Communication difficulties in English classes and ways to overcome them.

 Modern methodological approaches to early learning of a foreign language suggest that the learning process by its nature should be as close as possible to the process of real communication. This means selecting such topics and communication situations that correspond to the interests and needs of students and thereby create a psychological basis for communication in a foreign language.

Observations show that the constant use of exclusively standard game situations leads to the fact that the child does not understand that he can speak English outside the classroom, that those words and expressions that he already knows can be used in other, "unplayed" situations. In this case, when faced with a real, non-programmatic situation, or when communicating with a native speaker, when it is possible and necessary to use learned words and expressions, a small student experiences a serious серьезные difficulties. If this happens, it means that the child has not developed specific communication skills, i.e. he does not know how to use a foreign language as a means of communication.

The formation and development of communication skills is one of the important tasks of early learning of foreign languages. In order to solve this problem, the teacher must be able to implement the principle of communication in teaching practice - one of the important principles of early learning of foreign languages. The way to solve this problem can be to simulate a lesson or lesson in English as a process of real live communication.

In order for the lesson to be more like real communication, it is necessary to use not only game (program) communication situations, but also informal ones, which are the result of the relationship that arises in the classroom between the teacher and his little student or students. In this case, the teacher ceases to be only an organizer and controller, he becomes a participant in communication

By "informal" situations, we mean those that are not programmatic, i.e. they are not regulated by a teacher's book or textbook. They differ from programmatic situations in the spontaneity and naturalness of the resulting speech interaction. Informal situations arise constantly during the lesson, and the teacher's task is to see them, competently organize speech interaction, involve a child or a group of children in it and, of course, develop communication skills within such situations. The initiator of such speech interaction is primarily the teacher. Therefore, the occurrence of such situations in the classroom to a certain extent demonstrates the professionalism of the teacher, his interest in a particular child, taking into account the individual needs and preferences of the student.

An example of a classic informal situation is the situation faced by a teacher who works with young children and does not have a permanent classroom for classes.Such a teacher often does not have enough time to get and arrange the necessary toys, pictures, and manuals. In this case, he can ask the children to help him in English. At the same time, the teacher does not have to act out the situation by asking the child to give him a specific toy, as if to change his mind and ask for another one, or simply "forget" the name of the toy.It is important that the situation between the teacher and the child be built as a verbal interaction, i.e., if possible, the child should not just take certain toys out of the box, but give responses.For example, he may ask again (if he did not understand the teacher's remark addressed to him); he may be surprised (for example: A rabbit?-using a rising intonation):he may agree (Yes,of course/with great pleasure.); he may ask a question, etc.In an informal situation, the success of-the obligation of the child's response in a foreign language;

-limited choice of response, especially when teaching preschoolers (no need to require the child to use different replicas);

-mandatory purposeful use by the teacher of only a foreign language;

- the teacher tries to use only lexical and grammatical means familiar to the child.

And, of course, the teacher's sincere interest in what the child does and says is necessary.

The conducted research has shown that the effectiveness of the formation and further development of a child's communicative skills increases only if the teacher uses a foreign language both as a means of communication and as a means of learning.Confirmation of this position can also be found from foreign methodologists. So, Meriel Bloor in the article « The Role of  Informal .Interaction in Teaching English to Young Learnes »

«Learners with a teacher who uses English freely and easily in informal situations will have the advantage of a proper language use. »

So, the teacher constantly enters into a dialogue with his young students about various situations that arise in the classroom (for example, someone forgot a notebook at home or the teacher asks the child to give him a pencil because he left his own at home, etc.)Of course, in order to achieve the maximum learning effect, the teacher has to provoke the emergence of certain informal situations, especially at first, while children have not yet learned to communicate in a foreign language.Sometimes it takes a lot of ingenuity, but this is just the beginning, and then life itself will create such situations more and more often.It is important to note that informal communication situations do not compete in the classroom with game or story situations that are embedded in the program or textbook, but informal situations should become mandatory - although not the main element of a foreign language lesson.

Since informal situations constantly arise when teaching preschoolers and younger schoolchildren, it is natural that some problems arise in the implementation of communication.Communication difficulties arise when a child does not understand or misunderstands a teacher's remark addressed to him and reacts incorrectly or, what happens very often, is silent. This leads to a violation of the natural course of communication between the teacher and the student, the impossibility of further communication.

In general, three main groups of communication difficulties can be distinguished:

The first of them is related to the child's misunderstanding of the teacher's cue.

Привожу пример данной ситуации :

**Ситуация 1**

Учитель: «WhHere is an example of this situation :

Situation 1

Teacher: "What color is your star? "

Child : " One. "

Situation 2:

Teacher: "How old are you?"

Child: "I am fine."

Teacher: No, I'm not asking, how are you? How old are you?

Child : "I am six".at colour is your star? »

Child : "One. "

Situation 2:

Teacher: "How old are you?"

Child: "I am fine."

Teacher: No, I'm not asking, how are you? How old are you?

Child : "I am six".

In both situations, the children's answers show that they misunderstood the teacher's question.The reasons underlying the emergence of communication difficulties may be different: firstly, the child may not know the question for some reason.In this case, before resorting to the native language, it is advisable to rearrange the phrase , for example, replacing a special question with a general one, or you can turn to another child (in the extreme case, to a game character)with the same question.

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Secondly, the child may forget how to answer the question addressed to him correctly.In this case, it is especially helpful to pre-enact a similar situation using similar replicas (words and expressions) between the teacher and the puppet character.

In situations 1 and 2, the teacher's actions to overcome the communication difficulties that have arisen are incorrect. Using the child's native language, the teacher demonstrates to him that if a problem arises, it can always be solved by switching to his native language.

The second group of communication difficulties is associated with the child's lack of reaction to the teacher's cue (the child is silent or does not perform the required action). This problem occurs quite often in the classroom, but the reasons for the lack of response or replica are different. These may be the following reasons:

- the child's misunderstanding of the teacher's remark addressed to him;

lack of linguistic means to construct an utterance (the child does not know how to say it);

the child cannot remember the word or words he needs;

the reasons are psychological; perhaps you are dealing with a shy and timid child

Let's illustrate the above with examples taken from the practice of teaching.

Situation 3

Teacher: "Does your mom read newspapers? "

(The child is silent)

Teacher: "Newspapers.Does your mother read them?"

(The child is silent)

Teacher: "We can read books. (He takes a book and pretends to read it.)And we can read (pause) newspapers-newspapers. Does your mom read the newspapers? "

Child: "No, she doesn't do that. »Obviously, the child does not know the word newspaper, and the teacher in this situation should not translate, but use objects (newspapers), try to use a pictorial gesture or a picture of a newspaper or a person reading a newspaper. Let the child think, try to guess the meaning of the word, in this case he will learn the word newspaper sooner.

Situation 4

During the lesson, children write (fill in the blanks) a letter to Santa Claus. They should draw what they want to receive as a gift, and then ask Santa Claus for it in English. Misha (6 years old) drew a truck, but does not know how to say "truck" in English. Misha is talking to the game character Santa Claus.

Child: " Santa Claus, bring me......... .( Silence )

Santa Claus: "Show me..... (takes the drawing, looks at it) A lorry? Do you want a lorry? "

Child: "Yes."

It should be noted that such difficulties arise quite rarely. This is due to the fact that in the classroom, dialogue is usually based on lexical and grammatical material familiar to the child. In the presented situation, the teacher's actions to overcome the difficulties encountered are correct. As a result, the dialogue between the child and Santa Claus took place: Santa Claus now knows what gift he wants, Misha will receive.

Thus, modeling the conditions of real communication in foreign language classes presupposes the constant and inevitable occurrence of communicative difficulties associated with the inability to communicate at a particular time. Communication difficulties can be overcome if you are aware of them, see the possible causes of their occurrence and know which communication strategies in which sequence it is advisable to use.