

# COMMUNICATIVE METHOD AS ONE OF EFFECTIVE WAYS OF LEARNING AND TEACHING BUSINESS ENGLISH

*Rakhymzhanova Ye. Ye., 4<sup>th</sup> year student of specialty "Foreign Philology"*

*The Republic of Kazakhstan, Astana city, L.N.Gumilyov Eurasian National University*

**Abstract.** *The article deals with the effectiveness of the Communicative method. Communicative approach in learning and teaching English is a very actual strategy because any student from Beginner to Advanced level can use it. It is a beneficial teaching tool as it develops practical professional skills as well as academic knowledge. Therefore, The aim of this article is to demonstrate the effectiveness of the communicative method in learning Business English compared to the traditional method. In order to realize the aim we put forward the following objectives to solve: - to have insights into traditional and communicative methods; - to hold experimental classes on Business English with communicative method; - to analyse the results of these classes;*

**Keywords:** *CM-Communicative Method, Traditional Method, Student, Business English.*

Traditional method is also called as the lexical-grammatical method, grammar-translation method or classical method. According to Passov E.I this approach for the most part intended for phlegmatic, melancholic, closed people. For those who do not need spoken language, for those who want to watch movies, read news and books in the original, for exams. It is designed for passive perception, where the language is necessary only at the level of recognition. Man will not able to speak much but could understand everything. It is quiet and measured training. So this approach is taught in schools, universities and colleges. (1; 27)

Here I would like to consider the principles of the traditional method operation procedure. The traditional method involves in the fundamental long-term study of the language, the gradual transition from simple to complex. Traditional Method begins its first classes with phonetics, namely with explanation of speech organs. It explains grammar and vocabulary separately. During one lesson, students first deal with grammar, vocabulary and then perform exercises to consolidate. Formula learning is typical to traditional method, such as rules of phonetics, grammar, reading, writing and communication. Learners of Business English begin to speak in the Business language at the earliest in a month. The technique involves the use of the Russian language to explain the various aspects of Business language. This method requires a lot of exercises of translation from English into Russian. Much time is devoted to grammar, working out of its norms and practices.

According to Pavlovskaya I.Y. the Communicative Method is a set of instructional techniques that provide communication in the learned language. (3;17) The basic principle of the communicative method of teaching English language is that student begins to speak English from the first class. Even those who study a language from scratch already learn a couple dozen phrases during first lesson. This allows learners to quickly get used to the sound of speech and eliminates the language barrier. By studying the language on this technique, you will not need to choose to speak freely or speak properly. It will be fluent and grammatically accurate at the same time. Students learn not only to speak on various topics of business speech, but also monitor the correctness of speech. The communicative approach helps to remove the psychological barrier of the student's fear of speaking English as well. If the students were afraid of "scary beast grammar" before, due to this method they would love to study it. Communicative method involves a very good and simple principle of learning grammatical rules: no more theory cramming. A particular rule is being explained to student and he begins to practice it again and again, which leads to automatic use of the skill in future. And the same with the new words: no more cramming, only multiple practical applications. This methodology is based on an active language practice and practice of colloquial speech. Grammar and exercises for translation will gradually recede into the background. First, students learn words and phrases, ready expression in the dialogue, and then using them to explain the laws of grammar construction. Activities: role-playing games, acting out scenes from the business life. Training material taken from professional everyday situations simulate real situations. The lessons are alive and interesting and completely deprived of tediousness. As well as an understanding of the development of hearing, reading in order to obtain information, report writing, the ability to conduct a dialogue on the social and professional topics. Free language teacher communication with the listener starts with the first lesson. Unlike traditional method that the teacher relates to students as friends and partners, as interlocutors rather than "learning

objects." Teacher with own artistry infects the students, making each lesson in a theatrical performance that is stored for a long time.

Further I will attempt to prove the advantages of the Communicative Method to the Traditional Method in studying Business English language. I analysed two different approaches with the same topics within five lessons.

In Traditional Method I dominated as an instructor and gave direct instructions from my first experiment, it was clearly seen students were under the pressure. It was reflected negative to the whole lesson. As a result of the second experiment we had an improvised dialogue I did not correct student's speech immediately, but after a conversation. This technique leads them to memorize incorrect grammar. As a result of other three experiments I noticed that my students did not interact well. Most of them were shy and never asked questions. The human factor they just followed their classmates in understanding topics. Every time I gave them new vocabulary to learn at home. Most of the learners cram word lists and when it comes to practical session they simply avoid using them. Grammar is studied separately by using alternative techniques as tables, diagrams etc. When students came across with constructing a grammatically correct sentence they struggled and made mistakes. As for Communicative Method I acted as a facilitator from the beginning of my experiments, it helped me to create a good atmosphere with my learners. During five lessons speech errors are corrected and grammar rules are explained at the same time. It could help the students to memorize the grammar rules by using their own examples of their speech. As a result of the second experiment when we were playing a game I gave students a chance to tend to guess a word by the meaning of others. Due to it, the new words were remembered better. As a result of other lessons we used games such as 'Corridor conversations', 'We are the champions' and many improvised dialogues. Due to the students' involvement in speaking and thinking in English, grammar is studied by view of its use in students' speech, through repetition. I encouraged them to oral spontaneous speech.

Both groups learned greeting, welcoming, arranging small talks before business negotiations. We deal with the five main topics that regarded to Business language: Negotiations, Employment, Human resources management, Business ethics, Project Proposal Presentation. We worked with portion of phrases and new vocabulary such as:

- We would like to purpose that..
- We suggest..
- Regarding your proposal, our position is..
- From my perspective..
- We are currently working on . . .
- We are in the process of . . .
- Job security
- Job placement
- Job seeker
- Job description

As a result of my experiments I tried to prove the efficiency of the Communicative Method in learning Business English for young Business English teachers. Students work in accordance with the requirements of this activity and cognitive skills through the actions of their speech development and the formation of an individual decision I hope in the future teachers and English language specialist will highly approach the Communicative Method in teaching business language.

## REFERENCES

1. Passov. E.I. Communicative method of teaching foreign language speaking M. : Prosveshenie,1985
2. Milrud R.P. Maximov I.R. Modern design principles of communicative teaching / Foreign languages at school, №4, 2000.
3. Pavlovskaya I.Y Methods of foreign language teaching (lectures in English): Review of modern teaching methods - 2 ed.,SPb: Publishing House, St. Petersburg. University Press, 2003.