MESSAGE-ORIENTED COMMUNICATION APPROACH IN ENGLISH TEACHING AS AN ESSENTIAL COMPONENT OF COMMUNICATIVE LEARNING

Krainenko O.V.
Kharkov national medical university

Annotation

Communicative approach to foreign languages teaching is discussed in the article. Learning foreign languages is taken as an educational experience. Personality and its cultural experience make it possible to include ‘values’ clarification’ theory in the language teaching process. The development of communicative skills is based on the ‘message-oriented communication’ methods. By applying the principles of
information gap and opinion gap more challenging communicative situations can be created.

Ключевые слова: «теорию оценивания ценностей личности», процесс обучения иностранным языкам, методика, «ориентированная на информационный обмен», коммуникативные навыки, технологии «восполнения информационных пробелов и создания своего мнения».

Ключові слова: «теорія оцінювання цінностей особи», процес навчання іноземним мовам, методика, «орієнтована на інформаційний обмін», комунікативні навички, технології «ліквідації інформаційних прогалин і формування своїх поглядів».

Key words: ‘values’ clarification’ theory, the language teaching process, ‘message-oriented communication’, communicative skill, communicative activities, information gap and opinion gap.

Learning a foreign language is not just a matter of memorizing a different set of names for the things around us; it is also an educational experience.

Since our language is closely linked with our personality and culture, why not use the process of acquiring a new language to gain further insight into our personality and culture? This does not mean that students of a foreign language should submit to psychological exercises or probing interviews, but simply that, for instance, learning to talk about their likes and dislikes may bring about a greater awareness of their values and aims in life. Learning is more effective if a number of activities adapted from ‘values’ clarification’ theory are included in the language teaching process.

The term ‘message-oriented communication’ (in the German original ‘mitteilungsbezogene Kommunikation’) was coined by Black and Butzkamm (1977). They use it to refer to those rare and precious moments in foreign language teaching when the target language is actually used as a means of communication. Since foreign language teaching should help students achieve some kind of communicative skill in the foreign language, all situations in which real communication occurs
naturally have to be taken advantage of and many more suitable ones have to be created.

Two devices help the teachers in making up communicative activities: information gap and opinion gap. Information-gap exercises force the participants to exchange information in order to find a solution. Opinion gaps are created by exercises incorporating controversial ideas, which require the participants to describe and, perhaps, defend their views on these ideas. By applying the principles of information gap and opinion gap to suitable traditional exercises the teacher can change them into more challenging communicative situations.