**Description of teaching experience**

|  |  |
| --- | --- |
| The theme of the experience | ”The formation of communicative competence by implementing creative education”. |
| The author | Kovalchuk Liudmyla Yevhenivna |
| The field of application | Students’ staff |
| Actuality | In accordance with the decisions of the European Council, the main competence in foreign language lessons is communicative competence |
| Scientific concepts and theories | Communicative – personal and communicative-situational approaches (Skliarenko, T. Klementieva) system-communicative concept (R. Martynova); communication-oriented concept (authors of textbooks published in Oxford), interactive learning technologies ( O. Pometun, L. Pyrozhenko) |
| The main idea  |  Developing students’ communicative skills, using innovative methods of effective learning at English lessons and extracurricular activities. |
| The technology of idea’s implementation  | Practical implementation of the idea into life during the lessonsand extracurricular activities. |
| Forms, methods | Brainstorming, spidergrams, mind map, interview, microphone, "Choose the position", "Aquarium",” Range of ideas” , inside-outside circle, projects. |
| The results of application | The use of interactive methods and IC technologies during the lessons help the students to train mental abilities, acquire communicative competence, develop their own creativity. There are the prize winners of the English Language Olympiads and “Greenwich” contest among my pupils.  |
| The criteria of effectiveness | The formation of active, creative students, the personalities of high moral values.  |
| Conclusions | All activities are effective if they are done with pleasure, motivation, trust and creativity. Only highly-educated, active, creative students, with good knowledge of English, the personalities of high moral values can become real citizens of our native land. |

If a person wants to be really good at something, he has to give whole self to it. It is a teacher, who gives whole self to his children. I am sure that the profession of the teacher is the mother of all professions. I am happy to be a teacher of English. I love children and English is my hobby. It’s great that my hobby coincides with my job . I teach not only the subject but the whole child.I have no hesitation in saying that a real teacher should be a well of knowledge, competent inevery field of human life, must be organized, have a sense of humour.

I impart my knowledge to my pupils day by day, try to findthe way to their hearts, to share their joys and sorrows, to be the model in everything. I know the content of my life, I believe in the possibility of improvement, working in the name of the most complete self-realization. My goal is to develop my students’ communicative skills, to establish emotional contact with them, using innovative methods of effective learning, which encourage them to discover the uniqueness of different nations, their culture and history. My duty is to teach my pupils not only the subject but form the personalities of high moral values.

I have been working on the problem ”The formation of communicative competence by implementing creative education”. Why this problem is actual?

In accordance with the decisions of the European Council, the main competence in foreign language lessons is communicative competence, because it provides students acquiring the ability to discuss issues, to prove their position, develop their own point of view, to develop critical and creative thinking.

Through a combination of interactive methods and IC technologies I try to facilitate pupils’ learning,to increase motivation by creating a situation of success. Itdevelops communication skills, helps to establish emotional contact between students,provides students with necessary information, without which it is impossible to realize joint activities. Moreover, it teaches team work,creates comfortable atmosphere.

The use of interactive and information - communication technologies makes it possible to organize lessons so that almost all the students are active participants in the action. Everyone has the opportunity to make a personal contribution to the joint activity,to exchange knowledge, ideas and ways of action. It takes in an atmosphere of goodwill, mutual understanding, mutual support. In every situation there must bethe need for communication, ability to communicate, practice of communication. I try to plan learning material in accordance with the socio- communicative role of the pupils taking into consideration their real life, interests, age psychological features, direction to the future.

Poem, songs, role games, tongue- twisters,prayers are good for junior pupils. They support their interest greatly.

I try to use various interactive technologies such as:brainstorming, spidergrams, mind map,interview, microphone, "Choose the position", "Aquarium",”Range of ideas”, inside-outside circle.

At the lesson "Ukraine is my homeland"I use an interactive method "brainstorming." Children listen the song "Odna kalyna" and say about their thoughts while listening. Using the language cards in the form of sunflower petals and pictures with keywords children speak about our native land.

Unprepared speech stimulates students learning conversation. The subject of the conversation can be: school life, events in the classroom; art, literature, sports.

It is important to pick up keywords and phrases that are written on the board or on special cards. It is desirable that students should learn formulas that express positive or negative attitude to the interlocutor (Splendid! Exactly so! Certainly! Impossible! Nothing of the kind!)

For example: Among the periodicals I generally subscribe to "Svoboda".

P1. It is very interesting.

P2. Exactly so. It is always interesting for me to read it too.

One type of effective exercises of speech is learning situations that consist of two main components: the conditions of the situation and reactions of the students.. Here is a sample card: You are an English correspondent. You must write an article about Ukrainian school-children. Get necessary information.

1. Greet the schoolchildren.

2. Introduce yourself.

3. Explain why you want to ask them some guestions

4. Ask them to answer your guestions.

Ask what subjects the pupils study in the ninth form, how many lessons they have every day, what possibilities are open to pupils after the ninth form.

5. Thank the schoolchildren for their information.

In situational speech I systematically arrange the pair work. Working in pairs is not only a means of learning dialogic speech. In terms of a friendly competition, each couple tries to answer the best. In pairs students carry out work on the text, perform tasks to create riddles and guesses (guessing games), describe pictures, make short messages. This allows them to practice speaking in a relaxed context, without fear. Working in pairs provides time for reflection, exchange ideas with a partner.

Working on the topic "Medical care" I offer the following situation:

Imagine you are a doctor, and a schoolboy comes to you with a lot of complaints. You suspect him of pretending illness and find him out.

Guide words: What's troubling you?

I have a pain in my ...

I'm running a high temperature.

Let me see your tongue

Sound as a bell.

I practice the interactive method “Microphone”. Here is the example on the topic «Sports and games in our life»

T:. What does sport give us?

PI: Sports help people to keep in good health. Because health is better than wealth. P2: We go in for sports because we want to be strong, vigorous, active.

P3: If we go in for sports we will never use cigarettes, alcohol, drugs.

P4: We must go in for sport to keep fit.

I am convinced that there is an effective work in pairs in the form of interviews. While studying the theme "Music" students interview a famous singer.

Working in groups - is a great technique of creative solution to the problem of forming communicative skills. Students often write group letters, make crossword puzzles on various topics, and role-playing vocabulary games, lyrics, songs, prepare and present projects and others.During thelesson on the theme: «Stick to the highest values ​​of life» («value of life") the students spoke about main values of life in the form of round- table- talk. They discussed such values as love, friendship, health, peace, happiness.

But perhaps the most interesting interactive group learning is project work. This activity

- integrates all four types of linguistic skills, and more grammar in the semantic context;

- creates conditions for increasing motivation because children can make their own choices about the form and content of work, use their own experience;

- allows students to learn from each other.

Projects may be various: from writing stories about favourite holidays , creating posters, brochures, manuscripts, board games, to create own portfolios and presentations.

The project work enables the children to combine the best interactive and information - communication technologies.

Our great project work was held during the English week. For junior pupils there was the organization of the School Theatre “In the World of Fairy Tales”, for senior students the party devoted to St. Valentine’s Day.

Firstly we worked out the aim and tasks of our project work. We also made a work plan and chose the sources of receiving information, divided students into groups.

The members of the circle “The lovers of English” created the appropriate images of the characters ( clothes that should reveal a character, nationality, age, make up, scenery set-up);taught children stage speaking, trained movements on the stage ,

found appropriate music ( we used different kinds of music taking into consideration emotional state of the character).The children recited poems, sang songs, played games, took part in the performances which all pupils enjoyed greatly.

That’s why my pupils took an active part in summer- rest project “Healthy food”.

The pupils were divided into three groups: ”Friends”, “Smile”, “Stars”. The result of their work there were posters and the presentation.

Most students had changed their attitude to learning English into the better way, they all expressed the desire to take part in the project works in other lessons.

During such kind of work the children learn to be tolerant and accept all the ideas that arise during communication attempts (always remember and repeat: "Every idea has a right to exist"). The students feel that they are respected and valued, they actively demonstrate what they can do, make proposals and participate in various activities. This creates a situation of success for each student.

When students are in the form of interaction with any information they learn to think, train mental abilities, acquire communicative competence, develop their own creativity. I try to create psychological comfort that helps students to overcome fear of mistakes, get to work freely, focusing on success.

The use of design technology was for me the beginning of the method portfolio in my practice.

The portfolio is a type of long-term project, which summarizes the work.

I try to praise the students when they deserve, encourage children's activity. It develops creativity of students, creates interest in learning a foreign language.

I take an active part in the work of our District Methodological Union of English Teachers. Cooperating with other teachers from our district I conduct the practical seminars. I share experience with my colleagues, give open lessons, take part in the teachers’ meetings. Among my students there are winners of such contests as “Greenwich” and also the prize winners of the English Language Olympiads. I do my best not to be behind my pupils so I take part and win prizes in different contests as well. The lesson “Observe the law and stick to the highest values of life” and round-table talk “ The dreadful 1932-1933 famine in Ukraine- the cynical form ofstate terrorism against its own people” were published in the newspaper “English”.

“Winter festivities in Ukraine and Great Britain”was published in the book “For you, for us, for all”.

It is our duty to make the classroom a lively and interesting place. How can we create such a classroom? My experience has taught me that warm-up activities can spark students’ curiosity and promote a comfortable atmosphere. I am convinced that all activities are effective if they are done with pleasure, motivation, trust and creativity. I wrote the methodical manual “Warming –up activities at the English lesson ”. I am sure that it will help other teachers to make their lessons brighter.

Doing what you like is freedom. Liking what you do is happiness. I am happy that God gave me the opportunityto teach children, to form the personalities of high moral values. I teach my pupils to treat other people as they want to be treated themselves.