**Opportunities of the Situational Method in Teaching Oral Skills to Basic School Students**

Dzhumakulova Dilnaz Assetovna

4th year student of Foreign Languages Teacher Training Faculty

Kazakh Ablai Khan University of International Relations and World Languages

Almaty, Kazakhstan

e-mail: dilnaz-0312@mail.ru

Uzakbayeva Sahipzhamal Askarovna

Doctor of Pedagogical Sciences, Professor

Kazakh Ablai Khan University of International Relations and World Languages

Almaty, Kazakhstan

e-mail: [sahipzhamal.a@mail.ru](mailto:sahipzhamal.a@mail.ru)

**Abstract.** The article examines the concepts of *situationality*, *situation*, and *situational method*. It describes the potential of the situational method in teaching oral skills to basic school students. The main methods of situational learning are identified.

**Keywords:** situation, situationality, situational learning, methods of situational learning, speech situations, speech activity.

**Возможности ситуативного метода в обучении устной речи учащихся основной школы**

Джумакулова Дильназ Асетовна

студентка 4-го года обучения

Педагогический факультет иностранных языков

Казахский университет международных отношений

и мировых языков имени Абылай хана, Алматы, Казахстан

e-mail: dilnaz-0312@mail.ru

Узакбаева Сахипжамал Аскаровна

Доктор педагогических наук, профессор

Казахский университет международных отношений

и мировых языков имени Абылай хана, Алматы, Казахстан

e-mail: [sahipzhamal.a@mail.ru](mailto:sahipzhamal.a@mail.ru)

**Аннотация.** В статье рассматриваются понятия «ситуативность», «ситуация», «ситуативный метод». Описываются возможности ситуативного метода в обучении устной речи учащихся основной школы. Определены основные методы ситуативного обучения.

**Ключевые слова:** ситуация, ситуативность, ситуативное обучение, методы ситуативного обучения, речевые ситуации, речевая деятельность.

Learning a foreign language takes place in an artificially created language environment.  
The objective world is modeled through the use of various types of situations: problem-based, educational-speech, and natural communicative situations.

A *situation* is a universal category. Without even realizing it, we are constantly in some kind of situation. Ideally, the individual’s set of skills, abilities, knowledge, and beliefs should align with the demands of the situation. This alignment is what defines a person's competence.

In academic literature, there are many definitions of the term *situation*. Among them, A.A. Leontiev describes a situation as "a set of conditions—both linguistic and non-linguistic—necessary and sufficient for carrying out a speech action according to a plan, whether these conditions are given in the text or created by the teacher in the classroom" [1].

S.F. Shatilov views a speech situation as "extralinguistic circumstances that prompt a person to respond with speech actions in order to solve communicative tasks" [2].

E.I. Passov’s perspective is particularly noteworthy. For him, the key systemic component of a situation is the interaction between one subject and another. He characterizes a situation as "a dynamic system of relationships among learners that, being reflected in their consciousness, generates a personal need for purposeful activity and sustains that activity" [3]. This approach focuses on the dynamic process of social interaction where the subject, the situation, and the social system are seen as a unified whole.

Situationality is one of the most important principles of communicative foreign language teaching. In accordance with this principle, exercises are based on situational contexts that enhance the learner’s motivation to speak, read, listen, and write in the target language. Situationality has become a staple feature of the modern foreign language lesson, with the use of educational-speech situations being a fundamental rule.

The situational method has long attracted the interest of both domestic and foreign scholars.

Speaking about the concept of *situationality*, M.S. Ilyin defines it as "the alignment of the natural pace of speech and the context of the situation" [4, p. 29]. Methodologists I.M. Berman and V.A. Bukhbinder define it as "a quality of speech—its ability to reflect the situation through linguistic means" [5, p. 186]. Situationality is a unique property of speech, reflected in the fact that speech units, in both their semantic and temporal dimensions, are always linked to a situation and create a potential context within a specific range [4, p. 137]. Situationality is essential for teaching speaking. The situation acts as a stimulus for speaking.

The situational method is based on the following principles:

* Vocabulary is a core aspect of language learning and must be carefully selected.
* Grammar should not be taught as a set of abstract rules, but rather through model grammatical structures derived from native speaker discourse. These sentence models should be internalized in specific situations.
* The goal of instruction is the development of competencies across all types of speech activity, aiming to reach proficiency levels close to those of native speakers.
* The situational method introduces and practices language material first in oral forms of communication (speaking and listening) and then in written forms (reading and writing). Following the principles of the direct method, an “oral precedence” period (about 1.5 to 2 months) is recommended, during which learners listen and absorb the language before producing it themselves.

The potential of the situational method is vast: it motivates learners to engage in communication. Only within situational frameworks—as systems of relationships—can key qualities be effectively developed. Through situational communication, learners purposefully develop speaking skills, expand their vocabulary, and deepen their linguistic and cultural awareness. When modeling communicative situations, the teacher must consider students’ individual characteristics, proficiency levels, and the thematic content of communication.

One situational learning method is the case study method.  
Unlike simple academic tasks, case studies lack a fixed set of initial data or predetermined correct answers. Learners must independently understand the situation, identify problems, and determine the questions that need answering. A case may not have a single correct solution. In English language learning, using the case study method at the end of a series of theme-based lessons (such as revision lessons) seems most logical. These final lessons can integrate all previously studied material—grammar, vocabulary, student experiences, and extralinguistic knowledge of the world.

Another approach is the use of simulation exercises.  
The defining feature of a simulation exercise is that the teacher knows the correct or optimal solution in advance. These are simpler to implement than case studies, as there is often a “programmed solution,” and the teacher’s role is to guide students toward it. Simulation exercises are effective for assessing learners’ knowledge of specific rules.

Role-playing can be used at any stage of learning, though it is typically applied in final or summary lessons, as it requires learners to have a strong command of the material and the ability to produce original content, such as diagrams, projects, or communicative interactions. At early stages, teachers often use simulation role play, which includes:

1. A modeled social system (e.g., a store, library, train station);
2. A standardized interaction pattern practiced to the point of automation;
3. Contextual lexical and semantic content relevant to the situation.

Debates are one of the most engaging and beneficial exercises in English lessons.

Why conduct debates in English?  
First, assigning students to defend a specific argument (which may differ from their personal views) fosters critical thinking.  
Second, debates require quick thinking—students must respond to opponents’ arguments and identify flaws in their logic. This serves as a strong mental workout and prompts recall of necessary vocabulary or encourages descriptive circumlocutions.  
Third, debates offer excellent practice in public speaking. Typically held in group settings, debates require students to present in front of peers—an important skill for presentations, thesis defenses, and professional reports. The first part of a debate is essentially a presentation. A successful debate performance can boost self-confidence for future public speaking.

Thus, situational learning can also include business games, individual drills, group trainings, contests, quizzes, and other educational games.

In any case, situational learning promotes the development of self-organization, the ability to explain real-world phenomena, value orientation skills, and functional literacy. It also helps form key competencies and orients learners to tackle essential issues of modern life.

**REFERENCES**

1. Leontiev, A. A. *Psychology of Communication* (3rd ed.). Moscow: Smysl, 1999. – 365 p.
2. Shatilov, S. F. *Methodology of Teaching German Language* (2nd ed., revised). Moscow: Prosveshchenie, 2000. – 223 p.
3. Passov, E. I. *The Communicative Method of Teaching Foreign Languages* (2nd ed.). Moscow: Prosveshchenie, 1991. – 223 p.
4. Ilyin, M. S. On the Classification of Exercises in Speech Activity. *Foreign Languages at School*, 1961, No. 5, pp. 29–34.
5. Berman, I. M., Bukhbinder, V. A., & Strauss, V. *Fundamentals of Foreign Language Teaching Methodology*. Kyiv: Vyshcha Shkola, 1986. – 334 p.