their combination) in particular can be innovative base while creating specific educational tooling. Everything depends upon arrangement of such an activity: might of the staff power either depresses the personality or becomes "an activator" of its development. That is why the parameters of functional variability of the participant during collective actions are determined by the personality itself, and that is the most significant factor for its learning activity. Moreover, it is the activity of each person that forms the peculiar feature of teamwork process.

Communicative technology is based on interrelated comprehensive training for all types of speech activity: listening comprehension, speaking, reading and writing. Communicative technology enables to recognize and use in practice functioning mechanisms of the language: instrumental function – use of language with the aim to receive something; regulative function – use of language to control the behavior of wide public; interactive function – use of language to interact with other people; personal function – use of language to express personal thoughts and feelings; heuristic function – use of language to study and understand the world; imaginative function – use of language to fantasy world; representative function – use of language to transfer the information. The important point at communicative learning technology is content of speech behavior consisting of realization of speech situation and speech acts. The main purpose of using communicative technologies is development of pupils` capabilities to solve the most typical communicative tasks within educational, labour, domestic, cultural, social communication areas using minimum vocabulary and grammar owned by them on active level. Educational tasks involve formation of pupils` skills for free expression of his/her own thoughts and understanding other people's thoughts in oral and written forms, formation of necessity for constant development of vocabulary, provision of acquisition of rules (orthographical, lexical, grammatical) of the Russian literary language by pupils, development of skills to build and estimate his/her statements and expressions.

The undertaken study has permitted to combine scientific methodological and practical aspects of using communicative technologies to develop speech activities of junior pupils. Communicative technology envisages teaching technology (pupil`s activity): the pupil asks, confirms his/her thought, starts conversant by using questions, disputable statements, expresses his/her doubt, and during this process he/she makes grammatical norms actual. Herewith, the novelty of situation shall be ensured: new speaking task, a new conversant, a new discussion point. The main way of communicative competence acquisition is different types of activity, since perception of communication necessity, necessity in speech usage, formation of concepts of verbal behavior takes place exactly in the activity. The activity where communicative technology is implemented can be educational, playing, labor or theatrical. The most important unit of learning process structure using the communicative technology is communicative situation. With the help of communicative situation creation, the system of interrelations of communicators is settled; communication is motivated, speech material is presented, verbal skills are acquired, activity and self-dependence of communication are developing, communication skills of learners are established.

Other effective teaching unit with the use of communicative technologies is a mutual analysis of texts. Working with texts at the lesson shall become a polylogue, and each pupil becomes its active participant. Creating an atmosphere of creative work with the text at the lesson helps learners to develop their individual texts and acquire analysis tools. Directional selection of texts and tasks, inclusion of each lesson into the elaborated work system with a text are the conditions helping to create development of speech environment, which envisages the formation of linguistic intuition development. The important aspect is to analyze texts promoting the moral aesthetic personality development, activating child`s capacity for self-reflection, and demand for it. In communicative technology the selection of learning material meets the needs of a learner: speech structures required for communication are selected, various models of conversation are used (from simple to the most complex ones). Learning shall affect not only thinking of children but also their feelings and emotions, shall induce to communication, give joy of co-creation, be accompanied by positive emotional sufferings.

To develop speech activity of junior pupils one should use kinds of lessons based upon communicative technology: lessons with modified methods of arrangement: lecture, seminar, public presentation of knowledge, test, a workshop, pupils conference, etc.; lessons based on imagination and creative work: performance, team composition, concert, debates, discussion, dispute with further oral or written self-analysis; lessons imitating any activities or types of work: excursion, walk, fair, sitting room, journey in the past (future), home journey, interview, press-conference, etc.; game-lessons: didactive, role playing game, business games, competitive games, etc.; lessons of preparation to the composition by a picture, genre painting, the text suggested, subjective impressions, etc.; lessons of comprehensive text analysis, creative work with it, creation of own texts. Lessons with the use of communicative technologies enable teaching the language as a means of communication, understanding the world around and himself/herself in it, introduction to the culture; provide means for developing their skills to manage all types of speech activity extensively, creatively and competently.

As a part of the research we succeeded to reveal the most effective kinds and methods of work at language learning lessons: multi-aspect work with the word assuming access to different dictionaries, types of analysis; analysis and selection of associative fields for the word under analysis; creation of figures of speech and expressive means on its basis; creating of the context for the word, etc.; innovative methods for working with a dictionary: crossword-quiz, dictations with "illustrations", free dictations, self-dictations, etc.; cultural background reproduction of certain words and expressions; etymological comments, narration in the form of "etymological concert etude and stories"; analysis of shades of meaning of the word in the context; comparison of Russian words with the words and their translational equivalents in other languages, selection of synonyms, antonyms, comparison of paronyms and homonyms, etc.; generation of texts by analogue "Evening – morning", "At the theatre – at the exhibition", etc.; composition of thematic lexicon; extensive work with phraseology, proverbs, sayings, aphorisms; generation of the context for speech of figures and expressive means; combination of words with different meanings in one sentence; generation of new sentences on the given beginning, end, etc.; extension of sentences by means of introducing different secondary parts, vocative, parenthetical words, etc.; all kinds of aspectual and integrated analysis of the text; method of word development in the text and cutting the text up to the key word (word – word combination – simple sentence – simple sentence expanded by different syntactical units – composite sentence – micro-text – text).

The results of the study showed that the most effective forms and methods of working at literature lessons were revealed in a similar way: multi-aspect work with the text, analysis of belles kinds of works, vocabulary work resulting from observations over text generation rules; verbal portrait of the character; retelling (analytical, short, commented); context generation to imagery means; modification of the text by means of emphasis; comparative analysis of literary texts on the one subject; compositions of different kinds and their comparative analysis (compositions on observations, on emotional experience (from a literary work, picture, a performance, a film, based on music pieces, etc.), compositions- pastiche (a fable, a fairy tale, a satirical article, a composition of own narrations, etc.);

prosody; role-playing games and speech improvisations (retelling of literary work episode on behalf of the character, oral or written book presentation, recommendations, a review, an introductory article to any analects, comments to different works of art, preparation of questions for interviewing with an artist, a writer, a stage director, an actor, and etc.); preparation and protection of literary projects; preparation and presentation of research works on the literary subject; joint participation in preparation of teacher`s lecture; script creation, staging of literary works extracts, etc. Moreover, communicative technology can be actively used in out-of-class activity arrangement: club activities; tour on literary places; visiting theatres with further discussion of theatricals relating to literary works; readers` conferences, discussions, disputes, literary meeting, direction of theatricals according to literary works, etc.

The undertaken study has shown that discussion as a speech genre and a form of conducting the lesson effectively promotes speech activity development of junior pupils. Discussion is a public discussion of any issue or problem during conversation at a meeting or in press. Two important features of the discussion distinguishing it from other types of dispute are the publicness (audience availability) and argumentativeness. Discussing the disputable (debatable) issue where each party opposing the conversant`s opinion argues for his/her position. Discussion lessons promote the development of oral speech, activate mental activity, foster interest in the subject. Discussions form polemic culture, ability to listen to the opponent, tolerance to another point of view and herein their significant role is shown in academic activity. To make the discussion more useful and pedagogically effective, the problem should have different types of solution which are worthy to be discussed, and do not have absolute answers; it should be actual, major, and important; should require for mutual actions for its solution, mutual activity arrangement; should have personally significant nature (its solution assumes the discussion of individual priorities and motives underlying in the selection of specific ways of solution). The main aim of the discussion is consideration and study of disputable issues, problems, different approaches while arguing the judgments, solving the tasks. It is obligatory to divide participants into groups while discussing. It is permissible to invite the leaders who will express their points of view relating the issue brought up for discussion and will set the pace of the discussion. The spokesman may appoint a secretary who will write down the ideas set forth during the discussion. The spokesman should be: look after the compliance with ethical canons of the discussion; strictly observe the rule of "minutes" using the bell or yellow and red cards depending on the situation; arrange the discussion and observe the compliance with the subject matter, ask for additional questions if there is something remained uncertain to support the discussion process, relieve excessive aggravation in the course of the discussion; repeat or summarize the arguments, if necessary; promote vigorous debate, call the participants for speech if suddenly the silence takes place, and many other that cannot be envisaged before. The spokesman declares the subject of the discussion, rules and procedures, introduces the participants, experts, guests, if any, specify a range of issues which will be under debate during the discussion. The first to give a speech are the participants, afterwards the spokesman invites the "audience" to accept favor in discussion. Discussions on some subjects are impossible without the attraction of specialist-experts. During discussion experts reply the additional questions, make inference, give additional explanations following the spokesman`s request. However, in the discussion – in a strict sense – they do not take part. Having concluded the discussion of all issues, the spokesman can assign one expert for comments, read out the statements on the subject, summarize the stated judgments, then he/she completes the total result and thank participants for fruitful work.

One more effective form of lessons devoted to speech development of junior pupils is dispute, i.e. controversy, polemic. If there are essentially different approaches to any given problem or there are contrary opinions relating to it, then it can become the subject of the lesson-dispute. The core value of this lesson lies in the fact that dialectical thinking of pupils is being formed herein. However, such lessons allow solving of any other pedagogical tasks. Firstly, they involve pupils in vivid conversation, and hereby they help them to avoid formalism in knowledge. Secondly, they teach to express their own opinions and sound it. Thirdly, they teach them to speak in a dialogue, i.e. learn to penetrate into opponent`s arguments, find their weak points, ask questions which help to reveal wring statements, search and easily bring counterarguments; all this is very important in modern conditions of freedom of speech and pluralism of opinions. Fourthly, one should know factual material of the theme to participate in dispute and that is why the pupil repeats the materials learned and reads additional literature prior to the lesson-dispute begins. Fifthly, lesson-disputes actively promote to turn knowledge into conviction. Themes for disputes shall be topical, the solution of the problems set shall have any variants. Dispute-lessons shall be best conducted as final and conclusive, repetitive but they can be also held while studying new materials. The dispute-lesson may be conducted in the form of protection of the performed research work per sample of thesis defense, with viewers and opponents' presence, public discussion and voting at the end of discussion. Dispute organizers shall know its structure. This kind of public dispute consists mainly of the six stages as follows: subject of the dispute is determined; preparation to dispute is under way when each participant gets acquainted with materials (works in the library, takes notes out of special literature, attends lectures of specialists, etc.); one of dispute

participants puts forward the thesis and justifies its sphere of competence resting upon the previously prepared arguments; another dispute participant either tries to argue against the introduced thesis or in the contrary reinforces its fairness by his/her arguments; first dispute participant, responding to the speech of the second one, may either show the invalidity of his/her disputes or support his/her opinion; other participants get involved in the dispute. Dispute leader shall be appointed in advance. Rules of procedure (regulations) shall be stipulated also in advance. The dispute shall be conducted under the direction of a qualified, competent person, but at the same time he/she shall be of settled convictions who can manage the audience. Dispute regulations can be built as follows: the key declamation (thesis and argumentation) shall last 5-7 minutes; speech of participants is 2-3 minutes long; comments to speech which the leader and participants have is up to 1 minute; conclusive speech (summing-up) is 2-3 minutes. Dispute leader shall watch over the regulations, call upon the participants by turns, stop those who do not sum it up in the set time limits, restrain incorrect statements of the participants relative to each other, call upon the person who had previous speech not until all other dispute participants have their speech (the exception is made only for the most compelling reasons). Requirements applicable to dispute strategy are simple enough but their execution is often turns out to be troublesome. There are three of them: dispute subject shall be clearly formulated and easily understood; it shall not be construed ambiguously; the subject shall be permanent for the whole duration of the dispute. Success in dispute depends mainly upon the arguments which are indicated in support of the thesis introduced. Specified requirements are also applied to the arguments. We already know the role of logics in public performances where arguments are the foundations or prerequisites out of which results the thesis according to the rules of logics. The validity of thesis is guaranteed by these rules if the arguments themselves are true. Arguments shall be true statements. Validity of arguments shall be stated regardless the thesis. Violation of this requirement is called "circulus vicious in the evidence". Thesis validity is substantiated by the reference to relevant arguments, and validity of arguments themselves is resulted from thesis. Requirement to sufficiency of arguments shows that it is not a matter of arguments quantity, but in nature and their interrelation with the thesis stated. Knowing the core principles of conducting the disputes, polemic and daily dialogue; children learn to defend their points of view and be on firm ground in different situations.

Debates can be also an effective form of the lesson. Debate is a form of arrangement of oral public dialogue speech at the basis of which lies the discussion of actual issue of social, literature, philosophical nature. During debates different points of view are compared (including opposed ones) which allow revealing the issue from different perspectives. Debates can be of different degrees of readiness but the subject brought up for discussion shall be known to all people in advance. Debates are usually executed under the direction of a spokesman. The spokesman initiates the debate participants` wish to make the speech, prove his/her point of view, and convince. The spokesman is in contact with debaters, pays their attention to compliance with the main regulations for disputants. The below mentioned features are peculiar to debates as a form of public dispute arrangement: a) availability of opposite points of view; b) presence of the spokesman who arranges communication during the discussion; c) third party participation is possible, they are: experts, observers, participants who have to make their choice, take someone`s side upon the completion of debates. At the beginning of debates, the spokesman discloses the actuality of the issue, excites the interest of discussers; introduces the participants, creates a favorable atmosphere for issues discussion; informs about the regulations. Opening speech of the spokesman shall be always informative saturated as well as emotional. To reach the listeners and their favor the special means can be used – introduction to speech an interesting story, quotations of famous cultural figures, artists, etc. Verbal clichés of debates spokesman are as follows: "We have to…", "I suggest….", "Let`s speak about…", "Let`s exchange opinions relating to…", "Let`s consider…". Using this automatic speech, the spokesman highlights the significance of the discussion process, search for solution, exchange of opinions with respect to those topical issues which are the subject of the debates, but not a taking of any decision, statement of any the only true opinion, point of view. In the main part the debaters express differing points of view; exchange the opinions, judgments, deal with different sides of the issue; estimate any given fact, event, phenomenon; offer different ways for problem solution, etc. The important feature specifying debate genre is a due process. As for debates it is, first of all, regulation of time limits set for performance that serves as a basis of verbal equality among the participants. The spokesman observes the compliance with the regulations. He/she shall be able to take his/her bearings, clearly and quickly respond to speech events, direct the dispute to the target, properly interrupt the speaker in case of necessity. Sometimes the discussion shall be obligatory interrupted. The spokesman can make it as follows: "Unfortunately, I am forced to interrupt you and give the word to…". Such a speech action allows for compliance with the regulation as well as defuse the tension. To provide incentives for the discussion the below statements shall be used: "Please, continue…/ You are kindly requested…/ What can you tell thereon (on this issue, on that subject)? / Are there any (another) volunteers (to make a speech)? / Let us consider this issue on the other hand….", etc. To correct the discussion: "Sorry for interrupting you… / Excuse me but I want (would like) to note that../ Sorry to interrupt you, but…/ I have to stop (interrupt/break in)… / Sorry for talking over you, but… / Please, pay

attention…/ You get off the subject…/ You are speaking about another…/ Get to the point…/ Anyhow I would like to back to the conversation about (to issue, to problem)…", etc. In conclusion the spokesman draws conclusions of debates, informs about different points of view of the participants as a result of debates holding; thanks for the participation, gives the word to experts or independent observers who shall determine their own position based upon the opinions set: "Consequently…./ Thus…/ Hence…/ In a word…/ It follows that…./ This suggests that…./ Let us summarize the aforesaid…./ Summing up everything that has been told…./ Let`s summarize..".  End of the speech shall be completed with respect to the information in the beginning. Perception of debates as a united integrated speech genre depends upon spokesman`s skills to combine beginning and end. Estimation of debaters` work is reflected in a special protocol (Table 1).

Table 1
Protocol of debates expert determination

Pos.	First name, last name of the participant	Understanding of the subject	Possession by material	Communication skills	Communicational Culture	Compliance with regulations	Special opinion	Estimation suggested

As part of the study of speech development activity problem of junior pupils by using communicative learning technologies, namely using discussions, disputes, debates and other active organizational forms of learning, we have studied the dynamics of level of their speech activity development under the influence of these technologies.

Let us introduce the obtained results in table 2.

Table 2
Diagnostic results of speech activity development levels of
junior pupils using communicative learning technologies

Speech activity development levels of learners	Indexes of levels prior to the experiment by using communicative learning technologies	Indexes of levels after the experiment by using communicative learning technologies
low	49,3%	10,2%
average	31,6%	52,6%
high	19,1%	37,2%

It can be seen according to the data obtained that under the influence of communicative learning technologies the level of speech activity development of junior pupils has significantly improved. Thus, the analysis of the performed experimental work with respect to speech activity development of junior pupils using communicative learning technologies has demonstrated its actual effectiveness.

This research was made by the writing team on a collegiate basis, having created a wide testing site at the premises of the Kazakh national pedagogical university named after Abay (Almaty), Kokshetau state university named after Sh. Ualikhanov and Kokshetau university named after A. Myrzakhmetov. The generalized results of the conducted study are being published for the first time.

3. Conclusions

The results of the performed study let to make the following conclusions. Firstly, study of speech activity development of junior pupils using communicative learning technologies has shown that solution of this issue is possible with the skilful scientific-methodological use communication technologies which are most relevant to the set issue. These educational technologies contribute not only to speech activity development of junior pupils, but also help them intelligently participate in educational process, act as

leaders, take responsibility for the enrichment of their knowledge and skills development, study and analyze important contemporary issues, combine knowledge, harmoniously work in team, be able to write effective speeches and acquire presentation skills, be a critical listener, take well-thought decisions and develop self-confidence. Moreover, the result of introducing communicative technologies is harmonious development of all communication skills of learners, informal speech, oral comprehension, reading, writing, analytical information processing; overcoming of public performance fear; free orientation in actual communicative situations; vocabulary expansion; receipt and use of new information in the area of science, education and communications. Communicative technologies actively contribute to personality socialization since communication is always built into any activity and is condition upon it. Communicative technologies are used both in learning and non-learning activity, they are differed with pedagogical novelty and comply with modern educational requests of teachers and learners.

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