

## METHODOLOGICAL ASPECTS OF THE COMMUNICATIVE APPROACH IN THE DEVELOPING LANGUAGE SKILLS

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Many of us know that recent techniques focus their attention on the communicative approach in developing language skills. Not only is it important for a student to be aware of the word functions, but also to understand the sphere of their application. This is why it is very important for students learning English to develop speaking skills on the basis of conversational topics. What do we understand by the "speaking skills in a dialogue" and how are such skills developed?

If we consult Litvinov's methodological recommendations in the book "Improving speaking skills" [1, p.12], we come across the following ideas. Each person (in any language) has an active and a passive stock of words. The active stock is used by the speaker, while the passive stock includes words, which the listener understands, but does not use very rarely in his speech. In a foreign language knowledge is closely bound with the level of mastering the active and passive vocabulary. Mr. Litvinov distinguishes three basic levels of word usage:

1) The level of recognition. This level implies the student's capability to make out English words when hearing, reading them and understanding their meanings.

2) The level of comprehension. This level implies skills to translate (slowly, but accurately) words and word combinations from the native language into English. The levels of recognition and comprehension correspond to passive language usage.

3) The level of skills implies a student's capability to translate fluently utterances from the native language into English, to actively use the necessary minimally needed vocabulary to ensure effective communication, to be aware of the words' compatibility, synonyms or antonyms. It is clear, that this level is the active level of language usage. It is difficult to reach, but the results are rewarding.

In conclusion, it is necessary to mention, that any skill of language mastering should be supported by speech practice activities (reading comprehension, listening comprehension and conversation drill).

There are plenty of words in any language. For example, the English-Russian dictionary [2], contains 160 thousand words; recently published Concise English-Romanian dictionary [3] comprises 175 thousand words. In spite of it, the native speakers of the English language do not use the whole stock of words. Educated speakers use 10 to 100 thousand words. When beginning to study English (as well as any other language), students should start with a certain vocabulary, i.e. with collocations that are frequently used in most common communicative situations. This seems to be the key principal for teaching basic speaking skills. First, it is crucial that the minimum vocabulary should be taught in its basic meaning only. During the following teaching modules it will be easier to learn new meanings and thus, broaden the semantic fields. It is extremely important to learn new words only in a given context or a communicative situation. In this case, associations not only do help memorizing the new meanings, but also helping use them adequately.

In conclusion, I would like to mention that any skill of language mastering should be supported by speech practice activities (i.e. reading, listening comprehensions and conversation drill) including 15 to 25 technical terms per lesson regarding student's future specialty.

### *Bibliography:*

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2. *Galperin I.P.* English - Russian Dictionary. *M: Russkij Iazyk, 1998, 2 volumes.*
3. *Caraiman D.* Concise Oxford English - Romanian Dictionary, *Oxford University Press, 2009, 829 p.*

*Recommended for publication: 12.09.2011.*