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COMBINED EXERCISES IN TEACHING SPEAKING FOREIGN LANGUAGES

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Abstract: One of the problems of modern methods of teaching foreign languages is the development and theoretical substantiation of a system of exercises "in the use of speech" or such methods of work that would allow the teacher to train students in the ability to mobilize their language knowledge, skills and abilities for the perception and expression of thoughts and feelings, forming at the time of speech are discussed in this article.

Keywords: phraseology, speech, intonational patterns, three-stage process, proficiency – reading, exercise.

Introduction

At present, there is an almost unanimous opinion in the literature that it is impossible to achieve the development of students' unprepared speech on the basis of reproductive exercises with "given content" [1.111] alone, no matter how effective they are. Teaching oral speech in a foreign language is a very difficult and time-consuming process. It can be said without exaggeration that no type of linguistic activity requires as much training, as much exercise (in the broadest sense of the word) for its formation as is necessary to develop the ability to express one's thoughts in a foreign language. Therefore, when teaching oral speech, the question of the most rational use of study time is especially acute.[2].

The complexity of the process of teaching oral speech is explained primarily by the fact that, in order to express their thoughts in a foreign language, students, firstly, must have a certain supply of lexical units, grammatical forms and structures, intonational patterns and have the skills to use this language material in speech, and secondly, they must be able, focusing primarily and mainly on the semantic side of speech, to combine, combine these elements of the structure of the language to express their thoughts.[3,77].

Thus, before you start speaking, you need to master information about a particular linguistic fact (for example, about the form and use of a word), acquire the skills and abilities to use these phenomena, and, finally, learn to formulate your thoughts with the help of the studied linguistic facts. Consequently, mastering oral speech is a complex three-stage process. What is the most rational distribution of study time between these three stages of the process of developing students' ability to speak a foreign language? The achievement of the ultimate goal of learning depends to a decisive extent on the correct answer to this question.[4.1644].

Unfortunately, there is no clear answer to this question in the methodological literature.[8]. Until now, the problem has been discussed only partially, namely, in terms of the relationship between the first - theoretical - stage and the rest of the stages. Numerous speeches against excessive theorizing, against "talking about the language" instead of "speaking when teaching a foreign language must be minimized, compatible with the correctness and accuracy of the presentation of the material to be assimilated. In approximately the same way, BV Belyaev proposes to solve the problem in his "Essays on the Psychology of Teaching Foreign Languages" and for the second stage of mastering speech - developing speech skills.[5,58]. "The main thing in teaching a foreign language," he writes, "is not the acquisition of theoretical knowledge in the language by memorizing various rules and not in the formation of certain speech skills by repeated repetitions of the same, but in developing students' skills understand strangers and express their thoughts in a foreign

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language, for which the greatest time and focus in foreign language lessons should be given to appropriate exercises. This recommendation, which is basically correct, raises the following objection.[6,58]. The fact is that to some extent it orients teachers to underestimate the work aimed at consolidating the material and at the formation of primary skills and abilities, which would have a negative effect on the development of the ability to express their thoughts in a foreign language, because, as B. V. Belyaev, "practical language proficiency is ... a skill based ... on firmly mastered speech skills," and the development of these skills, especially when teaching oral speech, requires considerable effort and time. <…>.[7,59].

As practice shows, the often observed hypertrophy of one stage at the expense of another due to the unresolved problem indicated above greatly complicates and even makes it impossible for students to develop the ability to express their thoughts in a foreign language.[9]. This hypertrophy is also facilitated by the system of exercises usually recommended in our manuals on the methodology and used in textbooks on foreign languages, in which language (aspect) and speech exercises are separated from each other by almost a Chinese wall. With such a gap between these types of exercises, work on consolidating knowledge does not directly develop speech, and work on developing the ability to express one's thoughts in a foreign language does little to consolidate linguistic material.[55]. The only exceptions are, perhaps, such widespread exercises as questions to the text and coming up with sentences for a given word or structure. Naturally, the system of exercises, consisting mainly of purely linguistic and purely speech exercises, can be effective only if the correct experimentally verified ratio between the first and the second is observed. And since such a relationship has not yet been established, it is necessary at least to try to avoid major mistakes. This can be achieved if a different system of exercises is used in the work on teaching oral speech. In this system, generally accepted purely speech exercises retain their place, the effectiveness of which has

been proven by practice, as well as exercises to ensure the comprehension of the material by students, to ensure the ability to translate a given word or phenomenon into their native language, etc.[13]. At the same time, that part of purely linguistic exercises that is aimed at assimilating a given phenomenon, word or structure in relation to the active side of oral speech, i.e. on the development of primary skills, gives way to methods of work in which the consolidation of the material and the development of the ability to express one's thoughts in a foreign language will be carried out simultaneously, in the same exercises (of course, to the extent that the material allows it). Such exercises can be conventionally called combined exercises.[14]

The advantage of the combined exercises, from our point of view, also lies in the fact that they significantly increase the coefficient of useful use of study time, since they make it possible to combine the solution of two most serious tasks of the process of teaching a foreign language.

The presence of combined exercises in the system of exercises for the development of oral speech does not at all exclude purely speech exercises, but complements them.

Combined exercises that contribute to the acquisition of vocabulary and the development of the ability to express their thoughts in a foreign language include, for example, the following exercises:

1. Questions about the text or about the text. This exercise becomes combined only when the student, in order to correctly answer the question posed, must use a certain word or phrase to be consolidated.

2. Question-and-answer conversation of the teacher with the students, not directly related to the text. Students have their books closed during this type of conversation. Questions are asked by the teacher. The requirement for questions is the same as in the previous exercise. However, this activity is more difficult for both the question writer and the students. Since the conversation is not limited to the framework of the text, drafting questions that ensure the presence of certain vocabulary in the answer can sometimes be

associated with some difficulties. The teacher is required to be able to make adjustments to previously prepared questions, ask additional questions, etc. during the conversation. This exercise is more difficult for students because they must answer questions without relying on knowledge of a particular text and the new vocabulary it contains. It is advisable to conduct such a conversation at the end of a lesson series on a given topic or on a given paragraph of a textbook.

3. Retelling additional text. This exercise is carried out as follows. Suppose the text to be paraphrased is as follows:

A well-dressed gentleman sat on a bench in the park, enjoying the spring day. A boy lay on the grass just across the walk, looking at him.

"What's the matter, sonny?" asked the gentleman. "Why don't you go and play?"

"Don't want to", the boy replied.

"But why don't you run about?" the gentleman insisted.

"Oh, I'm just waiting till you get up. A man painted that bench about fifteen minutes ago ".

(Humorous Stories, Uchpedgiz, 1959.)

This text contains the following lexical units that must be consolidated: What's the matter ?; to look at smth; to enjoy smth; just.

A list of phrases and words from this text is attached to the text, to the side of it or below it. Depending on the preparation of students, verb phrases are given in an indefinite form or in an appropriate temporal form (mixed presentation is also possible); in the same way, you can vary the feed of the article, etc. The list of words and phrases might look something like this: a well-dressed gentleman; to sit on a bench; to enjoy smth; to lie on the grass; across the walk; to look at smb; What's the matter,… ?; to go and play; Don't want to; to insist; to be just waiting; till you get up; to paint smth; fifteen minutes ago.

After reading or listening to the text, students retell it by looking only at this list. The presence of such a list makes their task easier, as it prompts the sequence of actions in the text. At the same time, when retelling, new lexical units to be learned will also be used, which must be included in the list.

4. Retelling the content of a picture or a series of pictures, filmstrip, etc.

Attached to the picture is a list of words or phrases, basically similar to the list suggested in the previous exercise. The main thing is that the list contains lexical units to be learned that are suitable for the content of the picture.

Since in this exercise, students do not read or listen to a ready-made foreign text and, therefore, cannot rely on it in the process of speaking, it is advisable to ask students a number of preliminary questions before retelling the content of the pictures. These questions can also be used to reinforce knowledge of the relevant vocabulary.

5. Question-answer conversation on the watched film and retelling of its content.

Combined exercises can be built on the basis of movies, which are a good tool for developing oral speech and as a teaching technique that are of great interest to students.

After watching the movie, the teacher conducts a question-and-answer conversation on its content; at the same time, the teacher's questions should be structured so that when answering them, the student must use a certain vocabulary. In the event that students watched an educational "silent" film, you can invite them to retell the film or its individual parts, based on a previously prepared vocabulary list. When working with a film dubbed in a foreign language, you can similarly organize the retelling of the narrator's text.

6. Retelling in a foreign language of the text presented in the native language of students, with the obligatory use of certain lexical units.

This exercise should only be used in well-prepared classrooms. Students listen to the text in their native language, and then briefly convey its content in a foreign language, trying to use the lexical units indicated by the teacher in retelling. The lexical units that are mandatory for use in retelling should serve as a kind of plan for retelling.

Since the text in the native language is given not for translation, but for retelling, or rather as a topic for an oral message, this text may not

contain equivalents or analogues of those foreign words and phrases that the student is obliged to use in speech; the choice of the latter can be determined by the general context, the content of the text.

7. Student dialogues on bilingual development. A page of a textbook or a specially prepared leaflet is divided in half: on the left, a dialogue in the native language is given, and on the right, on the same line as the corresponding elements of the dialogue, colloquial stamps, situational turns, phrases of a foreign language to be learned are given. Students, divided into pairs and pre-assigned roles among themselves, read the dialogue and foreign phrases and phrases placed on the right twice. Then that part of the textbook or leaflet that contains the dialogue is closed, and the students, using only the right side of the development, reproduce the dialogue in a foreign language.

In this activity, it is important to ensure that the students do not try to replace the conversation with a translation of the dialogue from their native language. In part, this remark also applies to the previous exercise.

8. Conversation of students with each other on a given topic based on a list of certain lexical units.

The class is divided into groups of 2-4 people, who, on the instructions of the teacher, must conduct a conversation on a specific topic. To facilitate the task of students, each group receives a list of phrases and constructions to be consolidated and necessary for a conversation on this topic. The teacher supervises the work, moving from group to group. The same exercise can be done in the form of acting out scenes.

9. Short speech by word group. The vocabulary to be learned is divided into several groups; within each group, words are united by a situational-potential context. So, for example, one group can get to watch TV, to like smth, to go to the cinema, old people, to have a good time.

Students should prepare and verbally reproduce a short story or several related sentences in a few minutes and at the same time use the appropriate lexical units. As practice shows, this exercise in many cases turns out to be easier for them than coming up with sentences for an isolated word or construction, since the combined situational words seem to give the student a ready-made outline of the story. Of course, this canvas is refracted in the minds of each student, and therefore the speeches of several students on the same group of words are quite different from each other. In addition, this exercise arouses interest among students, and coming up with individual sentences for a given word or structure very often pushes students against this type of work. At the same time, a statement from several related sentences comes infinitely close to the conditions of a real monologue speech, which cannot be said about an isolated sentence.

10. Short presentation according to the given situation

Students are introduced to a certain situation, for example: "Imagine that a foreigner approached you and asks where and how he can have lunch", and then they are given the task: "Reproduce your imaginary answer using the following words and phrases ..."

11. Oral communication prepared at home with the obligatory use of certain words.

Each student prepares a retelling of the passage or story chosen by him so that he can use a certain number of words of this lesson or this topic in his message. In this case, the choice of lexical units is also carried out by students. This exercise is effective for memorizing vocabulary, since, in order to include some words in the retelling, the student must look through them several times, choose the appropriate story or passage (or come up with his own story), and then part of this vocabulary, of course, include in speech.

From the exercises listed above, it can be seen that combined exercises can develop both spontaneous speech and prepared, both dialogical and monologue, both on the basis of the text of the paragraph, and on the basis of additional educational materials, both based on textual material, and without it. ... Combined

exercises allow for the widespread use of technical means in teaching a foreign language. In the practice of teaching foreign languages, you can use combined exercises that are aimed at consolidating knowledge of grammar. To master certain grammatical phenomena or structures, you can use, first of all, the combined exercises listed above, rearranging them accordingly. In this case, not lexical units will be subject to mandatory use, but certain grammatical forms and constructions, etc. In addition, such combined exercises are possible, aimed at consolidating knowledge, which are determined by the nature of a particular grammatical phenomenon. These exercises should be structured and formulated in such a way as to create a natural situation for the use of a given grammatical phenomenon, so that the context requires the use of a given grammatical structure or form.

Now it is necessary to make a few remarks regarding the nature of the exercises in translation from the native language into the foreign one. Can translation be viewed as a combined exercise?

With the correct organization (and only with the correct organization), translation from the native language is, as you know, an effective means of consolidating linguistic material. At the same time, a number of authors consider translation into a foreign language as one of the main speech exercises. However, one cannot agree with this provision. The point is that translation is not a speech exercise in the full sense of the word. And it is no coincidence that I.D. Salistra makes the following reservation: "However, translation into a foreign language differs from oral speech in that in the second case we express our own thoughts, and in the first case we have a ready-made thought. This feature of translation into a foreign language ... shows that they cannot be limited to ... ".

Translation from a native language differs from the natural process of speaking not only in that we do not express our own thoughts during translation. The difference also lies in the fact that the significantly greater difficulties that speaking presents for the student make it a process that is qualitatively different from translation.

Firstly, when translating from the native language, even at a fast pace, the student has much more time to think over each sentence than when speaking, because in the latter case the sentences follow one after the other. Long pauses before each new sentence when speaking would make speech not only unnatural, but also difficult to understand.

Secondly, due to the fact that during translation the student receives a ready-made thought, translation requires much less mental stress and much less distributed attention. These two points give students the opportunity to concentrate almost entirely on linguistic forms when translating, make it possible to construct a sentence more or less slowly. Meanwhile, speaking requires almost complete mental concentration on the expressed thought, requires automated use of at least the overwhelming majority of the linguistic components of a sentence. Of course, such an ability to express one's thoughts in a foreign language does not come immediately, it must be developed, but this must be done not with the help of some psychologically different type of work, but through the process of speaking itself.[15,76].

The development of the ability to express one's thoughts in a foreign language, of course, is closely related to other types of language proficiency - reading, understanding of oral speech, written speech - and is unthinkable without preparatory language exercises, but as a result of performing even a large number of preparatory exercises and exercises in reading and etc. the student will not speak a foreign language.

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